

# Ready for the Classroom, Part II

2017 Survey of PK-12 School Administrators



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

April 2018

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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).

OACTE Alumni and Employer Survey Advisory Team

Scott Fletcher, Lewis and Clark College, Advisory Team Chair

Leif Gustavson, Pacific University, Board President 2017-2018

Mark Girod, Western Oregon University

Scot Headly, George Fox University

Hilda Roselli, Director of Career and College Readiness, Chief Education Office, State of Oregon

Acknowledgements

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Alisha A. Lund-Chaix  
Lund-Chaix Consulting  
(503) 367-6207  
[www.lund-chaix.com](http://www.lund-chaix.com)

## Executive Summary

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Pervasive traditions of inequality in the U.S. have rippled through generations into today's classrooms. Oregon teachers must lead long-term, deep change in the community through their work in their classrooms and schools.

Leaders of Oregon's 17 public and independent nonprofit teacher education colleges have united as the Oregon Association of Colleges for Teacher Education (OACTE) to raise student achievement equitably within Oregon's diverse classrooms. This study is one of several projects to evaluate teacher preparation in Oregon.

Effective teachers cultivate a rich corpus of knowledge, instructional techniques, and habits to adapt curriculum to students' unique strengths and learning styles, and to help them develop crucial, cross-disciplinary skills such as literacy, critical thinking, and problem solving, as well as to improve teachers' own leadership and professional practice continuously. These principles underly the primary goals of Oregon's teacher preparation programs.

The surveys that are the backbone of this study ask teachers and their supervisors to assess how well prepared beginning

teachers were to perform the expectations set forth by the ten InTASC Model Core Teaching Standards. This report summarizes the results of administrators' appraisal of teachers' readiness when they first took the helm of their own classrooms.

### *Procedures*

Grounded in social justice for program improvement, this project began in 2013, when OACTE leaders adopted the InTASC Model Core Teaching Standards as the core principles shared across all 17 of Oregon's public and independent nonprofit institutions that provide educator preparation. Researchers with the Interstate Teacher Assessment and Support Consortium conducted a research synthesis to identify the most effective teacher habits and practices, summarized as the ten InTASC Model Core Teaching Standards in four categories:

- *Learner and Learning,*
- *Content Knowledge,*
- *Instructional Practice,* and
- *Professional Responsibility.*

The 2017 survey instrument included descriptions of 23 specific, common teaching practices that emerge from the ten InTASC Model Core Teaching

Standards as indicators of effective teaching and learning.

The survey population for this report includes supervisors of teachers who completed their educator preparation training at an OACTE program and were recommended for licensure in 2014-15 or 2015-16, who were working in Oregon public schools within their first two years as contracted teachers in the 2016-17 academic year.

In sum, the survey population included individual administrators of 699 unique schools, who supervised 1,528 beginning teachers. With 383 viable responses submitted from 239 individual administrators, a third of individual administrators in the population (34 percent) completed the survey, providing feedback on 25 percent of beginning teachers. North, south, east, and west, Oregon's diverse geography was well represented among respondents who worked in 87 districts from 31 of Oregon's 36 counties.

### *Key Findings*

The OACTE survey team defined the four domains of the InTASC Model Core Teaching Standards—Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility—as four latent social constructs, mapping one or more specific,

observable teaching practice(s) to each of the ten Standards across four scales. The survey asked administrators to evaluate how well prepared to perform each of 23 activities and skills specific teachers were when they first assumed their positions.

- *Learner and Learning Standards:* Among the six items developed to estimate teachers' readiness to perform the expectations of the Learner and Learning Standards, on average, supervisors thought teachers were best prepared to use time outside of class to develop relationships with students and learn their perspectives. They thought teachers were less prepared to incorporate language development into lessons so they are accessible to all learners.
- *Content Knowledge Standards:* Results indicated that administrators, on average, thought teachers were best prepared to develop activities in which learners work together to solve problems, of the five items developed to measure teachers' preparation to perform the expectations outlined by the Content Knowledge Standards. Administrators thought teachers were less prepared to assist students in analyzing subject-specific concepts from multiple perspectives.
- *Instructional Practice Standards:* Administrators indicated beginning teachers were best prepared to plan



instruction using specific Common Core Standards, among the six items measuring teachers' preparation for the types of activities required by the Instructional Practice Standards. Conversely, administrators thought teachers were not as well prepared to use assessments to engage learners in monitoring their own progress / achievement.

- *Professional Responsibility Standards:* Among the six items developed to measure teachers' preparation for the Professional Responsibility Standards, administrators thought teachers were best prepared to demonstrate respect for learners and their families, even when they were not in the teachers' presence, the highest rated of all 23 indicators of effective teaching and learning. Conversely, administrators indicated teachers were not as well prepared to develop connections to community resources, for which administrators thought teachers were less prepared than any of the the 23 items.
- Most administrators thought the beginning teachers they worked with were prepared to perform their jobs effectively. When asked how well-prepared beginning teachers were for their jobs overall, more than half of respondents rated teachers' preparation as an eight or higher, with an average rating of 7.5 on a 10-point scale.

- The vast majority of respondents (70 percent) were very satisfied with their beginning teachers' overall performance and an additional 21 percent were somewhat satisfied. Nearly all (88 percent) would hire the teacher again.
- Nearly all supervisors (90 percent) indicated their beginning teachers had the opportunity to collaborate with other educators. Conversely, beginning teachers in more than 20 percent of respondents' schools were not formally assigned a mentor or coach to help develop skills, and more than a third did not have the opportunity to participate in an induction program.

### *Conclusions*

Supervisors indicated that teachers were well prepared for the most important aspects of their jobs, reflected by the 70 percent who were very satisfied with teachers' overall performance, and the 88 percent who reaffirmed their decision to invite teachers to join their teams. Importantly, teachers were best prepared for the activities that will help them sharpen their skills and flourish in their practice quickly: work with colleagues, professional learning, and reflection.

Above all else, supervisors thought teachers were best prepared to demonstrate respect for learners. In contrast, supervisors indicated that beginning teachers have the most room for

improvement in developing connections to community resources. Connecting with and supporting the unique assets of each learner as a whole and complex individual in a diverse classroom is the crux of exceptional teaching and learning. While teachers are already doing well, accelerating community and classroom diversity elevates the mandate for flexible and responsive teaching, and moves the baseline for minimum skills required of all teachers.

In response to open-ended questions, trauma has emerged as a growing concern consistently since the inception of this project, expressed by administrators and teachers alike. Trauma, however, is not a new condition, nor necessarily the primary challenge students may bring with them into the classroom. Sexual abuse, physical violence, war, incessant racial discrimination, drug addiction, deep and ongoing scarcity, and eviction and homelessness, are atrocities that humans have inflicted upon one another for thousands of years.

While trauma has always existed in schools, the number of students who have experienced trauma may be on the rise as Oregon's families come from ever more diverse backgrounds, and families continue to recover from the recent recession. School leaders understand

better than ever sources of trauma, and the long-term effects of trauma on the human body and mind, and the resulting decision-making and behaviors. These social dynamics are alive and well in Oregon's classrooms, because they are the social dynamics of our communities.

Solving these types of profound social problems means resolving them in social institutions like schools. Understanding the individual and cultural effects of trauma can help teachers identify the unique strengths and rich perspectives of each learner. Highly skilled, compassionate, flexible, and empowering teachers play an important role in strengthening Oregon's communities by ensuring all learners succeed based on their assets.

Resolving these problems in schools is not sufficient to mitigate the negative social effects of trauma, cross-cultural misunderstandings, and other sources of injustice. Inequalities must be resolved in employment and compensation, law enforcement and criminal justice systems, health care, housing, and other social institutions and practices. Socially-just, equitably applied, learner-centered public policies, priorities, and values can change the culture that influences the experiences learners bring into the classrooms.

## Contents

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<i>Figures</i> .....	viii
<i>Tables</i> .....	viii
Purpose .....	1
Procedures.....	2
<i>Survey Development</i> .....	2
<i>Study Population</i> .....	3
<i>Data Collection</i> .....	3
<i>Sample Summary</i> .....	4
Respondent Characteristics .....	5
Beginning Teacher Preparation .....	6
<i>Learner and Learning Standards</i> .....	7
<i>Content Knowledge Standards</i> .....	9
<i>Instructional Practice Standards</i> .....	11
<i>Professional Responsibility Standards</i> .....	13
Satisfaction and Retention.....	15
<i>Overall Preparation</i> .....	15
<i>Retention</i> .....	16
Looking Ahead.....	17
<i>Teacher Development</i> .....	17
<i>Hand-in-Hand</i> .....	17
<i>Tomorrow's Classrooms</i> .....	20
Conclusions.....	21
<i>Unique Students</i> .....	21
<i>Schools in Context</i> .....	22
References .....	25
Appendices.....	28
<i>Summary Data Tables</i> .....	28
<i>InTASC Model Core Teaching Standards</i> .....	35
<i>Acronyms</i> .....	36

## *Figures*

Figure 1, Learner and Learning Scale Means.....	7
Figure 2, Learner and Learning Response by Preparation Level .....	8
Figure 3, Content Knowledge Scale Means .....	9
Figure 4, Content Knowledge Response by Preparation Level .....	10
Figure 5, Instructional Practice Scale Means.....	11
Figure 6, Instructional Practice Response by Preparation Level .....	12
Figure 7, Professional Responsibility Scale Means .....	13
Figure 8, Professional Responsibility Response by Preparation Level .....	14
Figure 9, Beginning Teachers' Overall Preparation .....	15
Figure 10, If you had to make a new decision for the first time today, would you hire or recommend hiring the Teacher? .....	16
Figure 11, How satisfied are you with the overall performance the Teacher? .....	16
Figure 12, District Support for Beginning Teacher Development .....	17

## *Tables*

Table 1, 2017 Administrator Response .....	4
Table 2, Number of Responses from Individual Administrators .....	5



Pervasive traditions of inequality in the U.S. have rippled through generations into today's classrooms. Students bring with them a wealth of perspectives shaped by their race, gender and sexuality, financial position, ethnicity, ability, religion, and interpersonal experiences, among other social attributes that influence identity and can privilege some students while obstructing others unfairly.

Oregon teachers must lead long-term, deep change in the community through

their work in their classrooms and schools. Equipped with a medley of creative practices, teachers can leverage learners' differences as classrooms assets that support universal achievement and cultural change.

Are Oregon teachers ready for the job? The purpose of this study is to learn from Oregon school administrators what future teachers need to ensure all students can live their uninhibited dreams.

## Purpose

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Leaders of Oregon's 17 public and independent nonprofit teacher education colleges have united to raise student achievement in classrooms throughout the state. Together, as the Oregon Association of Colleges for Teacher Education (OACTE), they embarked on a statewide continuous improvement project to ensure all new teachers are equipped with a comprehensive set of skills, knowledge, resources, and expectations that facilitate achievement equitably within Oregon's diverse classrooms. This study is one of several projects to evaluate teacher preparation in Oregon. Its focus is on institutional and statewide program outcomes.

Simply stated, the primary goal of any teacher preparation program is to produce effective teachers. To identify the principles of effective teaching and learning, researchers at the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) conducted a research synthesis and identified ten attributes exhibited by teachers whose students succeed academically, as they respond to learners unique backgrounds, strengths, and challenges. The Consortium outlined these principles as the Model Core Teaching Standards, which, in turn, underly the primary goals of Oregon's teacher preparation programs (CCSSO, 2011; CCSSO 2012).

Grounded in principles of social justice for program improvement, the ten Model Core Teaching Standards describe the performances, knowledge, and dispositions that support high achievement among all learners in a diverse classroom. Briefly, the Standards set expectations for teachers of all grade levels and academic disciplines to:

- establish a classroom climate and adapt teaching practices to support all learners, from all cultural and family backgrounds and who exhibit all learning styles (*Learner and Learning* domain);
- provide learners with subject-specific depth of content and literacy/numeracy, along with skills for solving problems and collaborating across subject areas and with others who hold unique perspectives (*Content Knowledge* domain);

- employ a range of instructional techniques facilely, in a way that promotes active learning for all learners to achieve rigorous expectations (*Instructional Practice* domain); and
- develop professional skills, knowledge, and leadership capacity continuously, for the ongoing improvement of learners and the health of the school community (*Professional Responsibility* domain).

The surveys that are the backbone of this study ask teachers and their supervisors to assess how well prepared beginning teachers were to perform the expectations set forth by the ten InTASC Model Core Teaching Standards. This report summarizes the results of administrators' evaluation of teachers' readiness when they first took the helm of their own classrooms.

## Procedures

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OACTE's alumni and employer survey is part of an ongoing program development and change process undertaken collaboratively by leaders of all of Oregon's postsecondary degree-granting teacher preparation programs. Surveys of recent graduates and their supervisors complement other information to illustrate

the strengths and areas for growth (CAEP, 2013; Ewell, 2013).

### *Survey Development*

This project began in 2013, when OACTE leaders adopted the InTASC Model Core Teaching Standards as the core principles shared across all 17 public and independent nonprofit institutions that

provide educator preparation in Oregon (Garber, Blasi, Love, Fifield & Haneym, 2013; OAR 581-022-1724). A team of evaluators and education leaders developed an instrument to operationalize the ten conceptual Model Core Teaching Standards. The team first examined prior surveys from the Teacher Standards and Practices Commission, Oregon State Board of Higher Education, Council for the Accreditation of Educator Preparation, the U.S. Department of Education, and from education agencies in the states of Texas and Florida (CAEP, 2013; Ewell, 2013; Gray & Brauen, 2013; Milton, Curva & Milton, 2011; OUS 2002a; OUS 2002b; Stevens 2011; Stevens 2012; SEDU, 2011). The team pared down an extensive set of indicators of effective teaching and learning, mapping them onto the ten InTASC Model Core Teaching Standards.

OACTE administered the first statewide survey of beginning teachers and their supervisors in spring 2014. The team revised the instrument and procedures pursuant to the findings, validation testing, lessons learned, and direct feedback from school administrators. OACTE administered the surveys again in spring 2016, and again used the findings and validation testing to inform instrument and process improvements. The 2017 survey included descriptions of 23 specific, common teaching practices that emerge

from the ten InTASC Model Core Teaching Standards.

### *Study Population*

The survey population for this report includes supervisors of teachers who completed their educator preparation training at an OACTE program and were recommended for licensure in 2014-15 or 2015-16, who were working in Oregon public schools within their first two years as contracted teachers in the 2016-17 academic year. In sum, the survey population included individual administrators of 699 unique schools, who supervised 1,528 beginning teachers.

### *Data Collection*

In June 2017, OACTE evaluators mailed a postcard announcing the survey to school administrators, timed to arrive after the academic year ended in most districts. Administrators received an e-mail requesting their participation in the survey about the same day they received the postcard. For each beginning teacher who worked in a school, administrators received a separate e-mail with a unique survey link. This unique identification enabled evaluators to link administrators' feedback to specific teacher preparation colleges. The OACTE evaluation team then recruited administrators for survey participation in person at the annual spring conference of the Confederation of

Oregon School Administrators (COSA). OACTE offered all respondents a \$5.00 e-gift card for Powell's Books Online for each survey submitted, and selected one administrator at random to receive an additional \$50.00 e-gift card.

### Sample Summary

With 383 viable responses submitted from 239 individual administrators, a third of individual administrators in the population (34 percent) completed the survey, providing feedback on 25 percent of beginning teachers.

Table 1

2017 Administrator Response					
	Survey Population Admin of 2015-16 & 2014-15 Teachers		2017 Administrator Survey Response		
	Total Admins*	% of Total Admin	Survey Response	% of Total Response	Response Rate*
Concordia University - Oregon	150	9.82%	32	8.36%	21.33%
Corban University	30	1.96%	15	3.92%	50.00%
Eastern Oregon University	95	6.22%	28	7.31%	29.47%
George Fox University	130	8.51%	37	9.66%	28.46%
Lewis and Clark College	88	5.76%	18	4.70%	20.45%
Linfield College	27	1.77%	7	1.83%	25.93%
Marylhurst University	22	1.44%	10	2.61%	45.45%
Multnomah University	6	0.39%	2	0.52%	33.33%
Northwest Christian University	32	2.09%	8	2.09%	25.00%
Oregon State University	155	10.14%	40	10.44%	25.81%
Pacific University	83	5.43%	18	4.70%	21.69%
Portland State University	223	14.59%	55	14.36%	24.66%
Southern Oregon University	142	9.29%	17	4.44%	11.97%
University of Oregon	132	8.64%	37	9.66%	28.03%
University of Portland	71	4.65%	12	3.13%	16.90%
Warner Pacific College	9	0.59%	1	0.26%	11.11%
Western Oregon University	133	8.70%	46	12.01%	34.59%
<b>Grand Total</b>	<b>1528</b>	<b>100.00%</b>	<b>383</b>	<b>100.00%</b>	<b>25.07%</b>

\*These figures represent 699 individual administrators. Some administrators completed the survey multiple times to reflect on the preparation of several beginning teachers.

## Respondent Characteristics

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North, south, east, and west, Oregon's diverse geography was well represented among respondents who worked in 87 districts from 31 of Oregon's 36 counties, ranging from Annex in Oregon's most southeastern county, to Yamhill Carleton in the northwestern corner of the state. Nearly all respondents were principals (93 percent), with a few assistant or vice principals (six percent), and the remaining handful including superintendents, directors, or instructional coaches.

Respondents were invited to complete the survey separately for each beginning teacher they worked with, enabling evaluators to link the results to individual institutions. While most respondents completed the survey just once (69 percent), a quarter of respondents (24 percent) completed the survey two or three times on behalf of multiple teachers. One respondent completed the survey eight

times, on behalf of eight different beginning teachers.

Nearly half of respondents (46 percent) worked with the teacher whose preparation they were reflecting on for more than a year, while most (53 percent) worked with the teacher for at least five months but less than a full year. Nearly all respondents (99 percent) indicated they thought the teacher was assigned to teach within her or his endorsement area(s).

*Table 2*

Number of Responses from Individual Administrators		
	number	percent
One	165	69%
Two	35	15%
Three	23	10%
Four or more	16	7%
<b>Total</b>	<b>239</b>	<b>100%</b>

## Beginning Teacher Preparation

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Effective teachers cultivate a rich corpus of knowledge, instructional techniques, and habits to adapt curriculum to students' unique strengths and learning styles, and to help them develop crucial, cross-disciplinary skills such as literacy, critical thinking, and problem solving, as well as to improve their own leadership and professional practice continuously. Researchers with the Interstate Teacher Assessment and Support Consortium conducted a research synthesis to identify the most useful knowledge, skills, and dispositions, summarized as the INTASC Model Core Teaching Standards. The Consortium developed ten Standards, in four categories: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. The ten Standards outline effective teaching and learning at a conceptual level, and consequently, each may be exemplified by a wide range of specific teaching practices.

The OACTE survey team defined the four categories of Standards as four latent social constructs, mapping one or more specific, observable teaching practice(s) to each of the ten Standards. The survey team identified 23 indicators of effective teaching and learning that teachers often perform on the job. The survey asked administrators to evaluate how well

prepared to perform each of the 23 activities and skills specific teachers were when they first assumed their positions.

The survey was designed to assess beginning teachers' preparation and readiness for the job, not evaluate their work performance. While the survey was distributed to building administrators, they had the option to forward the link to other individuals who had worked closely with beginning teachers and were familiar with the challenges and strengths they acquired prior to starting their jobs.



Administrators rated each item on a scale of one to ten, with one s meaning they had no preparation and ten meaning they started their jobs with expert level skill, with very little room for improvement. The scale included an opt-out option for administrators, based on the assumption that supervisors or mentors may not have had the opportunity to observe a teacher's experience with all 23 practices on the job. The ten-point scale did not include a center point, which forced respondents to lean in one direction or another if the scale were split into two.



## Learner and Learning Standards

Learners arrive in the classroom with unique perspectives, information processing, values, communication styles, and strengths. Skilled teachers create an environment and set norms that harness these assets to support learners' individual achievement and learning within the class as a whole.



Among the six items developed to estimate teachers' readiness to perform the expectations of the *Learner and Learning Standards*, on average, supervisors thought teachers were best prepared to use time outside of class to develop relationships with students and learn their perspectives.



They thought teachers were less prepared to incorporate language development into lessons so they are accessible to all learners.

Figure 1 **Learner and Learning Scale Means**

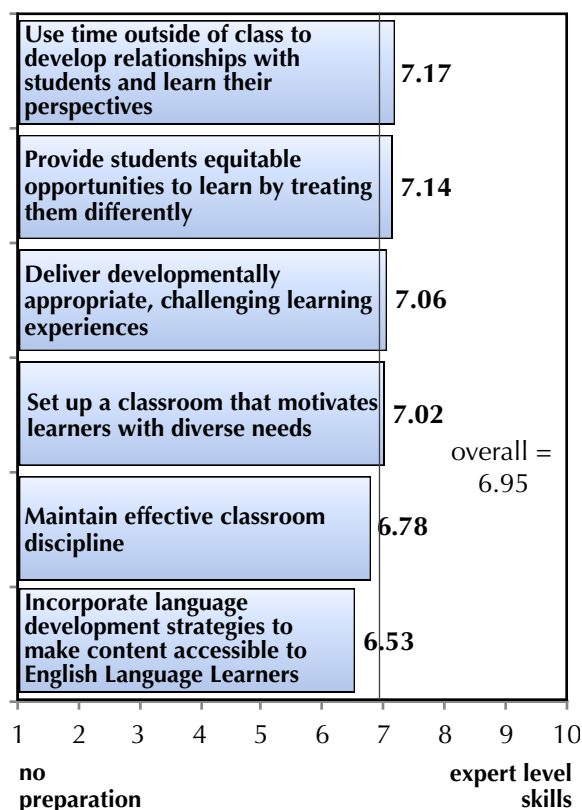
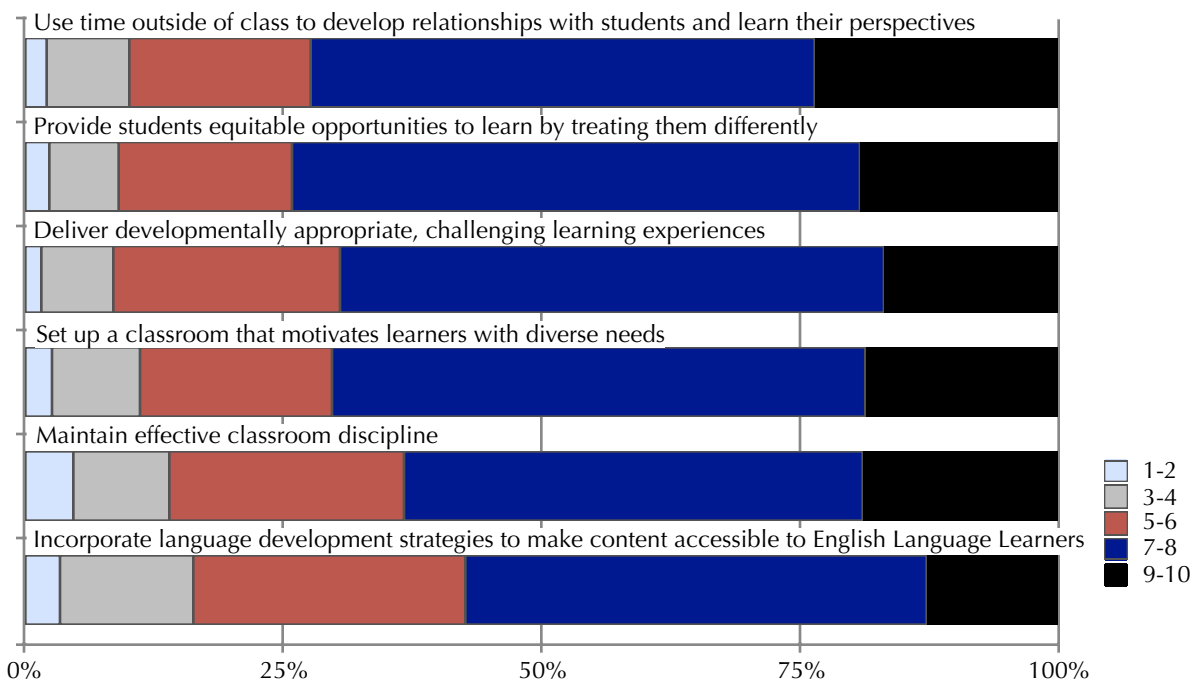


Figure 2

### Learner and Learning Response by Preparation Level



On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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

Conveying basic subject-specific content is necessary, but not sufficient for students to achieve learning objectives and prepare to negotiate life beyond school boundaries.

Teachers must also help their students learn to make the most of the power of language, vet information using several different lenses, and solve problems creatively and collaboratively.



Results indicated that administrators, on average, thought teachers were best prepared to develop activities in which learners work together to solve problems, among the five items developed to measure teachers' preparation to perform the expectations outlined by the Content Knowledge Standards. Administrators thought teachers were less prepared to assist students in analyzing subject-specific concepts from multiple perspectives.

Among the four scales mapped to the four categories of InTASC standards, the Content Knowledge scale exhibited the least overall variation.

Figure 3 Content Knowledge Scale Means

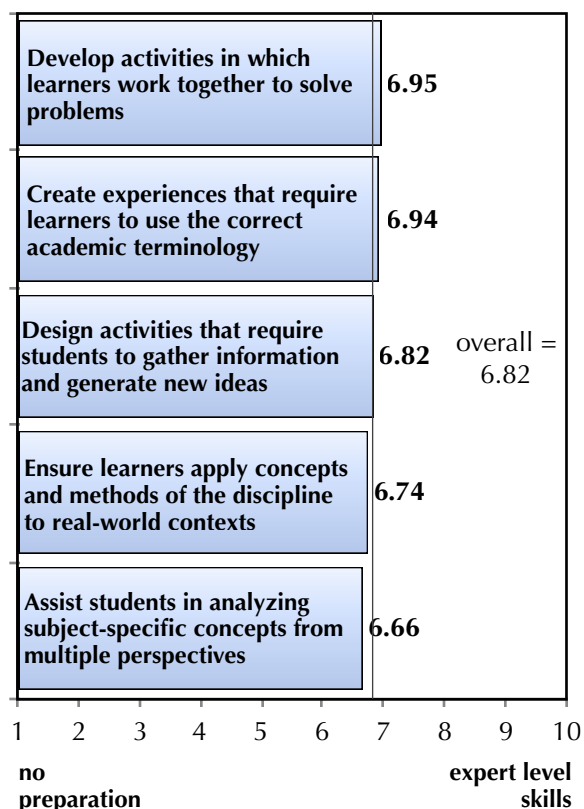
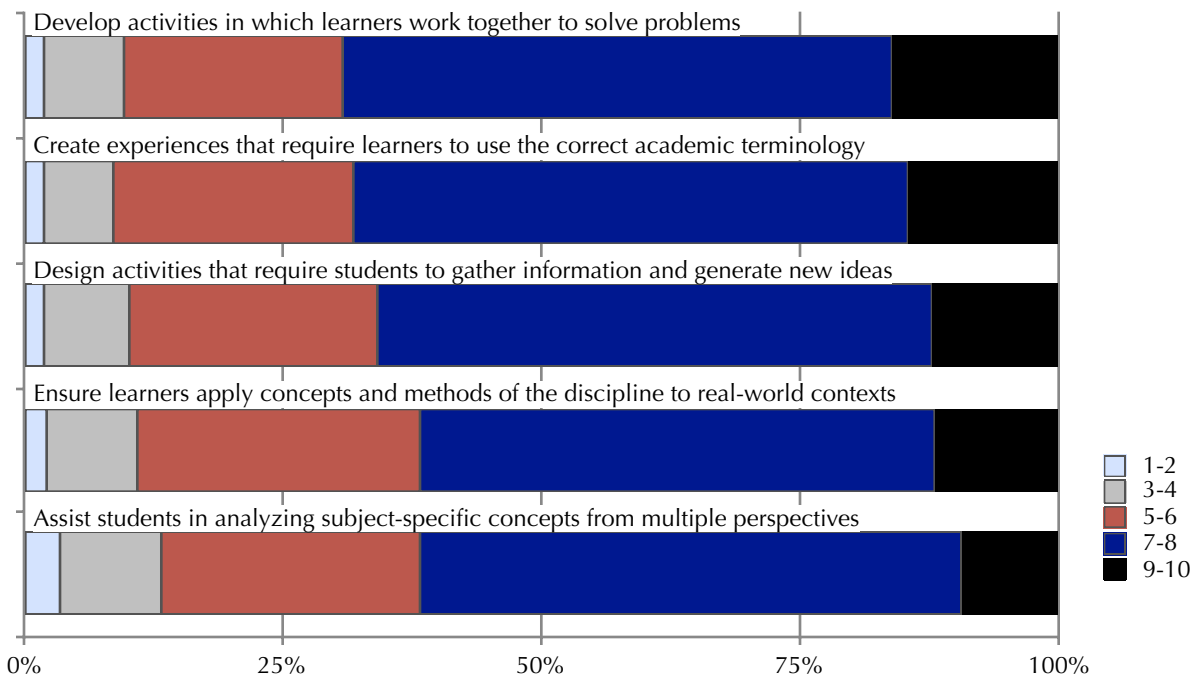


Figure 4

### Content Knowledge Response by Preparation Level



On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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

Teachers must be agile in implementing a range of techniques that support the engagement and measurable growth of learners across clear learning objectives.

Administrators indicated beginning teachers were best prepared to plan instruction using specific Common Core Standards, among the six items measuring teachers' preparation for the types of activities required by the Instructional Practice Standards. Conversely, administrators thought teachers were not as well prepared to use assessments to engage learners in monitoring their own progress / achievement.

Overall, administrators' average response to the six items comprising the Instructional Practice scale was lower than their responses to each of the other three scales overall.



Figure 5 Instructional Practice Scale Means

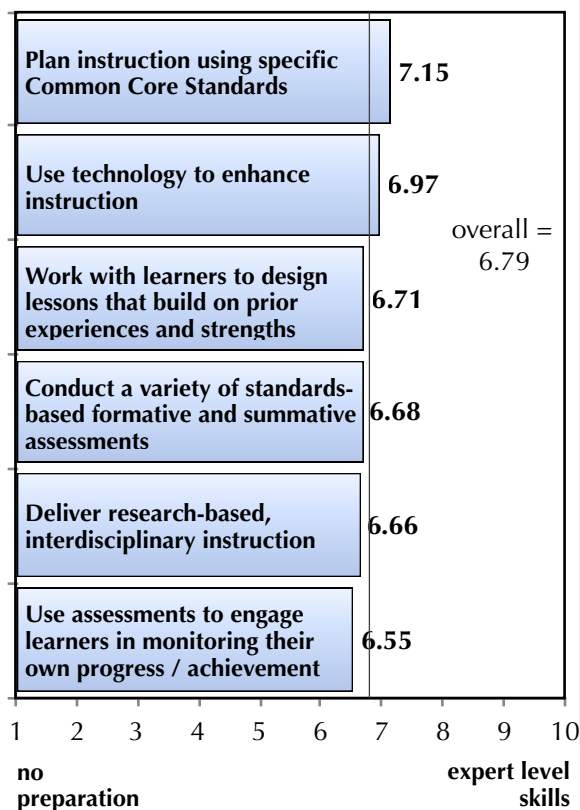
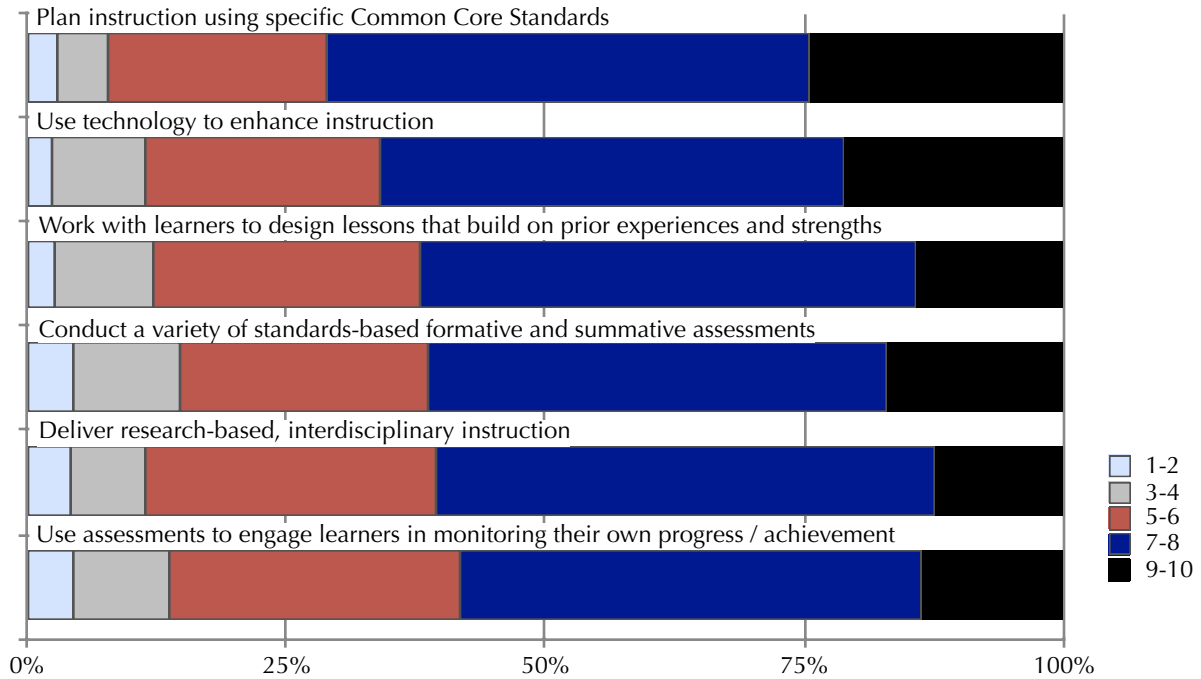


Figure 6

### Instructional Practice Response by Preparation Level



On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on instructional practice?





## Professional Responsibility Standards

Teachers, by their position, play a prominent role in the lives of their students, and consequently, must be prepared to act as leaders within their schools and communities. The Professional Responsibility Standards summarize expectations that, as leaders, teachers engage in continual professional development and improvement, work in concert with families and other school staff, and form a conduit between their classrooms and the community.

Among all 23 items developed to measure teachers' preparation for the expectations of the InTASC Model Core Teaching Standards, administrators thought teachers were best prepared to demonstrate respect for learners and their families, even when they were not in the teachers' presence. Conversely, administrators indicated teachers were not as well prepared to develop connections to community resources.

Administrators' overall response to the six items measuring preparation for their professional responsibility was higher and exhibited greater variation than any of the other three scales.

Figure 7

### Professional Responsibility Scale Means

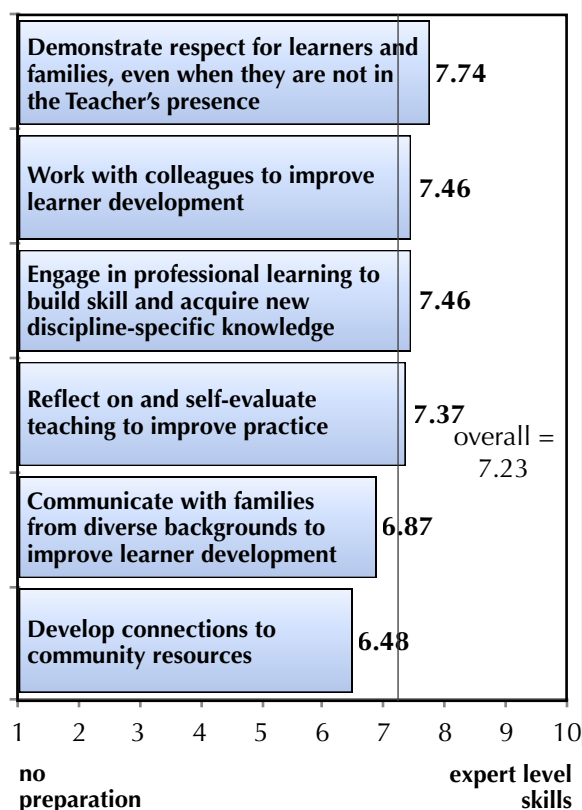
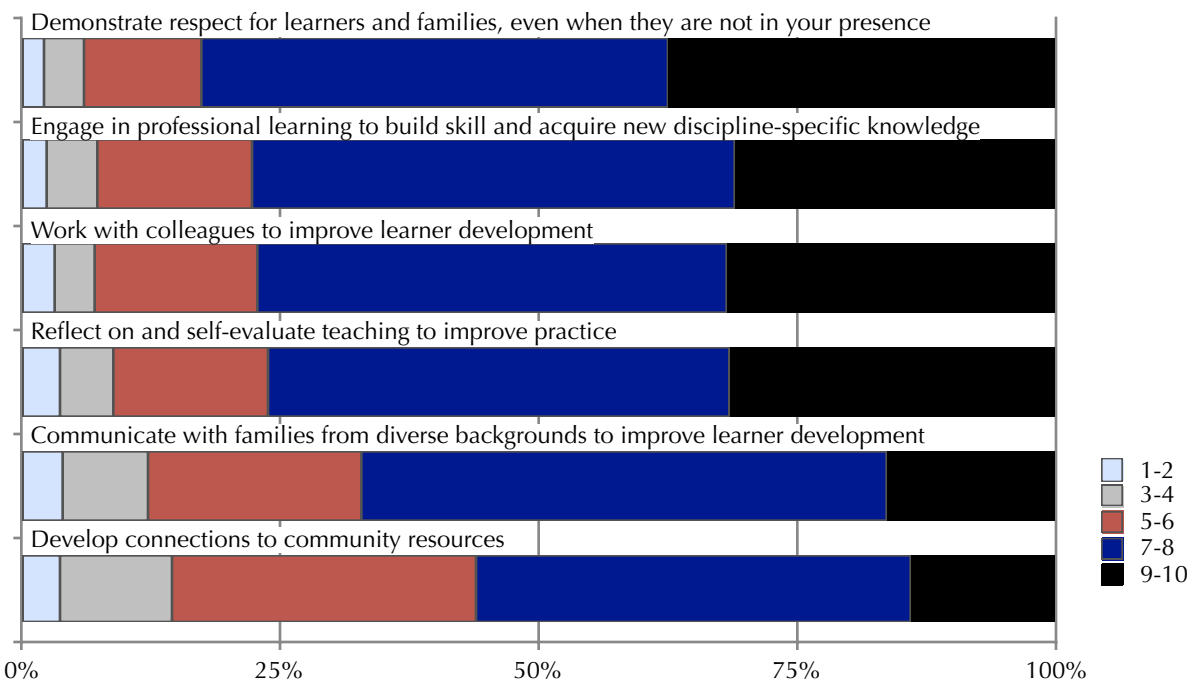


Figure 8

### Professional Responsibility Response by Preparation Level



On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on professional responsibility?



## Satisfaction and Retention

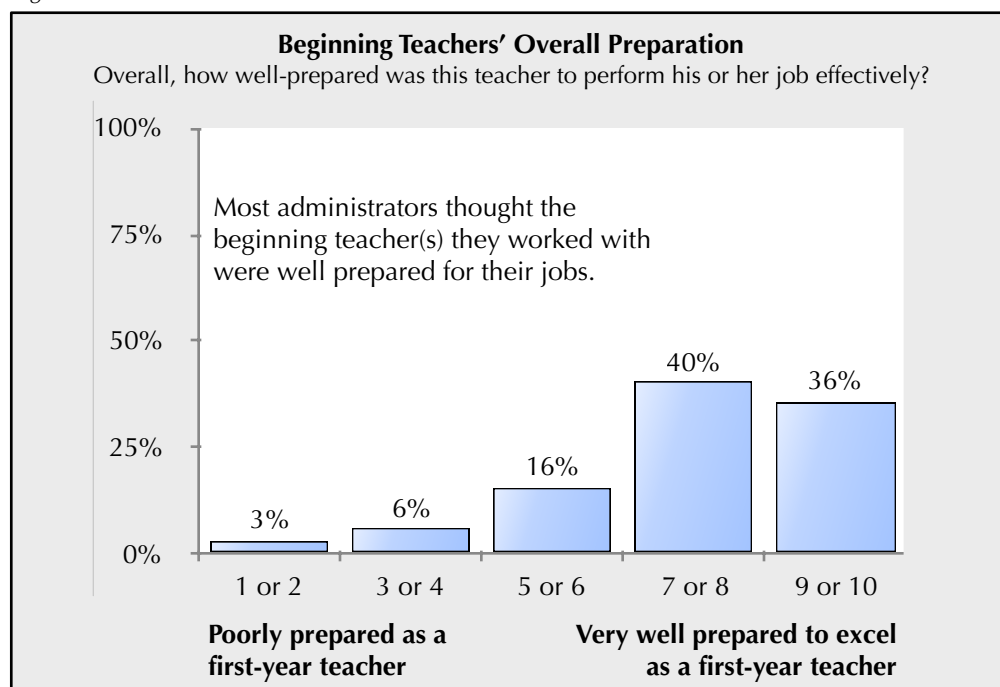
The opportunity for both professional growth and attrition is greatest during teachers' first years on the job.

Supervisors' satisfactions with beginning teachers' performance and development is essential for school outcomes as well as teachers' career trajectories, as teacher turnover can be costly to schools financially, and to student achievement (Raue & Gray, 2015).

### *Overall Preparation*

Most administrators thought the beginning teachers they worked with were prepared to perform their jobs effectively. When asked how well-prepared beginning teachers were for their jobs overall, more than half of respondents rated teachers' preparation as an eight or higher, with an average rating of 7.5 on a 10-point scale.

Figure 9

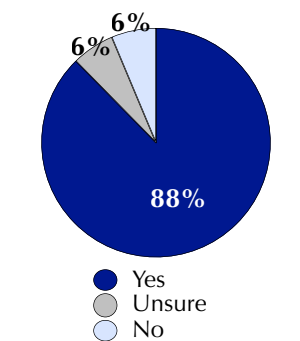


## Retention

Teacher retention is positively associated with student learning and growth, while employee attrition is costly in any school.

Figure 10

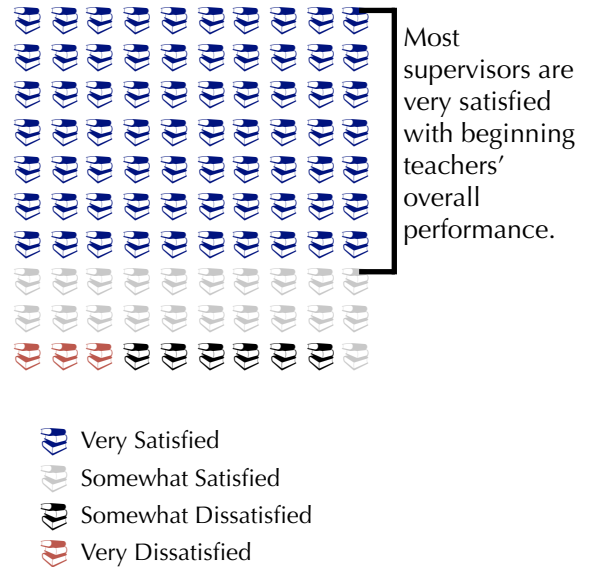
**If you had to make a new recommendation for the first time today, would you hire or recommend hiring the Teacher?**



The vast majority of respondents (70 percent) were very satisfied with their beginning teachers' overall performance and an additional 21 percent were somewhat satisfied. Nearly all (88 percent) would hire the teacher again.

Figure 11

**How satisfied are you with the overall performance of the Teacher?**



## Looking Ahead

Like the communities in which they are embedded, schools are dynamic institutions that evolve with changing social phenomena that students bring with them into the classroom. Consequently, teachers will always have more to learn. For beginning teachers in particular, early support from school leadership and district initiatives can help beginning teachers to improve skills and knowledge quickly, and can strengthen job satisfaction. Mentoring and induction programs, in particular, are linked with longer tenure on the job (Darling-Hammond & Ducommun, 2012; Raue & Gray, 2015; Reagle & Dello Stritto, 2014).

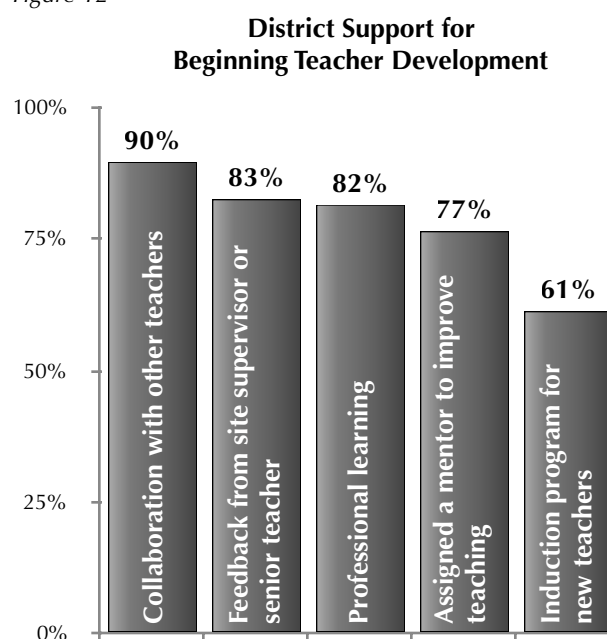
### *Teacher Development*

Nearly all supervisors (90 percent) indicated their beginning teachers have the opportunity to collaborate with other educators. More than three-quarters of supervisors indicated beginning teachers at their school are assigned some type of a mentor or coach (77 percent), while under two-thirds offer an induction program (61 percent).

Stated differently, these findings suggest that beginning teachers in more than 20 percent of respondents' schools are not assigned a mentor or coach to help develop skills, and more than a third do

not have the opportunity to participate in an induction program.

Figure 12



### *Hand-in-Hand*

Supervisors were invited to specify any additional support that would help them to provide these and other types of opportunities for teacher development. Many respondents suggested additional development in a range of specific skills taught during pre-service teacher preparation, such as classroom management, working with families, data and assessments, student feedback, curriculum development and use, differentiating instruction—and more

specifically how to teach and lead in a way that is culturally and racially responsive and inclusive of students with disabilities.

A number of respondents suggested activities that might best be undertaken through formal partnerships to provide additional opportunities for experiential learning among pre-service teacher candidates, and enrich professional development and mentoring on the job among licensed teachers. Many of Oregon's teacher preparation programs already work with local school districts in formal partnerships, such as student-teaching programs and hiring practices.



Consistently, teachers and supervisors alike cite experiential learning and the teaching practicum in particular among the most important for knowledge and skill development. OACTE's role in augmenting the experiential learning opportunities to provide pre-service teacher candidates broader exposure to a wider range of classroom experiences may be that of information conduit, to facilitate pathways for district and university leaders

to exchange ideas or potentially for school leaders to connect with pre-service teacher candidates outside program requirements.



For instance, a few supervisors suggested that pre-service teacher candidates could be trained in and/or volunteer for their school district's early intervention and academic enrichment initiatives. These and other supplemental, independently-operated, school-based early intervention programs are offered to students at the discretion of local school leaders in each district. To help students meet expected learning outcomes across academic disciplines and grade levels, the scaffolding for Oregon's educator preparation programs are rigorous, comprehensive curricula and practicum experiences to prepare teachers for many types of districts, students, and families. With more than 1,200 unique schools in some 200 districts in the state, any formal partnership that might encourage pre-service teacher candidates to participate in these types of specific, supplemental programs would need to be an arrangement between specific districts and



individual schools of education, over and above the comprehensive preparation curriculum and student-teaching clinical experience. Participating in these types of supplemental early intervention programs may provide valuable experience to prospective teachers, prior to commencing their teacher preparation programs.



One supervisor suggested that teacher preparation programs establish satellite campuses located at PK-12 schools, with current classroom teachers included among the adjunct faculty. This type of relationship, with the addition of online and hybrid courses offered by regular university faculty, could expand the capacity for teacher preparation statewide while fostering teacher development in rural communities. Accreditation and teacher credentialing is tied to individual colleges. The initiative and ownership would need to be seated with specific teacher preparation institutions, even if leaders across several colleges are committed to working together to develop a jointly offered degree program.



Among practicing teachers on the job, individual educator preparation programs as well as OACTE as a collaborative of all Oregon programs may have opportunities to facilitate professional development. A few supervisors suggested that teacher preparation programs could offer additional professional learning programs or provide a supplemental mentoring resource for beginning teachers in particular, including one suggestion for a site visit from a university mentor for feedback and moral support.

A few administrators observed that beginning teachers often need additional support during key milestones: while preparing for their first school year, mid-year after the fall frenzy recedes, and at the close of the school year to debrief their experiences while they are fresh. Faculty from some teacher preparation programs already provide outreach and support to their graduates on the job. More formal teacher development programs might include facilitated, in-person meetings of recent graduates or all beginning teachers

in specific schools three times a year, in August, February, and June.

As university researchers discover new information about learner development and evaluate new teaching and learning practices, partnerships at the statewide level with organizations and programs such as the Oregon Education Association and Oregon Mentor Program may help innovative ideas reach teachers in all corners of the state.

### *Tomorrow's Classrooms*

Asked more generally to discuss what Oregon's teachers should expect in classrooms of the future, many supervisors identified important issues already integrated into teacher preparation, such as increasing student diversity and the need for differentiated practices across all teaching skills; classroom management with increasing awareness of students in trauma and students with increasingly disruptive behaviors; technology; and increasing poverty that affects individual students as well as school conditions and resources. Of note, while many supervisors thought beginning teachers started their jobs well-prepared to integrate technology, a large number also cited the effect of technology and continuously changing technology as important developments in student behavior and learning.

Some respondents suggested teachers need training in specific techniques, curriculum, or pedagogical frameworks, such as trauma-informed practice (named most commonly among all emerging issues), restorative justice, growth mindset, dual language training and the need for bilingual/bicultural teachers, literacy and numeracy across all subject areas and grade levels, collaboration among teachers and among students, and issues related to managing the workload and a changing political and social climate that has resulted in greater numbers of underprepared students and larger class sizes. One supervisor suggested that teachers learn basic improvisation skills, not as performance, but to hone their listening skills and ability to respond to students' widely divergent and sometimes unexpected questions.



Some supervisors offered suggestions for process improvements, rather than conditions or topics, such as university outreach and mentoring for their graduates during their first years on the job, as has

been implemented already in some preparation programs. Two supervisors were frustrated with the edTPA process that teachers must undergo as part of their licensure requirements, with both indicating the paperwork expectations are high. One suggested supervising

classroom teachers of pre-service candidates need more training on edTPA prior to agreeing to the extra work, while another concluded the requirements interfere with student learning.

## Conclusions

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Supervisors indicated that teachers were well prepared for the most important aspects of their jobs, reflected by the 70 percent who were very satisfied with teachers' overall performance, and the 88 percent who reaffirmed their decision to invite teachers to join their teams. More than half of all administrators rated teachers' preparation as a seven or higher on a ten-point scale for all 23 indicators of effective teaching and learning. More specifically, at least 30 percent of respondents rated beginning teachers' preparation as a 9 or 10—comparable to an experienced expert—on four indicators of effective teaching and learning, all of them professional responsibilities. Importantly, teachers were best prepared for the activities that will help them sharpen their skills and flourish in their practice quickly: work with colleagues, professional learning, and reflection.



### *Unique Students*

Above all else, however, supervisors thought teachers were best prepared to demonstrate respect for learners. Though not quite as highly rated, supervisors also thought teachers were well prepared to build relationships with students and to differentiate their practices to ensure that all learners have the opportunity to succeed. A number of supervisors remarked that schools are becoming ever-increasingly diverse, with more students of color, more students who grow up speaking multiple languages at home, more students with disabilities and special needs, more students from families experiencing poverty, more students who

have experienced trauma, and more students who exhibit disruptive behaviors. These findings suggest that many beginning teachers already have the foundation to work with these new realities.

Connecting with and supporting the unique assets of each learner in a diverse classroom is the crux of exceptional teaching and learning. While teachers are already doing well, accelerating community and classroom diversity elevates the mandate for flexible and responsive teaching, and moves the baseline for minimum skills required of all teachers. While teachers need to be able to differentiate their practice across all expectations and skills, classroom management was cited most frequently as an area for continued development. Even well-prepared teachers may need additional training and support to feel adept at managing a classroom and adapting techniques in the moment.



In contrast, supervisors indicated that beginning teachers have the most room for improvement in developing connections to community resources. Learners are

complex individuals, and only whole within the context of their family and community. While administrators thought beginning teachers were skilled at building relationships with individual students, stronger relationships between classroom and community may help teachers discover new opportunities and techniques to adapt to their students' unique perspectives.



### *Schools in Context*

In response to open-ended questions, trauma has emerged as a growing concern consistently since the inception of this project, expressed by administrators and teachers alike. Trauma, however, is not a new condition, nor necessarily the primary challenge students may bring with them into the classroom. Sexual abuse, physical violence, war, incessant racial discrimination, drug addiction, deep and ongoing scarcity, and eviction and homelessness, are atrocities that humans have inflicted upon one another for thousands of years. Undoubtedly, schools have always hosted children and youth who have lived through these and other horrific experiences, though students may

not have found much refuge in classrooms of years' past.



While trauma has always existed in schools, the number of students who have experienced trauma may be on the rise as Oregon's families come from ever more diverse backgrounds, and families continue to recover from the recent recession. Consider that more than 65,000 refugees have settled in Oregon since the start of the U.S. war in Afghanistan (DHS, 2018). Nearly a quarter of Oregon's population identifies as persons of color and/or ethnic minorities (Census, 2018). While the number of Oregonians lacking housing has declined since 2011 and accounts for a tiny fraction of the state's population at any given moment in time, estimates are not cumulative and do not include those who have been homeless for *any* period of time (OHCS, 2015). The sum total of Oregon's students and families who have ever experienced any period of homelessness may be quite high, and while no longer homeless, these students may live with residual trauma, or may continue to experience instability and scarcity.

School leaders understand better than ever sources of trauma, and the long-term effects of trauma on the human body and mind, and the resulting decision-making and behaviors. The effects of brutal events can reverberate from one generation of survivors to the next and the next. Researchers have discovered that survivors of deeply traumatizing events—for example, the Holocaust, slavery, Native American ethnic cleansing—can develop permanent scars they pass on to their progeny along with the memories, emotions, survival skills, resiliencies, and other strengths. Evidence suggests the legacy of slavery underlies overt individual and inadvertent institutional racism that reinforces inequalities and is itself a series of traumatizing experiences (Barden, 2013; Danieli, 1997; Lebron, Morrison, Ferris, Alcantara, Cummings, Parker, McKay, 2015). These are the social dynamics that are alive and well in Oregon's classrooms, because they are the social dynamics of our communities.



Solving these types of profound social problems means resolving them in social institutions like schools. Understanding

the individual and cultural effects of trauma can help teachers identify the unique strengths and rich perspectives of each learner. Individual teachers need to be able to meet all students where they are and help them work with one another's strengths. Helping beginning teachers better prepare to integrate their students' community into their practice can help them meet the needs of each individual even better (McHenry, 2018).



Highly skilled, compassionate, flexible, and empowering teachers play an important role in strengthening Oregon's communities by ensuring all learners succeed based on their assets. Inspiring successful learners of all races, gender identities, cultural and ethnic backgrounds, level of affluence, abilities, and interpersonal experiences has intergenerational effects what will help to diversify Oregon's teacher workforce, to the benefit of all learners (Cherng &

Halpin, 2016). These findings from Oregon's school administrators suggest beginning teachers are more ready than ever to reach each learner.

Resolving these problems in schools is not sufficient to mitigate the negative social effects of trauma, cross-cultural misunderstandings, and other sources of injustice. Inequalities must be resolved in employment and compensation, law enforcement and criminal justice systems, health care, housing, and other social institutions and practices. Socially-just, equitably applied, learner-centered public policies, priorities, and values can change the culture that influences the experiences learners bring into the classrooms.





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## Summary Data Tables

### *InTASC Model Core Teaching Standards: Learners and Learning*

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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?

Learners and Learning <b>Deliver developmentally appropriate, challenging learning experiences</b>		
	number	percent
1	1	0.28%
2	5	1.38%
3	14	3.86%
4	11	3.03%
5	33	9.09%
6	46	12.67%
7	78	21.49%
8	112	30.85%
9	43	11.85%
10	18	4.96%
NA	2	0.55%
Total	363	100.00%

Learners and Learning <b>Incorporate language development strategies to make content accessible to English Language Learners</b>		
	number	percent
1	4	1.10%
2	7	1.93%
3	19	5.23%
4	24	6.61%
5	37	10.19%
6	49	13.50%
7	67	18.46%
8	80	22.04%
9	30	8.26%
10	12	3.31%
NA	34	9.37%
Total	363	100.00%

Learners and Learning <b>Provide students equitable opportunities to learn by treating them differently</b>		
	number	percent
1	2	0.55%
2	7	1.93%
3	12	3.31%
4	12	3.31%
5	30	8.26%
6	30	8.26%
7	84	23.14%
8	113	31.13%
9	47	12.95%
10	22	6.06%
NA	4	1.10%
Total	363	100.00%

Learners and Learning <b>Maintain effective classroom discipline</b>		
	number	percent
1	5	1.38%
2	12	3.31%
3	18	4.96%
4	16	4.41%
5	40	11.02%
6	41	11.29%
7	68	18.73%
8	92	25.34%
9	48	13.22%
10	21	5.79%
NA	2	0.55%
Total	363	100.00%

Learners and Learning Set up a classroom that motivates learners with diverse needs		
	number	percent
1	3	0.83%
2	7	1.93%
3	11	3.03%
4	19	5.23%
5	32	8.82%
6	34	9.37%
7	79	21.76%
8	106	29.20%
9	47	12.95%
10	20	5.51%
NA	5	1.38%
Total	363	100.00%

Learners and Learning Use time outside of class to develop relationships with students and learn their perspectives		
	number	percent
1	4	1.10%
2	4	1.10%
3	13	3.58%
4	15	4.13%
5	34	9.37%
6	29	7.99%
7	76	20.94%
8	98	27.00%
9	52	14.33%
10	32	8.82%
NA	6	1.65%
Total	363	100.00%

InTASC Model Core Teaching Standards: Content Knowledge

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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 Ensure learners apply concepts and methods of the discipline to real-world contexts		
	number	percent
1	2	0.56%
2	6	1.68%
3	13	3.64%
4	18	5.04%
5	43	12.04%
6	53	14.85%
7	75	21.01%
8	99	27.73%
9	31	8.68%
10	11	3.08%
NA	6	1.68%
Total	357	100.00%

Content Knowledge Create experiences that require learners to use the correct academic terminology		
	number	percent
1	2	0.56%
2	5	1.40%
3	9	2.52%
4	15	4.20%
5	38	10.64%
6	44	12.32%
7	88	24.65%
8	102	28.57%
9	40	11.20%
10	11	3.08%
NA	3	0.84%
Total	357	100.00%

Content Knowledge Assist students in analyzing subject-specific concepts from multiple perspectives		
	number	percent
1	2	0.56%
2	10	2.80%
3	10	2.80%
4	25	7.00%
5	36	10.08%
6	51	14.29%
7	77	21.57%
8	105	29.41%
9	24	6.72%
10	9	2.52%
NA	8	2.24%
Total	357	100.00%

Content Knowledge Design activities that require students to gather information and generate new ideas		
	number	percent
1	2	0.56%
2	5	1.40%
3	11	3.08%
4	18	5.04%
5	42	11.76%
6	42	11.76%
7	84	23.53%
8	105	29.41%
9	35	9.80%
10	8	2.24%
NA	5	1.40%
Total	357	100.00%

Content Knowledge Develop activities in which learners work together to solve problems		
	number	percent
1	2	0.56%
2	5	1.40%
3	13	3.64%
4	14	3.92%
5	40	11.20%
6	35	9.80%
7	84	23.53%
8	102	28.57%
9	45	12.61%
10	12	3.36%
NA	5	1.40%
Total	357	100.00%

*InTASC Model Core Teaching Standards: Instructional Practice*

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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 <b>Conduct a variety of standards-based formative and summative assessments</b>		
	number	percent
1	2	0.57%
2	13	3.69%
3	14	3.98%
4	22	6.25%
5	37	10.51%
6	47	13.35%
7	75	21.31%
8	80	22.73%
9	47	13.35%
10	12	3.41%
NA	3	0.85%
Total	352	100.00%

Instructional Practice <b>Use assessments to engage learners in monitoring their own progress / achievement</b>		
	number	percent
1	5	1.42%
2	10	2.84%
3	16	4.55%
4	17	4.83%
5	43	12.22%
6	54	15.34%
7	84	23.86%
8	71	20.17%
9	37	10.51%
10	11	3.13%
NA	4	1.14%
Total	352	100.00%

Instructional Practice <b>Deliver research-based, interdisciplinary instruction</b>		
	number	percent
1	3	0.85%
2	11	3.13%
3	12	3.41%
4	13	3.69%
5	43	12.22%
6	54	15.34%
7	83	23.58%
8	83	23.58%
9	31	8.81%
10	12	3.41%
NA	7	1.99%
Total	352	100.00%

Instructional Practice <b>Work with learners to design lessons that build on prior experiences and strengths</b>		
	number	percent
1	4	1.14%
2	5	1.42%
3	14	3.98%
4	19	5.40%
5	41	11.65%
6	49	13.92%
7	86	24.43%
8	81	23.01%
9	36	10.23%
10	13	3.69%
NA	4	1.14%
Total	352	100.00%

Instructional Practice Plan instruction using specific Common Core Standards		
	number	percent
2	10	2.84%
3	10	2.84%
4	7	1.99%
5	30	8.52%
6	42	11.93%
7	86	24.43%
8	74	21.02%
9	63	17.90%
10	21	5.97%
NA	9	2.56%
Total	352	100.00%

Instructional Practice Use technology to enhance instruction		
	number	percent
2	8	2.27%
3	15	4.26%
4	16	4.55%
5	38	10.80%
6	41	11.65%
7	70	19.89%
8	86	24.43%
9	51	14.49%
10	22	6.25%
NA	5	1.42%
Total	352	100.00%

*InTASC Model Core Teaching Standards: Professional Responsibility*

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning the teacher started the job with expert level skills with little room for improvement, 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	8	2.29%
2	5	1.43%
3	10	2.87%
4	8	2.29%
5	21	6.02%
6	31	8.88%
7	62	17.77%
8	93	26.65%
9	81	23.21%
10	28	8.02%
NA	2	0.57%
Total	349	100.00%

Professional Responsibility Engage in professional learning to build skill and acquire new discipline-specific knowledge		
	number	percent
1	3	0.86%
2	6	1.72%
3	9	2.58%
4	8	2.29%
5	22	6.30%
6	30	8.60%
7	71	20.34%
8	90	25.79%
9	73	20.92%
10	35	10.03%
NA	2	0.57%
Total	349	100.00%



Professional Responsibility Demonstrate respect for learners and families, even when they are not in your presence		
	number	percent
1	3	0.86%
2	5	1.43%
3	6	1.72%
4	7	2.01%
5	20	5.73%
6	20	5.73%
7	56	16.05%
8	100	28.65%
9	84	24.07%
10	46	13.18%
NA	2	0.57%
Total	349	100.00%

Professional Responsibility Communicate with families from diverse backgrounds to improve learner development		
	number	percent
1	5	1.43%
2	9	2.58%
3	14	4.01%
4	14	4.01%
5	28	8.02%
6	43	12.32%
7	84	24.07%
8	91	26.07%
9	33	9.46%
10	23	6.59%
NA	5	1.43%
Total	349	100.00%

Professional Responsibility Work with colleagues to improve learner development		
	number	percent
1	8	2.29%
2	3	0.86%
3	9	2.58%
4	5	1.43%
5	21	6.02%
6	33	9.46%
7	57	16.33%
8	101	28.94%
9	83	23.78%
10	27	7.74%
NA	2	0.57%
Total	349	100.00%

Professional Responsibility Develop connections to community resources		
	number	percent
1	7	2.01%
2	6	1.72%
3	19	5.44%
4	18	5.16%
5	49	14.04%
6	51	14.61%
7	79	22.64%
8	64	18.34%
9	33	9.46%
10	15	4.30%
NA	8	2.29%
Total	349	100.00%

*Summary Data Tables: Overall Preparation and Retention*

<b>Overall, how well prepared was the Teacher to perform his or her job effectively?</b>		
	number	percent
1 - poorly prepared as a first-year teacher	6	1.72%
2	4	1.15%
3	9	2.59%
4	11	3.16%
5	22	6.32%
6	32	9.20%
7	60	17.24%
8	80	22.99%
9	62	17.82%
10 - very well prepared to excel as a first-year teacher	62	17.82%
Total	348	100.00%

<b>How satisfied are you with the overall performance of the Teacher?</b>		
	number	percent
1 - Very dissatisfied	9	2.59%
2 - Somewhat dissatisfied	21	6.03%
3 - Somewhat satisfied	73	20.98%
4 - Very satisfied	245	70.40%
Total	348	100.00%

<b>If you had to make a new recommendation for the first time today, would you hire or recommend hiring the Teacher?</b>		
	number	percent
Yes	305	87.64%
Unsure	21	6.03%
No	22	6.32%
Total	348	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

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