

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

Survey of Beginning Teachers

I learned that teaching is so much more than what it appears to be. You utilize intelligence, creativity, problem-solving, collaboration, compassion, structure, and more. Although it is hard to do at times, it is extremely rewarding.

February 2015

Survey of Beginning Teachers

OACTE Alumni and Employer Survey
February 2015

Oregon Association of Colleges for Teacher Education

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

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Executive Summary

Oregon's young learners need and deserve an excellent and socially just education. To evaluate the extent that beginning teachers are prepared to help every student succeed, leaders at the Oregon Association of Colleges for Teacher Education (OACTE) sought feedback from recent alumni and their employers. The purpose of this study is to identify areas where educational program refinements would be most beneficial at this time.

This report focuses on a survey of alumni who are now practicing teachers.

There were 220 viable survey responses from teachers who completed their educator preparation in Oregon in 2012 or 2013. With a population of 1,339 alumni employed as Oregon teachers, this figure represents a response rate of 16 percent.

Sample Characteristics

Teachers from 17 of Oregon's 19 institutions that provide teacher preparation responded to the survey. Survey respondents worked with learners of all ages from Ashland to Ontario to Woodburn and many places in between, with varying levels of support for their own development in their first years on the job.

More than half (55 percent) of teachers thought their district supported their early development and success very well, though

five percent reported receiving no support at all. Two-thirds (66 percent) of beginning teachers whose districts supported their development indicated they had been assigned a mentor.

More than a third (43 percent) of beginning teachers were over the age of 30 at the time they completed the survey. Few teachers identified as a person of color.

Teacher Preparation in Oregon

Teachers were asked to rate on a four-point scale how well prepared they were to perform 22 general practices expected of effective teachers, as outlined by the Interstate Teacher Assessment and Support Consortium's (InTASC) Model Core Teaching Standards. The ten Standards are presented in four categories, measured with four corresponding multi-item scales.

The *Learner and Learning* category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. Among the five items to measure teachers' preparation to perform expectations set forth in the Learner and Learning category of Standards, respondents were, on average, best prepared to design and implement developmentally appropriate and challenging learning experiences. Conversely,

teachers did not believe they were as well prepared to incorporate language development strategies to make content available to English Language Learners, and to maintain discipline in the classroom.

The teaching Standards included in the *Content Knowledge* category describe the expectations for teachers to demonstrate they have a deep and flexible understanding of their academic discipline and its relationship to other fields and contexts. On average, among the five items developed to measure teachers' preparation, respondents were best prepared to plan relevant activities that require students to gather information, solve problems, and generate new ideas. Teachers were not as well prepared, however, to assist students in analyzing key concepts of the discipline from multiple perspectives.

The Standards that comprise the *Instructional Practice* category describe the expectations for teachers to integrate assessment, planning, and instructional strategies into their teaching. Among the six items developed to measure teachers' preparation for the Instructional Practice expectations, on average teachers thought they were best prepared to design and implement a variety of formative and summative assessments that reflect state standards. On the contrary, teachers indicated they were not as well prepared to use appropriate technology to enhance instruction and engage learners.

The *Professional Responsibility* category of Standards lays out the expectations of

teachers for continuous improvement, including collaboration and leadership development. Among the six items developed, teachers believed they were, on average, best prepared, to demonstrate respect for learners and families in all contexts, both inside and outside the classroom. In contrast, teachers did not think they were as well prepared to develop connections to community resources and to communicate with families from diverse backgrounds to improve learner experiences and development.

Most alumni were very satisfied with the overall quality of their teacher preparation program. More specifically, two-thirds of respondents were very satisfied with the support they received from their supervising classroom teacher during their student teaching experience, and with the responsiveness of their program's advisors. Only a third of respondents were very satisfied with the depth of coverage in important subject areas, with nearly one in five respondents dissatisfied.

A sizable number of beginning teachers believed their educator preparation program prepared them for their new school environment and for their new role as a practicing teacher.

Knowing what they know now, nearly everyone indicated that if they had the opportunity to do it again they would still become a teacher.

Conclusions

Oregon's newest teachers are, by and large, beginning their careers with adequate preparation to learn a complex and demanding job. Results suggest there may be specific areas where some adjustments in pre-service preparation could bolster their early success.

While teachers were well prepared for most of the items measuring expectations established by the InTASC Standards, fewer teachers believed they were as well prepared to (a) Develop connections with community resources; (b) Integrate language development strategies for English language learners; (c) Communicate with families from diverse backgrounds; and (d) Maintain discipline in the classroom.

Teachers asked to start their new careers with more skills, practical tools, and knowledge in classroom management, adapting curriculum and instruction for diverse classrooms—especially to serve the unique needs of English language learners and learners with disabilities—and communicating with families.

For many alumni of Oregon's teacher preparation programs it may feel as though

there is a gap between the theory they learn in their coursework and the practical, tangible, day-to-day activities and interactions required of teachers. Classroom experience may be the only activity that can assuage this sensation.

The value of mentoring for beginning teachers cannot be overstated. Mentoring may be one area where collaboration between PK-12 schools and postsecondary preparation programs can strengthen both partners.

As beginning teachers are challenged to support students of color and students who grow up speaking languages other than English it is important to reflect on the racial diversity of teachers themselves. The priority in preparing new teachers to drive cultural and racial equity and inclusion from inside their classrooms is evident from teachers' reflections on both the value of the training they received and their call for still more support.

Teachers in Oregon serve a profoundly important role in our communities. It is imperative for teachers to begin their careers with the tools and skills to inspire all their students to explore their dreams and to believe that anything is possible.

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“We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45-years ago and maybe will soon land on Mars. Then, in this 21st century we must be able to give every child quality education.”

Nobel Laureate Malala Yousafzai nearly lost her life advocating for equal access to high quality, equitable education for all children. The conditions of poverty, inequality, and oppression in much of the world scarcely resemble Oregon’s classrooms where fresh, unfiltered, drinkable water flows freely from taps right in the hallways. However, increasing numbers of Oregon’s families come from communities that might feel familiar to Malala. Moreover, even in Oregon, as classrooms have become richer with students who bring innumerable experiences, cultures, perspectives, and abilities, many families—both multi-generational Oregonians and new Oregonians alike—continue to be challenged by poverty and racial injustice.

Oregon’s young learners need and deserve an excellent and socially just education. Leaders of Oregon’s educator preparation programs combined their energy, influence, and resources in collective reflective practice to ensure new teachers begin their careers ready to help all their students excel.

In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO), adopted the *Model Core Teaching*

Standards as a guiding document outlining the practices, beliefs, and dispositions of effective teachers across all disciplines and grade levels. The Oregon Department of Education (ODE) followed suit, adopting rules that require teachers’ job performance to be evaluated in accordance with these Standards. In turn, the Teacher Standards and Practices Commission (TSPC) adopted these Standards for Oregon’s 19 state-approved teacher preparation programs, setting expectations for what new teachers should know and be able to do by the time they apply for their Oregon teaching licenses. In concert with these developments, leaders and faculty of Oregon’s teacher preparation programs have been adapting curriculum so beginning teachers are prepared to help every student succeed.

To evaluate the extent that beginning teachers are prepared to support universal student achievement as they assume responsibility for their first classrooms, leaders at the Oregon Association of Colleges for Teacher Education (OACTE) sought feedback from recent alumni and their employers. Two surveys were developed to map an array of questions to the ten InTASC Model Core Teaching Standards. Administrators were asked to reflect on their observations about specific new teachers. Alumni were asked to reflect on their own experiences as beginning teachers with responsibility for students of their own for the first time.

Curriculum development is an evolutionary process and it is unlikely that all programs

had fully integrated the new Standards by the time some alumni in the survey population completed their degrees. The purpose of this study is to identify areas where program refinements would be most beneficial at this time.

This report focuses on responses from alumni who are now practicing teachers.

Procedures

In spring 2014 a link to a web-based survey was e-mailed to all alumni from Oregon's teacher preparation programs who applied for a teaching license in 2012 or 2013 and were employed by an Oregon school.¹ Among the 1,339 new teachers just over half (52 percent) had an e-mail address on file with the Teacher Standards and Practices Commission. An estimated 150 e-mail invitations were rejected as not deliverable.² Many of the e-mail addresses that were available were student addresses, leading the evaluation team to believe that a number of messages may have been delivered to inactive mailboxes or to mailboxes may not be monitored very frequently. Of these, 160 opened the link to the survey and proceeded to the first question.

In late summer 2014, a telephone campaign was initiated to increase the response rate. Among the 1,339 teachers, 1,279 (96 percent) had home telephone numbers on file with TSPC. Representatives from the call center made at least three attempts to reach each teacher who had not previously responded to the survey. Representatives made contact with 395 teachers, of whom 96 agreed to complete the survey.

As a token of appreciation, teachers who completed the survey were offered a \$5.00 e-gift card from Powell's Books Online. When the survey closed one teacher was selected at random to receive an additional \$50.00 e-gift card.

In total 266 teachers either opened the survey link or agreed to complete the survey on the phone. Responses were considered viable if the teacher completed the set of questions asking about their readiness for expectations set forth in the InTASC Model Core Teacher Standards. There were 220 viable survey responses, though six respondents aborted the

¹ Teachers registered in district substitute pools with no other teaching positions were not included in the survey population. Due to differences in reporting among districts, there may have been substitute teachers included in the survey population who were reported as regular contracted employees.

² The estimate of non-deliverable e-mail messages is imprecise at best, dependent on the algorithms and tracking procedures of the mail service, and the reasons messages are not delivered. Further, this estimate does not include messages that were delivered to inactive or unused e-mail accounts or filtered by a user's personal mail client, which leave no evidence whether or not the messages are received.

process midway, for a total of 214 complete surveys. With a population of 1,339 alumni employed as Oregon teachers, this represents a response rate of 16 percent.³ Just over half (56 percent) of responses were submitted online, with the remaining 44 percent completed by phone. There were no measurable differences in responses submitted by phone or online.

Sample Characteristics

Survey respondents hailed from nearly all of Oregon's postsecondary institutions that offer teacher preparation programs, represented a wide swath of Oregon's 197 school districts, and reflected a range of personal background characteristics.

Teacher Preparation

Teachers from 17 of Oregon's 19 institutions that provide teacher preparation responded to the survey. No alumni from Linfield College or Warner Pacific College responded. Reflective of the programs' sizes, alumni from Portland State University accounted for 18 percent of the sample—more than any other institution. In one case the teacher preparation institution that TSPC had on record was different from the institution reported by the respondent. Two-thirds (73 percent) of respondents earned a graduate degree through their training.

³ Results should be interpreted with caution due to the low response rate. Findings are only generalizable to the extent that survey respondents are representative of the overall population of recent alumni employed as Oregon teachers.

Response Rate by Institution				
Institution	2012 & 2013 Graduates Employed as Oregon Teachers	Percent of Survey Population	Survey Response	Percent of Response
Concordia University	99	7.39%	22	10.00%
Corban University	21	1.57%	2	0.91%
Eastern Oregon University	74	5.53%	15	6.82%
George Fox University	94	7.02%	21	9.55%
Lewis and Clark College	94	7.02%	21	9.55%
Linfield College	15	1.12%	0	0.00%
Marylhurst University	16	1.19%	1	0.45%
Multnomah University	7	0.52%	2	0.91%
Northwest Christian University	19	1.42%	2	0.91%
Oregon State University	111	8.29%	12	5.45%
Pacific University	87	6.50%	14	6.36%
Portland State University	215	16.06%	39	17.73%
Southern Oregon University	106	7.92%	11	5.00%
University of Oregon	83	6.20%	9	4.09%
University of Phoenix	23	1.72%	5	2.27%
University of Portland	36	2.69%	20	9.09%
Warner Pacific College	8	0.60%	0	0.00%
Western Oregon University	150	11.20%	20	9.09%
Willamette University	81	6.05%	4	1.82%
Total	1,339	100.00%	220	100.00%

Almost half (48 percent) of respondents completed their education in 2012; an equal number (48 percent) completed their education in 2013. A small handful (4 percent) of alumni completed their teacher education program in 2011.

The Teacher Standards and Practices Commission records were drawn based on the date teachers applied for their license, which is not always the same year a teacher

completes her or his education. In 13 percent of cases teachers applied for their teaching license in a different year than when they completed their teacher preparation program.

Response Rate by Graduation Year		
	Frequency	Percent
2011	8	3.64%
2012	106	48.18%
2013	106	48.18%
Total	220	100.00%

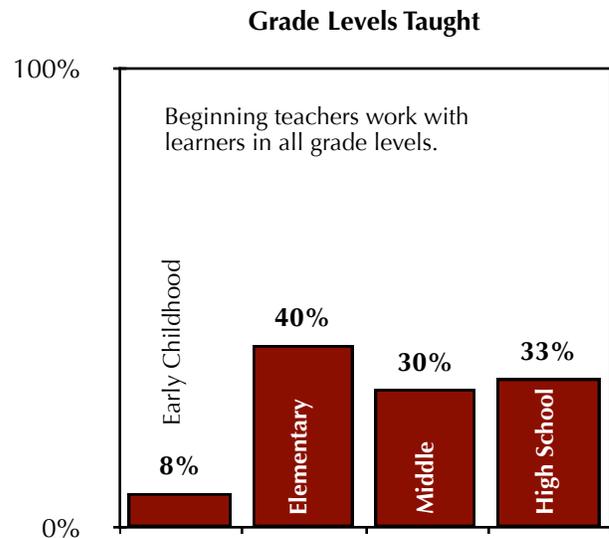
Current Position

Survey respondents supported learners of all ages from Ashland to Ontario to Woodburn and many places in between, with varying levels of support for their own development in their first years on the job.

Teachers worked in 80 school districts around the state, the vast majority (82 percent) of whom were full-time classroom teachers. Four additional Oregon alumni taught either outside of Oregon or in a private school, and one teacher did not hold a teaching position at the time of the survey.⁴ Together, teachers from Portland Public Schools and Salem-Keizer School District made up almost a quarter (23 percent) of all respondents.

More than half (53 percent) of teachers had been in working in their position for more than a year, though a quarter (25 percent) of new teachers were not in their first full-time teaching position. The preponderance (82 percent) of teachers were licensed to teach at two or more levels (early childhood, elementary, middle, or high school), with nearly two-thirds (61 percent) authorized to teach middle school. Most (85 percent) teachers, however, taught at only one level, with 40 percent of all respondents teaching elementary students. A small number (13 percent) of teachers were teaching some or all

of their classes in areas for which they did not hold endorsements or specialized credentials.



Most (60 percent) teachers taught in a self-contained classroom, meaning they worked with the same group of students all day. Among those whose students changed instructors during the day, teachers taught an average of five periods, with an average class size of 24 students, and a median of three distinct classes to prepare.⁵

District support for new teacher development has been found to promote teacher retention. More than half (55 percent) of teachers thought their district supported their early development and success very well, though five percent reported receiving no support at

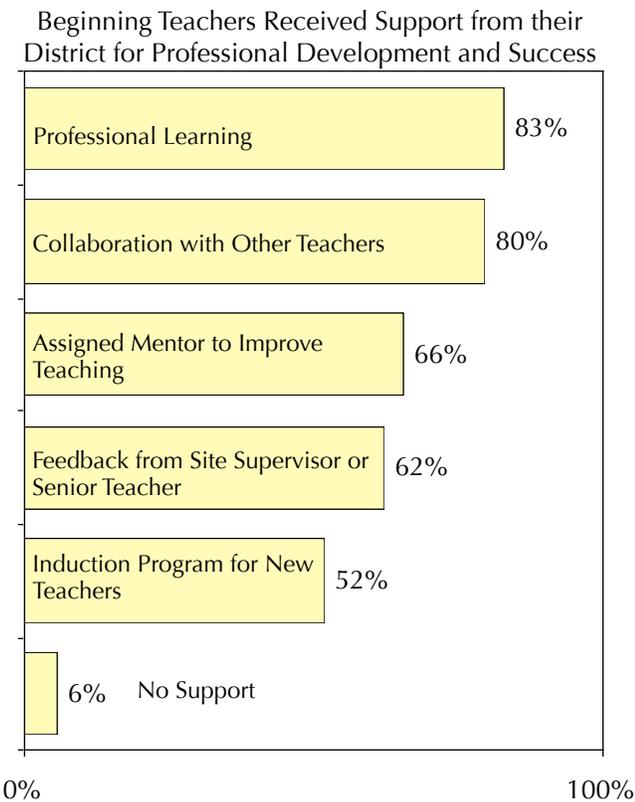
⁴ While policies vary from district to district, it was assumed that all respondents in the survey population had held a position as a long-term substitute or contracted teacher to be included in records identifying them as “regular school district employees,” even if they were no longer employed in that capacity at the time of the survey.

⁵ Due to a small number of outlying cases that included specialized programs and very small districts median was used instead of the mean as a more accurate reflection of most teachers’ experiences.

all. A sizable majority of teachers whose districts provided support for their early success indicated their district supported their professional learning (83 percent), and collaboration with other teachers (80 percent).

Mentor teachers should be a requirement for first-year teachers. I felt like I was left to sink or swim.

Two-thirds (66 percent) of beginning teachers indicated they had been assigned a mentor, an important activity that promotes new teacher development.



When asked what additional support alumni needed to help them succeed in their first years of teaching many emphasized the importance of their mentoring relationships or wished for a mentor, teaching partner, or additional support and feedback from an experienced teacher or administrator. Some teachers suggested that they would benefit from time outside their own classrooms to observe experienced master teachers at work, followed by time to debrief and reflect.

My first year was very hard, but my district was so supportive.

Merely establishing these relationships is insufficient, as several teachers would have benefitted from more consistent and frequent mentor meetings or observations; a mentor who was assigned to the same building instead of several; a mentor or collaborating teacher in the same subject or grade level; and more detailed feedback.

It would have been nice to have someone available to spend a few days with me in the classroom at the beginning of the year, while I was setting things up. I was hired two days after school started and didn't know up from down.

A number of new teachers also wished for opportunities and additional time to collaborate with other teachers. A few teachers articulated the importance of partnering or working collaboratively either in the time before the academic year begins or in the first few weeks of school.

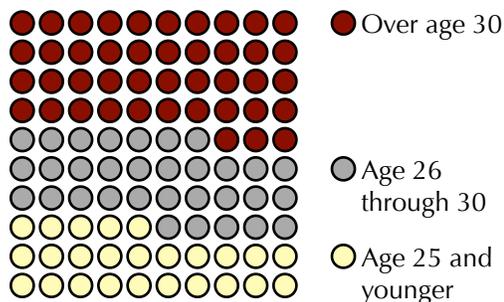
Several teachers could have benefitted from additional support with issues and activities not directly related to the students in their new classrooms: school policies, procedures and logistics; navigating the bureaucracy; learning to manage paperwork and record-keeping; and the politics of a school district, among others.

I did not learn how a school district works.

Demographics

Just as it is important for classroom teachers to support students from all backgrounds who bring a wide range of personal experiences, Oregon’s educator preparation programs need to support adults from all backgrounds and experiences to enter the teaching profession successfully. More than a third (43 percent) of respondents were over the age of 30 at the time they completed the survey; a quarter (25 percent) were age 25 or younger.

Beginning Teacher Age
New teachers have differing life experiences.



Most (75 percent) new teachers were women. A small handful identified as lesbian, gay, bisexual, transgender, or queer (six percent), or as a person with a disability (two percent).

Few teachers identified as a person of color or multiracial. Among all respondents nearly one in ten (9 percent) identified as Latino or Hispanic, six percent identified as Asian or Asian American, two percent identified as Black or African American, and just over one percent identified as Pacific Islander. Nearly one in 20 (five percent) teachers identified as multiracial, hence, these figures overlap. The majority of respondents (82 percent) identified as White or Caucasian alone, similar to the overall survey population. Records from the Teacher Standards and Practices Commission indicate that 81 percent of alumni from the classes of 2012 and 2013 employed as Oregon teachers identified as white alone. According 2013 Census estimates, fully one in five (20 percent) children in Oregon between five and 19 years of age are students of color or multiracial. Similarly, 21 percent

of students are Hispanic or Latino, regardless of their race.

New Teacher Preparation and Satisfaction

To identify specific areas for program enhancement, leaders at OACTE wanted to learn how well prepared new teachers were for specific work expectations suggested by the InTASC Model Core Teaching Standards. In addition, it was important to learn what new teachers thought of specific elements of their pre-service training program now that they have experience in their own classrooms, and how long they anticipate remaining in the profession as a PK-12 teacher. These questions were intended to reflect teachers' pre-service preparation so that institutional leaders can target areas for program development.

The ten InTASC Model Core Teaching Standards are categorized into four sections: *Learner and Learning* (three standards),

Content Knowledge (two standards), *Instructional Practice* (three standards), and *Professional Responsibility* (two standards). Each of the ten Standards is complex. The Standards were not designed to be able to measure discrete actions (e.g., the number of times in a day the teacher provides individual attention to a student). Rather, the Standards were established to provide a set of expectations for general behaviors, habits, practices, knowledge, beliefs, and assumptions that have been linked with effective teaching. In short, the expectations are conceptual. There is no one set of questions or observations that could measure everything a teacher could do to demonstrate he or she is meeting the Standards. For this reason four multi-item scales were developed to measure each of the four InTASC categories as latent social constructs that can be observed as a variety of actions and indicators. Teachers were asked to rate on a four-point scale how well prepared they were to perform 22 general practices expected of effective teachers.

Learner and Learning Standards

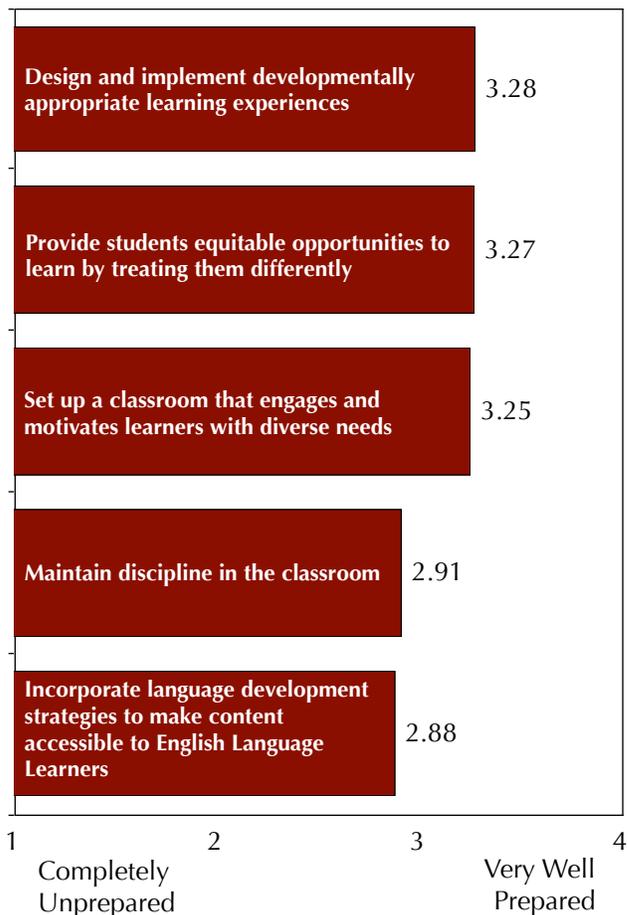
The Learner and Learning category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. Five items were developed to measure these Standards.

Among these items to measure teachers' preparation to perform expectations set forth in the Learner and Learning category of Standards, respondents were, on average, best prepared to design and implement developmentally appropriate and challenging learning experiences, and to provide students equitable opportunities to learn by treating them differently.

Most important? The classes on developing culturally competent and differentiated curriculum.

Conversely, teachers did not think they were as well prepared to incorporate language development strategies to make content accessible to English Language Learners, or to maintain discipline in the classroom. While the average score on these two items was nearly three on a four-point scale, they were among the lowest rated items overall, with a third of teachers indicating they were not well prepared to perform these expectations. The difference in teachers' ratings of their

Learner and Learning Scale Means



preparation to maintain discipline and support language development was negligible, though teachers thought they were significantly better prepared for the next highest-rated item, which can be found in the Content Knowledge scale.

Comments from teachers support these findings. More than anything, many new teachers wished they'd had better preparation and more skills, strategies, and techniques in classroom management before assuming a classroom of their own.

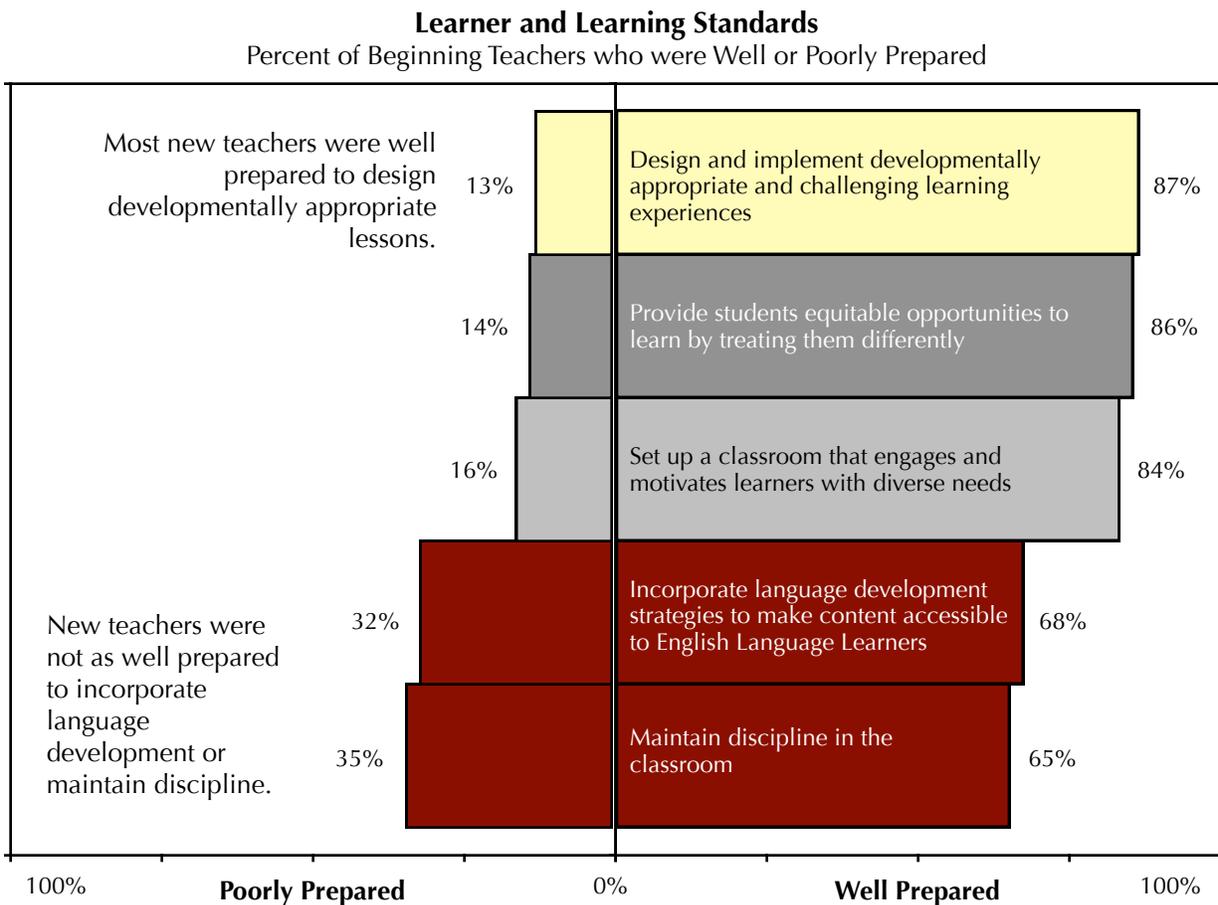
I wish I had learned more about classroom management. During student teaching, the students already knew the rules and procedures.

Many teachers attributed their pre-service coursework and experiences to helping them prepare for culturally diverse classrooms. However, a great number of new teachers also wished for additional pre-service preparation or continued professional development in meeting the needs of students in a diverse classroom and differentiating instruction. In

particular, new teachers needed additional practice adapting curriculum and instruction to students who speak a language other than English at home and students with disabilities.

There were some holes as far as working with students with special needs, ELL students, and also a lack of practical application when it came to planning lessons for diverse learners.

Others wanted additional skill in supporting students from low-income backgrounds, students of color, and high achieving students.



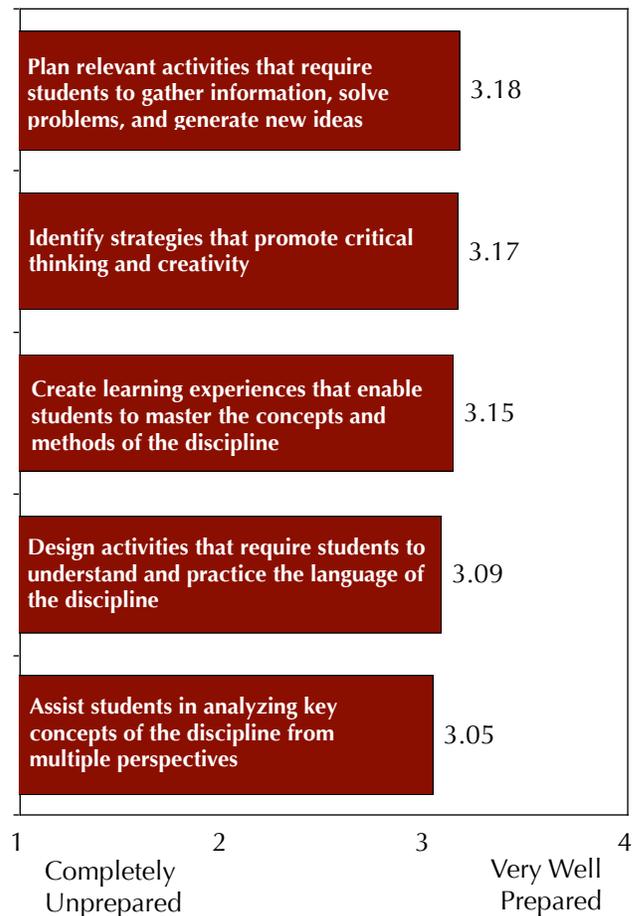
Content Knowledge Standards

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

On average, respondents indicated they were prepared for all five items developed to measure the Content Knowledge expectations. Teachers were best prepared to plan relevant activities that require students to gather information, solve problems, and generate new ideas.

Teachers were not as well prepared, however, to assist students in analyzing key concepts of the discipline from multiple perspectives.

Content Knowledge Scale Means



The best part of the program was that we were in a cohort of other math/science teachers so all of our classes could be much more relevant to us.

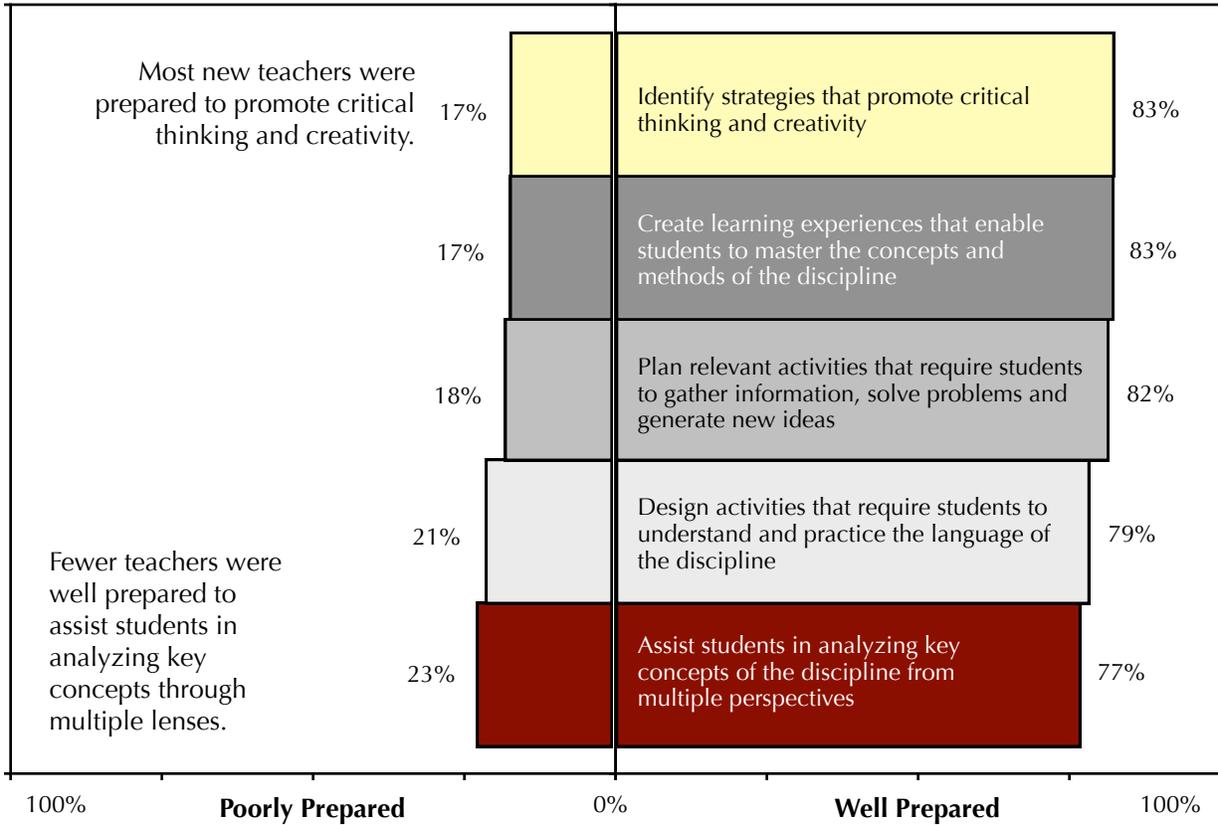
In open-ended feedback a number of new teachers suggested that more preparation in content-specific coursework would have been beneficial; others suggested content-specific professional development workshops.

While some teachers highlighted the value of their pre-service preparation in curriculum design and development, others wished for more experience prior to their first teaching assignment.

I could have been better prepared to develop curriculum that was engaging and working with the community more effectively.

Content Knowledge Standards

Percent of Beginning Teachers who were Well or Poorly Prepared



Most important? The opportunities to understand my subject area from a teacher's perspective rather than a student.

Instructional Practice Standards

The Standards focused on the Instructional Practice category describe the expectations for teachers to integrate assessment, planning, and instructional strategies into their teaching. Six items were developed to measure teachers' preparation to perform the expectations outlined in this category of Standards.

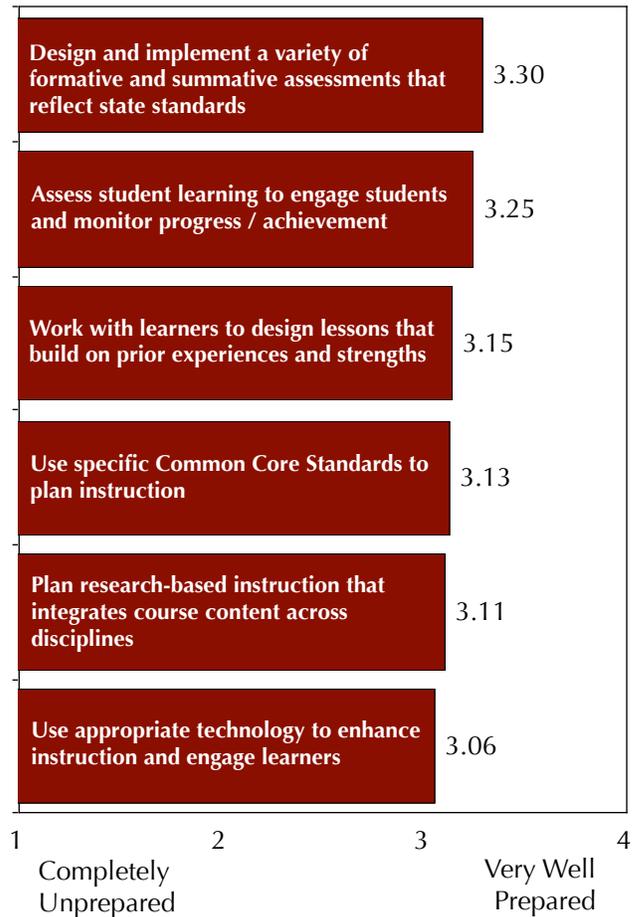
Among the six items developed to measure Instructional Practice, on average teachers thought they were best prepared to design and implement a variety of formative and summative assessments that reflect state standards.

On the contrary, teachers did not believe they were as well prepared to use appropriate technology to enhance instruction and engage learners.

Most important? Creating my own Common Core aligned lesson plans and learning how to differentiate instruction for all of the learners.

Teachers' sentiments were mixed on their pre-service preparation to understand and use the Common Core State Standards in curriculum design, lesson planning, and assessing learning. While some teachers comments indicated they were well prepared others felt they were on their own to learn about these Standards and how to use them.

Instructional Practice Scale Means



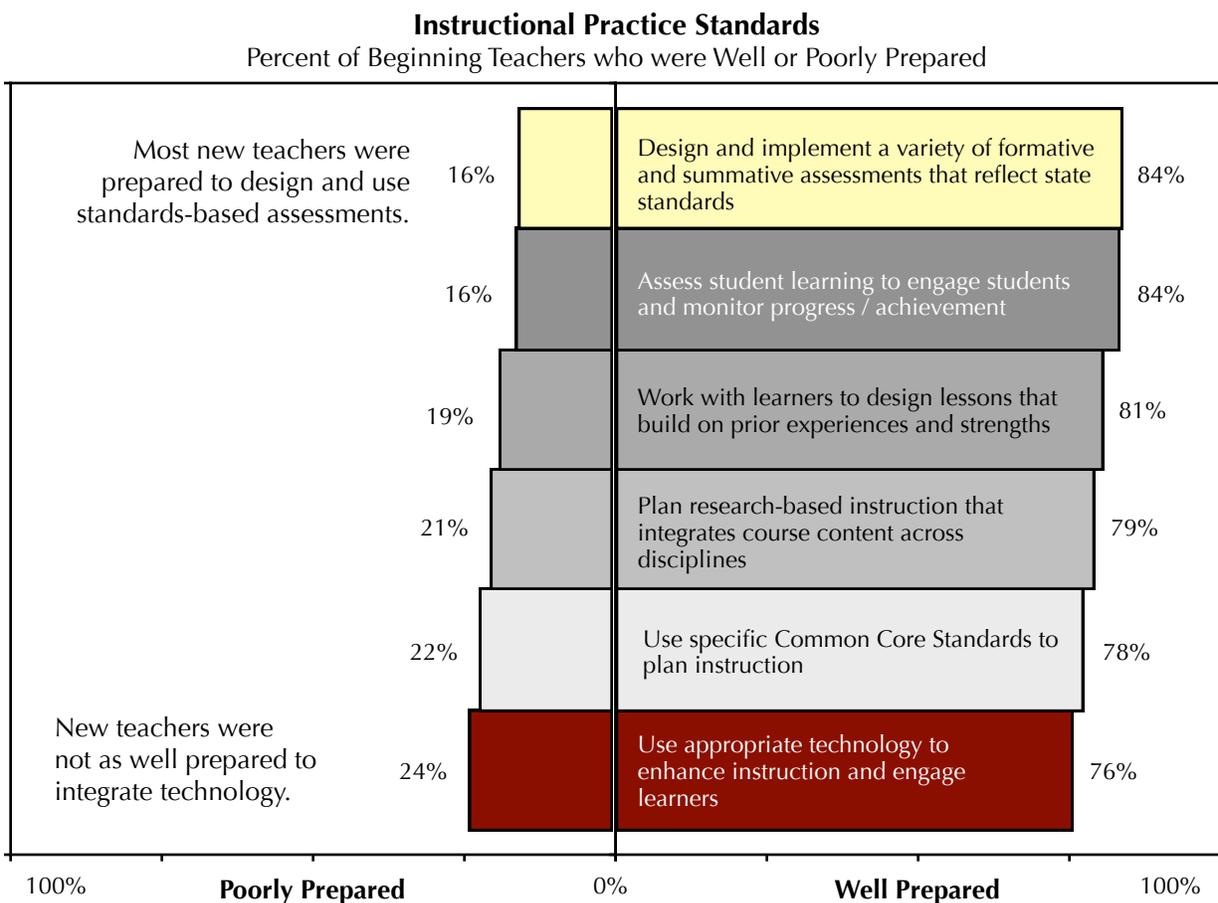
Similarly, a number of teachers could have benefitted from additional preparation in developing and using appropriate goals and evaluating students' progress, especially in the context of their diverse needs.

I wish I had learned more about how to develop good data tools, writing specific and measurable goals for a variety of children, and plan curriculum that embeds those goals into daily routines and activities.

The instruction on designing curriculum and the research-based inquiries into classroom management and adolescent development were the most valuable pieces of my preparation.

In general, for most of the items measuring teachers' preparation to perform expectations of the InTASC Model Core Teaching Standards, teachers' reflections do not diverge substantially from the feedback provided by administrators. However, teachers' thoughts on their preparation for Instructional Practice seemed incongruous with that of their administrators. While administrators thought

teachers were best prepared among the five scale items to use technology to engage learners, teachers indicated they felt less prepared than any of the other five items, with a difference of a third of a point (0.33) on a four-point scale. Further, while teachers thought they were best prepared to design and implement a variety of formative and summative assessments that reflect state standards, administrators rated teachers as the second lowest prepared to perform this duty relative to the other five items, though the average difference between teachers and administrators responses was only four hundredths (0.04) of a point.



Professional Responsibility Standards

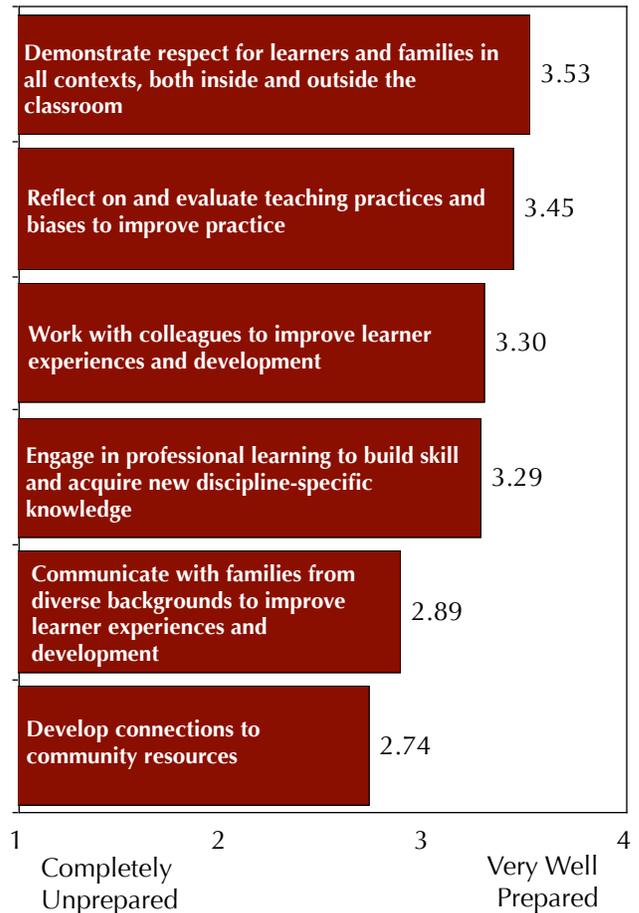
The Professional Responsibility category of Standards lays out the expectations of teachers for continuous improvement, including collaboration and leadership development. Six items were developed to measure teachers' thoughts on how well they were prepared to meet the Professional Responsibility Standards.

Teachers believed they were, on average, best prepared to demonstrate respect for learners and families in all contexts, both inside and outside the classroom. Compared to all 22 items across all four scales beginning teachers were best prepared to respect learners and their families.

In contrast, teachers were not as well prepared to develop connections to community resources and to communicate with families from diverse backgrounds to improve learner experiences and development. Indeed, new teachers thought they were significantly less prepared to develop community connections in relation to the other 21 items measuring preparation for the InTASC Standards.

I wish I'd learned how to interact with parents who speak languages other than English. We did lots of role-playing with parents, but we never discussed how the dynamic changes when there is an interpreter present.

Professional Responsibility Scale Means



A number of teachers raised specific issues about their professional expectations and well-being.

Most important? To be critical of my own location, my own socioeconomic, culture, gender, and how those privileges are impacting my choices of content, curriculum, grading, what I consider to be effort from students and families.

As some new teachers wished for additional time to collaborate with other teachers during

their first year, some thought their educator preparation programs helped them learn how to collaborate. Others, however, indicated they needed additional support for collaboration in their pre-service training.

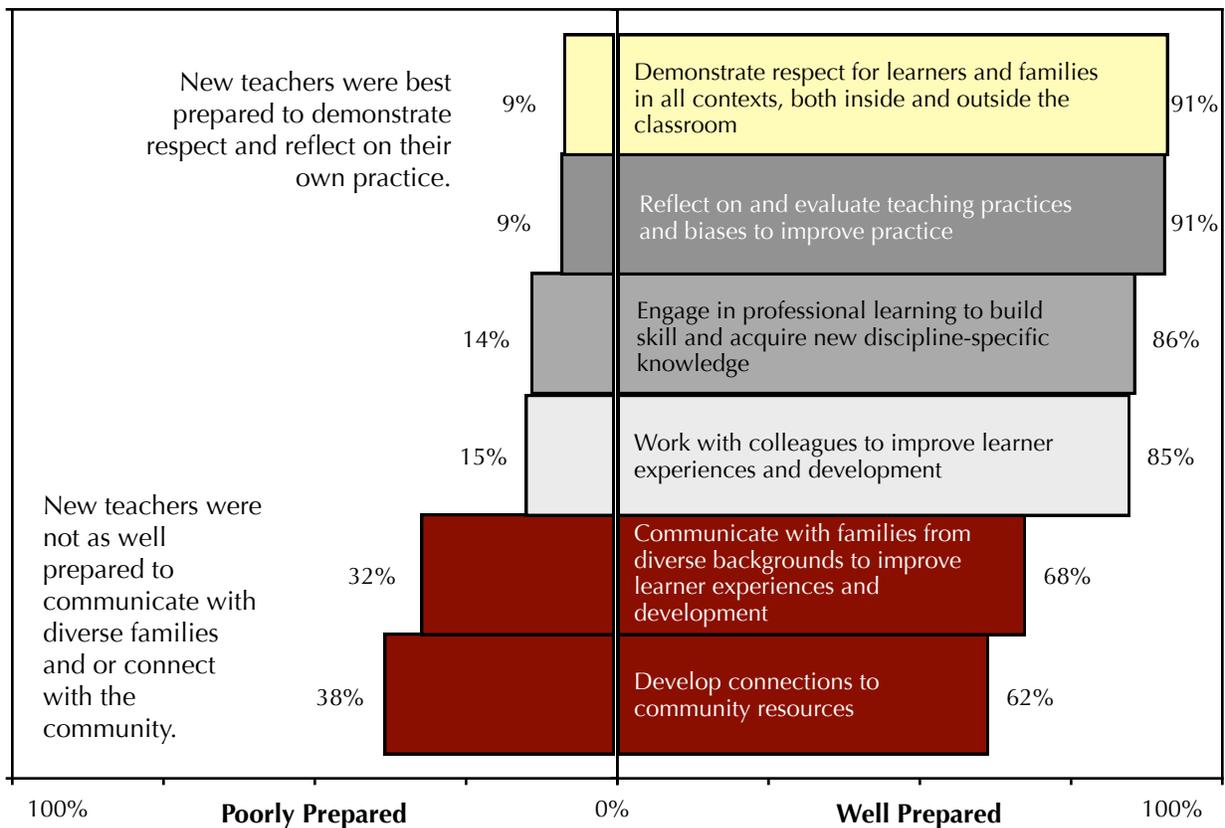
I don't think my teacher program was successful at teaching me how to collaborate with other colleagues or deal with social and political issues in ESOL education.

Several respondents cited the need for teachers to build strong relationships and

learn to communicate well with parents and families especially, and also with administrators, other teachers, school staff, and students.

Additional work-related challenges teachers experienced included learning to manage the paperwork and administrative requirements of the job; time management; navigating the politics, bureaucracy, and laws of education and the district; finding and coordinating local resources in the community; setting boundaries and self-care; and staying current on changes and trends in education, among other issues.

Professional Responsibility Standards
Percent of Beginning Teachers who were Well or Poorly Prepared



Teacher Satisfaction with Educator Preparation Institution

In addition to preparation for specific performance expectations, new teachers were asked to reflect on their pre-service experience as a student in their educator preparation program.

Most (59 percent) alumni were very satisfied with the overall quality of their teacher preparation programs.

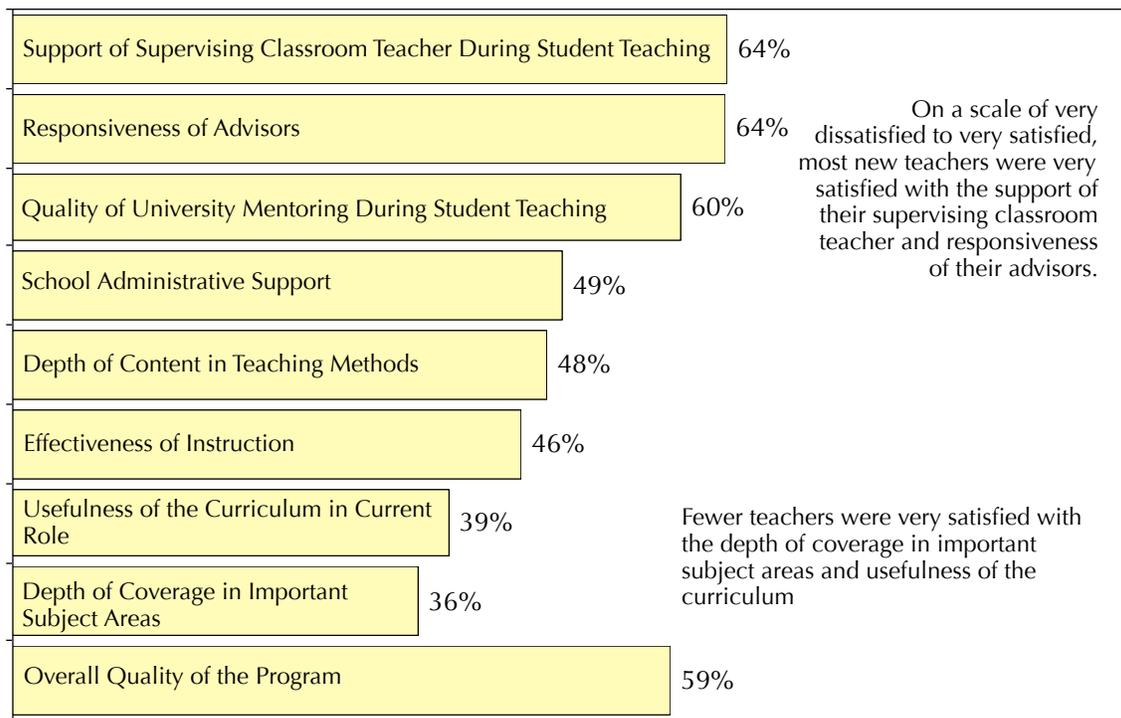
More specifically, two-thirds of respondents were very satisfied with the support they received from their supervising classroom teacher during their student teaching experience (64 percent), and with the responsiveness of their programs' advisors (64 percent).

You cannot learn how to be a teacher without being in the classroom.

They taught us in the same way that we should teach our students. They modeled best practices.

On the other hand, only a third (36 percent) of respondents were very satisfied with the depth of coverage in important subject areas, with nearly one in five respondents (19 percent) either very or somewhat dissatisfied.

Percent of New Teachers who were Very Satisfied with their Educator Preparation Programs



0%

100%

Behavior management should have been a lot more than just a single class.

While the job market for new teachers is highly competitive, half (51 percent) of new teachers indicated they were very well prepared for the activities to acquire a job as a teacher. Open-ended feedback suggested, however, that some teachers found the job search process a challenge, including one respondent who applied for 20 jobs before receiving an offer.

Being in the classroom made it more real.

Far above anything else, beginning teachers cited their practicum experiences in student teaching as the most important part of the preparation for their first teaching position. There was a great deal of emphasis on long-term student teaching assignments lasting a full-year or longer, however some respondents found it valuable to be placed in several different types of classrooms.

There is nothing like hands-on training.

Many respondents argued for longer student teaching assignments. One teacher even recommended re-structuring teacher training to resemble a medical residency wherein teaching residents are paid for working full-time, but with support of an experienced supervising teacher. Similarly, a number of teachers found it helpful to create work samples as part of their pre-service training.

They could have collaborated better with local school districts to find out what they were looking for in hiring or training of new teachers.

A few respondents had student teaching experiences that either were not an appropriate match for their interests and intentions, or their supervising classroom teacher was not supportive. One teacher wondered whether teaching would have been a career option without having a second, well-matched and supportive student teaching placement.

The parts of the program that were most relevant to me were the classes taught by professors who had recently been in the classrooms as teachers or principals, not the professors who taught many moons ago and were close to retirement.

It was also important for new teachers to have support and mentoring from the faculty in their preparation programs. Several respondents explained they appreciated their faculty who had recent, practical experience in a PK-12 school, either as a teacher or administrator.

First year teachers need more support. Don't throw your young to the wolves.

There was no evidence to suggest teachers' overall satisfaction with their educator preparation program was influenced by their age, gender, or the support they received from their employing district.

Overall Preparation and Retention

Program accreditation requirements mandate that educator preparation programs monitor the retention of new teachers in the workforce. Alumni were asked about their overall preparation for their new environment, their new role, and their intentions to continue in the profession.

A sizable number of beginning teachers believed their educator preparation program prepared them for their new school environment (84 percent) and for their new role as a practicing teacher (88 percent).

Helping with the transition from being a student to being a teacher would be beneficial. It is not a simple process.

The vast majority of new teachers (83 percent) indicated they would continue working as a teacher as long as they are able. Not a single respondent had plans to find a new job on the immediate horizon.

A number of teachers clarified that while their pre-service training prepared them very well for their first teaching position nothing can truly prepare anyone for all the real life challenges and expectations of being a classroom teacher. Even student teaching, some pointed out, is not the same as having one's own classroom.

I feel that I am still a student, in a sense, and I have a lot to learn and hone for my craft.

Knowing what they know now, nearly everyone (91 percent) indicated that if they had the opportunity to do it again they would still become a teacher.

Overall, most comments intimated that beginning teachers were enthusiastic about

their new profession, though some included qualifying remarks.

It is the hardest, most under appreciated and under paid job EVER. It is also the most intrinsically rewarding thing a person can experience.

A number of teachers described conditions such as excessive workload and hours, or cited the challenging nature of the work, including one respondent who characterized the hours as ridiculous.

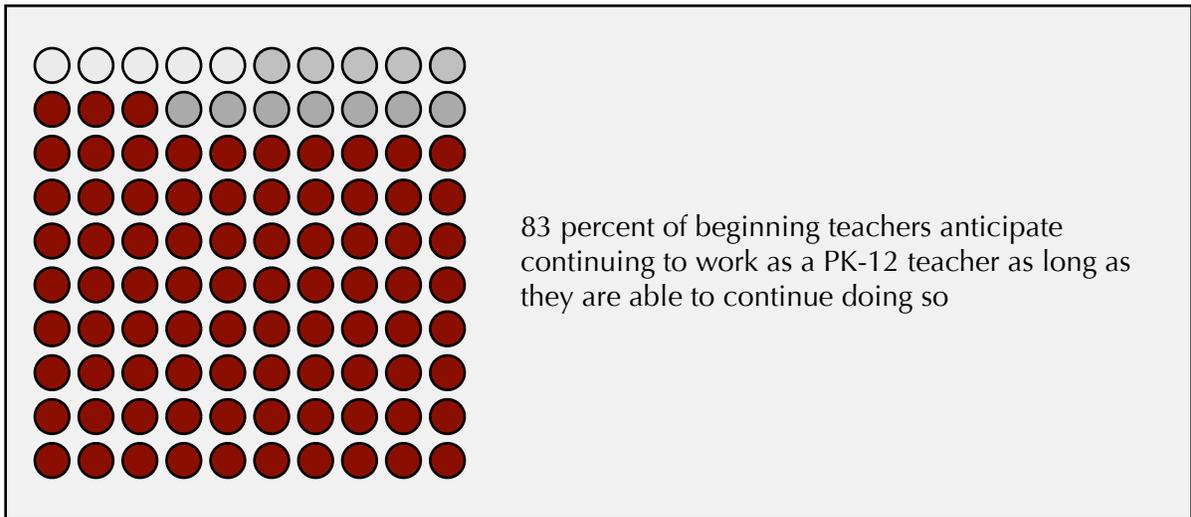
Unfortunately, it is hard to cobble a life with what is a low salary compared to the expenses accrued to be a teacher.

The commitment of many teachers has not waned by these conditions, yet for some the low pay seems incompatible with the high cost of teacher education.

Few teachers expressed concern that performance evaluation practices that integrate students' scores on standardized tests could drive them away from the profession.

If it is possible to prepare teachers to meet all the needs of over 30 kids at a time, many of whom are experiencing intense trauma, then my program could have done better.

Beginning Teacher Retention



Corroborating research from previous studies, some evidence from this survey suggests there may be a small relationship between the level of support new teachers received from their district and how well prepared they were to adapt to their new school environment, and to adapt to their new role as a practicing teacher. Unsurprisingly, teachers' satisfaction with the profession is influenced by their ability to adapt to their new environment and their new role, as well as their overall satisfaction with their teacher preparation program.

Being a teacher is worth it, no matter how hard the work or the sacrifice.

Conclusions

Oregon's newest teachers are, by and large, beginning their careers with adequate preparation to learn a complex and demanding job. Among the 22 items developed to measure teachers' pre-service preparation for specific skills and expectations, more than 80 percent of teachers rated themselves three or higher on a four-point scale for 18 of the items. As several teachers revealed, however, it may be impossible to help teachers prepare completely for all of the expectations and challenges they will be faced with in their classrooms. Results suggest there may be

specific areas where changes could bolster their early success.

While teachers were well prepared for most of the items measuring expectations established by the InTASC Standards, at least a third of teachers indicated they were not well prepared for:

- Developing connections with community resources;
- Integrating language development strategies for English language learners;
- Communicating with families from diverse backgrounds;
- Maintaining discipline in the classroom.

Their words echoed these findings. Teachers asked to start their new careers with more skills, practical tools, and knowledge in classroom management, adapting curriculum and instruction for diverse classrooms—especially to serve the unique needs of English Language Learners and learners with disabilities—and communicating with families. Oregon's classrooms will become even more diverse in the coming years. Its educator preparation programs already provide beginning teachers instruction in classroom management and differentiating instruction in diverse and multicultural classrooms. The amplitude and detail in these content areas may need to be adjusted, and additional resources invested in continuing education for teachers in their first years on the job.

Being in the classroom by yourself is a lot different than being in school or with a cooperative teacher.

Curiously, teachers' thoughts about their skills in instructional practice were out of sync with administrators. Classroom technology, in particular, was cited as a weakness in instructional practices among teachers, but a strength among administrators. While some new teachers may feel clumsy or even inept at using many of the newest teaching technologies such as smart boards, their experience with these technologies may be far more extensive than administrators who likely completed their own teacher preparation before these tools became regular teaching tools. Ultimately, teachers can only figure out how to take advantage of educational technology that is available. Teachers may also need assistance finding pedagogically appropriate uses for other tools such as iPads, netbooks, and students' personal devices such as smart phones. More importantly, while the digital divide is narrowing, some students may have limited access to a reliable computer outside of school and many still do not have an internet connection at home. Students with disabilities may experience technology differently than other students. Beginning teachers must be able to apply technology in a way that improves student learning and achievement equitably.

For many alumni of Oregon's teacher preparation programs it may feel as though

there is a gap between the theory they learn in their coursework and the practical, tangible, day-to-day activities and interactions required of teachers. Indeed some teachers appreciated their professors' recent experiences as classroom teachers while some were in want of additional guidance and practical tools to help them in managing their classroom, differentiating instruction, working with parents, mapping curriculum, and even managing paperwork.

Every decision I make is supported by the question, how will students benefit the most?

Experience may be the only activity that can assuage this sensation. Student teaching requirements vary across all postsecondary educator preparation programs. Some are as short as a single quarter or semester; some extend a year or longer. Leaders of Oregon's educator preparation programs might consider the costs and merits of requiring all teachers-in-training to maintain a school-based residency for the duration of their pre-service coursework. All programs are unique and such a change would need to continue to serve up-and-coming teachers with a range of needs, including those with prior experience as classroom teachers.

The value of mentoring for beginning teachers cannot be overstated. Oregon has a strong new teacher mentoring program that serves

about two-thirds of its school districts. Undoubtedly, many faculty of Oregon's postsecondary teacher preparation programs are providing both formal and informal mentoring to their alumni on the job. Mentoring may be one area where collaboration between PK-12 schools and postsecondary preparation programs can strengthen both partners. Faculty serving as on-site mentors or mentor coaches in a single school could create a mechanism to improve communication and coordination across partners, and help faculty maintain their direct experience in a PK-12 classroom as a routine part of their research, publishing and professional service demands. Some professors may already be working in this capacity.

As beginning teachers are challenged to support students of color and students who grow up speaking languages other than English it is important to reflect on the racial diversity of teachers themselves. In a state with limited racial diversity due to its history, limited racial diversity among Oregon's new teachers is not unexpected. Current Census figures estimate that three-quarters (77.5 percent) of all Oregonians identify as White alone, suggesting the other quarter of Oregonians might describe themselves as persons of color, Latino or Hispanic, or any combination of backgrounds. Nearly a

quarter (23 percent) of Oregon's children under the age of five are Hispanic or Latino. Nearly as many (21 percent) children between the ages of five and 17 come from homes where a language other than English is spoken. Leaders of Oregon's teacher preparation programs are well aware of their role in ensuring their programs enroll and support racially and culturally diverse emerging teachers, which begins with the academic success of young children of color. The priority in preparing new teachers to drive cultural and racial equity and inclusion from inside their classrooms is evident from teachers' reflections on both the value of the training they received and their call for still more support.

Teachers in Oregon serve a profoundly important role in our communities. Their work, a short interaction in the lives of their students, represents a long-term investment in individual and community potential for creativity and efficacy. A high quality, equitable education for all of Oregon's young learners can fuel social and economic justice. It is imperative for teachers to begin their careers with the tools and skills to inspire all their students to explore their dreams and to believe that anything is possible.

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Appendix

Summary Data Tables

Response by Institution						
Institution	Total 2011-12 & 2012-13 Alumni	Percent of all Alumni	Teachers in Survey Population	Percent of Survey Population	Survey Response	Percent of Response
Concordia University	302	9.23%	99	7.39%	22	10.00%
Corban University	75	2.29%	21	1.57%	2	0.91%
Eastern Oregon University	179	5.47%	74	5.53%	15	6.82%
George Fox University	268	8.19%	94	7.02%	21	9.55%
Lewis and Clark College	208	6.36%	94	7.02%	21	9.55%
Linfield College	58	1.77%	15	1.12%	0	0.00%
Marylhurst University	52	1.59%	16	1.19%	1	0.45%
Multnomah University	37	1.13%	7	0.52%	2	0.91%
Northwest Christian University	46	1.41%	19	1.42%	2	0.91%
Oregon State University	242	7.39%	111	8.29%	12	5.45%
Pacific University	196	5.99%	87	6.50%	14	6.36%
Portland State University	415	12.68%	215	16.06%	39	17.73%
Southern Oregon University	198	6.05%	106	7.92%	11	5.00%
University of Oregon	223	6.81%	83	6.20%	9	4.09%
University of Phoenix	47	1.44%	23	1.72%	5	2.27%
University of Portland	159	4.86%	36	2.69%	20	9.09%
Warner Pacific College	69	2.11%	8	0.60%	0	0.00%
Western Oregon University	341	10.42%	150	11.20%	20	9.09%
Willamette University	158	4.83%	81	6.05%	4	1.82%
Total	3273	100.00%	1339	100.00%	220	100.00%

Respondents' Employing District		
School District	Frequency	Percent
Ashland SD 5	1	0.45%
Astoria SD 1	2	0.91%
Beaverton SD 48J	8	3.64%
Bend-La Pine Administrative SD 1	2	0.91%
Bethel SD 52	3	1.36%
Burnt River SD 30J	1	0.45%
Butte Falls SD 91	1	0.45%
Canby SD 86	3	1.36%
Central Linn SD 552	1	0.45%
Central Point SD 6	2	0.91%
Central SD 13J	3	1.36%
Clackamas ESD EI/ECSE	1	0.45%
Colton SD 53	1	0.45%
Corvallis SD 509J	3	1.36%
Crook County SD	1	0.45%
Dallas SD 2	1	0.45%
David Douglas SD 40	5	2.27%
Echo SD 5	1	0.45%
Elgin SD 23	1	0.45%
Eugene SD 4J	2	0.91%
Fern Ridge SD 28J	2	0.91%
Forest Grove SD 15	2	0.91%
Gaston SD 511J	1	0.45%
Grants Pass SD 7	1	0.45%
Greater Albany Public SD 8J	2	0.91%
Gresham-Barlow SD 10	4	1.82%
Harney County SD 4	1	0.45%
Harrisburg SD 7	1	0.45%
Helix SD 1	1	0.45%
Hermiston SD 8	4	1.82%
High Desert ESD	1	0.45%
Hillsboro SD 1	6	2.73%
Hood River County SD 1	2	0.91%
Jefferson County SD 509J	2	0.91%
Jefferson SD 14J	1	0.45%
John Day SD 3	1	0.45%
Klamath County SD	2	0.91%
Knappa SD 4	1	0.45%
Lake Oswego SD 7	3	1.36%
Lebanon Community SD 9	2	0.91%
Lincoln County SD	2	0.91%
Medford SD 549	5	2.27%
Milton-Freewater Unified SD 7	2	0.91%
Newberg SD 29J	1	0.45%
North Bend SD 13	2	0.91%
North Clackamas SD 12	8	3.64%
North Marion SD 15	1	0.45%

Respondents' Employing District (continued from above)		
School District	Frequency	Percent
North Santiam SD 29J	1	0.45%
North Wasco County SD 21	2	0.91%
Northwest Regional ESD	1	0.45%
Ontario SD 8	3	1.36%
Oregon City SD 62	4	1.82%
Oregon Department of Education	1	0.45%
Oregon Trail SD 46	2	0.91%
Paisley SD 11	1	0.45%
Parkrose SD 3	2	0.91%
Pendleton SD 16	1	0.45%
Philomath SD 17J	1	0.45%
Pine-Eagle SD 61	1	0.45%
Port Orford-Langlois SD 2J	1	0.45%
Portland Public SD 1J	28	12.73%
Powers SD 31	1	0.45%
Rainier SD 13	1	0.45%
Redmond SD 2J	5	2.27%
Reynolds SD 7	5	2.27%
Rogue River SD 35	1	0.45%
Salem-Keizer SD 24J	22	10.00%
Scappoose SD 1J	2	0.91%
Seaside SD 10	1	0.45%
Sheridan SD 48J	1	0.45%
South Lane SD 45J	2	0.91%
Southern Oregon ESD	1	0.45%
Springfield SD 19	3	1.36%
St Helens SD 502	1	0.45%
Stanfield SD 61	1	0.45%
Tigard-Tualatin SD 23J	8	3.64%
Tillamook SD 9	2	0.91%
West Linn - Wilsonville SD 3J	1	0.45%
Willamina SD 30J	1	0.45%
Woodburn SD 103	3	1.36%
Outside Oregon	3	1.36%
Private Religious	1	0.45%
N/A	1	0.45%
Total	220	100.00%

Current Employment Information		
	Frequency	Percent
Employment Records Not Current	25	11.36%
Employment Records Current	186	84.55%
Unknown	9	4.09%
Total	220	100.00%

Response Method by Institution				
	N	Percent Phone	Percent Web	Total Percent
Concordia University	22	27.27%	72.73%	100.00%
Corban University	2	50.00%	50.00%	100.00%
Eastern Oregon University	15	40.00%	60.00%	100.00%
George Fox University	21	38.10%	61.90%	100.00%
Lewis and Clark College	21	28.57%	71.43%	100.00%
Marylhurst University	1	0.00%	100.00%	100.00%
Multnomah University	2	50.00%	50.00%	100.00%
Northwest Christian University	2	100.00%	0.00%	100.00%
Oregon State University	12	91.67%	8.33%	100.00%
Pacific University	14	42.86%	57.14%	100.00%
Portland State University	39	38.46%	61.54%	100.00%
Southern Oregon University	11	81.82%	18.18%	100.00%
University of Oregon	9	22.22%	77.78%	100.00%
University of Phoenix	5	40.00%	60.00%	100.00%
University of Portland	20	10.00%	90.00%	100.00%
Western Oregon University	20	75.00%	25.00%	100.00%
Willamette University	4	100.00%	0.00%	100.00%
Total	220	43.64%	56.36%	100.00%

Graduation Year		
	Frequency	Percent
2011	8	3.64%
2012	106	48.18%
2013	106	48.18%
Total	220	100.00%

Graduation Year = Year of License Application		
	Frequency	Percent
Does not match	28	12.73%
Match	192	87.27%
Total	220	100.00%

Degree Earned		
	Frequency	Percent
Initial licensure at the graduate level	160	72.73%
Initial licensure at the undergraduate level	52	23.64%
Other	8	3.64%
Total	220	100.00%

Grade Levels Authorized		
	Frequency	Percent
Early Childhood	84	38.18%
Elementary	117	53.18%
Middle	135	61.36%
High School	108	49.09%

Number of Levels Authorized to Teach		
	Frequency	Percent
One	40	18.18%
Two	144	65.45%
Three	28	12.73%
Four	8	3.64%
Total	220	100.00%

Grade Levels Teaching Currently		
	Frequency	Percent
Early Childhood	17	7.73%
Elementary	88	40.00%
Middle	67	30.45%
High School	72	32.73%

Position(s)		
	Frequency	Percent
Full Time	181	82.27%
Part Time	23	10.45%
Long Term Substitute	1	0.45%
Substitute	9	4.09%
Online Full Time	1	0.45%
Online Part Time	2	0.91%

Length of Time in Current School		
	Frequency	Percent
Less than five months	21	9.68%
Five months to one year	81	37.33%
Longer than one year	115	53.00%
Total	217	100.00%

First Full-Time Teaching Position		
	Frequency	Percent
No	54	25.00%
Yes	162	75.00%
Total	216	100.00%

Teaching in Areas(s) of Endorsement		
	Frequency	Percent
No	10	4.65%
Yes	186	86.51%
Some classes, but not all	19	8.84%
Total	215	100.00%

Teaching in a Self-Contained Classroom		
	Frequency	Percent
No	88	40.37%
Yes	130	59.63%
Total	218	100.00%

InTASC Model Core Teaching Standards

Learning and Learning Scale

New Teacher Preparation for Learner and Learning Standards Design and implement developmentally appropriate and challenging learning experiences		
	Frequency	Percent
1 – Completely Unprepared	4	1.82%
2	25	11.36%
3	97	44.09%
4 – Very Well Prepared	94	42.73%
Total	220	100.00%

New Teacher Preparation for Learner and Learning Standards Incorporate language development strategies to make content accessible to English Language Learners		
	Frequency	Percent
1 – Completely Unprepared	17	7.73%
2	54	24.55%
3	87	39.55%
4 – Very Well Prepared	62	28.18%
Total	220	100.00%

New Teacher Preparation for Learner and Learning Standards Provide students equitable opportunities to learn by treating them differently		
	Frequency	Percent
1 – Completely Unprepared	5	2.28%
2	26	11.87%
3	92	42.01%
4 – Very Well Prepared	96	43.84%
Total	219	100.00%

New Teacher Preparation for Learner and Learning Standards Maintain discipline in the classroom		
	Frequency	Percent
1 – Completely Unprepared	12	5.45%
2	64	29.09%
3	75	34.09%
4 – Very Well Prepared	69	31.36%
Total	220	100.00%

New Teacher Preparation for Learner and Learning Standards Set up a classroom that engages and motivates learners with diverse needs		
	Frequency	Percent
1 – Completely Unprepared	5	2.27%
2	31	14.09%
3	87	39.55%
4 – Very Well Prepared	97	44.09%
Total	220	100.00%

Content Knowledge Scale

New Teacher Preparation for Content Knowledge Standards Create learning experiences that enable students to master the concepts and methods of the discipline		
	Frequency	Percent
1 – Completely Unprepared	4	1.83%
2	34	15.53%
3	107	48.86%
4 – Very Well Prepared	74	33.79%
Total	219	100.00%

New Teacher Preparation for Content Knowledge Standards		
Design activities that require students to understand and practice the language of the discipline		
	Frequency	Percent
1 – Completely Unprepared	4	1.82%
2	43	19.55%
3	103	46.82%
4 – Very Well Prepared	70	31.82%
Total	220	100.00%

New Teacher Preparation for Content Knowledge Standards		
Assist students in analyzing key concepts of the discipline from multiple perspectives		
	Frequency	Percent
1 – Completely Unprepared	7	3.20%
2	43	19.63%
3	102	46.58%
4 – Very Well Prepared	67	30.59%
Total	219	100.00%

New Teacher Preparation for Content Knowledge Standards		
Identify strategies that promote critical thinking and creativity		
	Frequency	Percent
1 – Completely Unprepared	7	3.18%
2	31	14.09%
3	100	45.45%
4 – Very Well Prepared	82	37.27%
Total	220	100.00%

New Teacher Preparation for Content Knowledge Standards Plan relevant activities that require students to gather information, solve problems and generate new ideas		
	Frequency	Percent
1 – Completely Unprepared	3	1.36%
2	37	16.82%
3	98	44.55%
4 – Very Well Prepared	82	37.27%
Total	220	100.00%

Instructional Practice Scale

New Teacher Preparation for Instructional Practice Standards Design and implement a variety of formative and summative assessments that reflect state standards		
	Frequency	Percent
1 – Completely Unprepared	8	3.64%
2	27	12.27%
3	77	35.00%
4 – Very Well Prepared	108	49.09%
Total	220	100.00%

New Teacher Preparation for Instructional Practice Standards Assess student learning to engage students and monitor progress / achievement		
	Frequency	Percent
1 – Completely Unprepared	6	2.73%
2	30	13.64%
3	87	39.55%
4 – Very Well Prepared	97	44.09%
Total	220	100.00%

New Teacher Preparation for Instructional Practice Standards Plan research-based instruction that integrates course content across disciplines		
	Frequency	Percent
1 – Completely Unprepared	8	3.65%
2	37	16.89%
3	97	44.29%
4 – Very Well Prepared	77	35.16%
Total	219	100.00%

New Teacher Preparation for Instructional Practice Standards Work with learners to design lessons that build on prior experiences and strengths		
	Frequency	Percent
1 – Completely Unprepared	5	2.27%
2	37	16.82%
3	99	45.00%
4 – Very Well Prepared	79	35.91%
Total	220	100.00%

New Teacher Preparation for Instructional Practice Standards Use specific Common Core Standards to plan instruction		
	Frequency	Percent
1 – Completely Unprepared	20	9.13%
2	29	13.24%
3	72	32.88%
4 – Very Well Prepared	98	44.75%
Total	219	100.00%

New Teacher Preparation for Instructional Practice Standards Use appropriate technology to enhance instruction and engage learners		
	Frequency	Percent
1 – Completely Unprepared	14	6.36%
2	39	17.73%
3	87	39.55%
4 – Very Well Prepared	80	36.36%
Total	220	100.00%

Professional Responsibility Scale

New Teacher Preparation for Professional Responsibility Standards Reflect on and evaluate teaching practices and biases to improve practice		
	Frequency	Percent
1 – Completely Unprepared	4	1.83%
2	16	7.31%
3	77	35.16%
4 – Very Well Prepared	122	55.71%
Total	219	100.00%

New Teacher Preparation for Professional Responsibility Standards Engage in professional learning to build skill and acquire new discipline-specific knowledge		
	Frequency	Percent
1 – Completely Unprepared	2	0.91%
2	29	13.18%
3	93	42.27%
4 – Very Well Prepared	96	43.64%
Total	220	100.00%

New Teacher Preparation for Professional Responsibility Standards Demonstrate respect for learners and families in all contexts, both inside and outside the classroom		
	Frequency	Percent
1 – Completely Unprepared	6	2.74%
2	13	5.94%
3	59	26.94%
4 – Very Well Prepared	141	64.38%
Total	219	100.00%

New Teacher Preparation for Professional Responsibility Standards Communicate with families from diverse backgrounds to improve learner experiences and development		
	Frequency	Percent
1 – Completely Unprepared	19	8.64%
2	52	23.64%
3	83	37.73%
4 – Very Well Prepared	66	30.00%
Total	220	100.00%

New Teacher Preparation for Professional Responsibility Standards Work with colleagues to improve learner experiences and development		
	Frequency	Percent
1 – Completely Unprepared	5	2.27%
2	28	12.73%
3	82	37.27%
4 – Very Well Prepared	105	47.73%
Total	220	100.00%

New Teacher Preparation for Professional Responsibility Standards Develop connections to community resources		
	Frequency	Percent
1 – Completely Unprepared	22	10.05%
2	62	28.31%
3	87	39.73%
4 – Very Well Prepared	48	21.92%
Total	219	100.00%

Overall Preparation

Preparation to Adapt to Current School Environment		
	Frequency	Percent
1 – Completely Unprepared	5	2.28%
2	31	14.16%
3	95	43.38%
4 – Very Well Prepared	88	40.18%
Total	219	100.00%

Preparation to Adapt to New Role as a Practicing Teacher		
	Frequency	Percent
1 – Completely Unprepared	5	2.28%
2	21	9.59%
3	101	46.12%
4 – Very Well Prepared	92	42.01%
Total	219	100.00%

Preparation for the Activities Required to Obtain a Job		
	Frequency	Percent
1 – Completely Unprepared	8	3.76%
2	27	12.68%
3	70	32.86%
4 – Very Well Prepared	108	50.70%
Total	213	100.00%

Satisfaction with Teacher Preparation Program

Satisfaction with Teacher Preparation Program: Usefulness of the Curriculum in Current Role		
	Frequency	Percent
Very Dissatisfied	10	4.61%
Somewhat Dissatisfied	27	12.44%
Somewhat Satisfied	95	43.78%
Very Satisfied	85	39.17%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: Depth of Coverage in Important Subject Areas		
	Frequency	Percent
Very Dissatisfied	10	4.61%
Somewhat Dissatisfied	32	14.75%
Somewhat Satisfied	96	44.24%
Very Satisfied	79	36.41%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: Depth of Content in Teaching Methods		
	Frequency	Percent
Very Dissatisfied	9	4.15%
Somewhat Dissatisfied	17	7.83%
Somewhat Satisfied	87	40.09%
Very Satisfied	104	47.93%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: Responsiveness of Advisors		
	Frequency	Percent
Very Dissatisfied	6	2.78%
Somewhat Dissatisfied	15	6.94%
Somewhat Satisfied	57	26.39%
Very Satisfied	138	63.89%
Total	216	100.00%

Satisfaction with Teacher Preparation Program: Effectiveness of Instruction		
	Frequency	Percent
Very Dissatisfied	4	1.84%
Somewhat Dissatisfied	16	7.37%
Somewhat Satisfied	98	45.16%
Very Satisfied	99	45.62%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: Quality of University Mentoring During Student Teaching		
	Frequency	Percent
Very Dissatisfied	11	5.07%
Somewhat Dissatisfied	22	10.14%
Somewhat Satisfied	54	24.88%
Very Satisfied	130	59.91%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: Support of Supervising Classroom Teacher During Student Teaching		
	Frequency	Percent
Very Dissatisfied	6	2.76%
Somewhat Dissatisfied	19	8.76%
Somewhat Satisfied	53	24.42%
Very Satisfied	139	64.06%
Total	217	100.00%

Satisfaction with Teacher Preparation Program: School Administrative Support		
	Frequency	Percent
Very Dissatisfied	15	6.98%
Somewhat Dissatisfied	18	8.37%
Somewhat Satisfied	76	35.35%
Very Satisfied	106	49.30%
Total	215	100.00%

Satisfaction with Teacher Preparation Program: Overall Quality of the Program		
	Frequency	Percent
Very Dissatisfied	7	3.23%
Somewhat Dissatisfied	14	6.45%
Somewhat Satisfied	68	31.34%
Very Satisfied	128	58.99%
Total	217	100.00%

Early Support for Success from Employing District

District Support for Success		
	Frequency	Percent
No support at all	11	5.14%
Somewhat supported	86	40.19%
Very well supported	117	54.67%
Total	214	100.00%

District Support for Success Induction Program for New Teachers		
	Frequency	Percent
No	102	47.89%
Yes	111	52.11%
Total	213	100.00%

District Support for Success Assigned Mentor to Improve teaching		
	Frequency	Percent
No	73	34.27%
Yes	140	65.73%
Total	213	100.00%

District Support for Success Professional Learning		
	Frequency	Percent
No	36	16.90%
Yes	177	83.10%
Total	213	100.00%

District Support for Success Feedback from Site Supervisor or Senior Teacher		
	Frequency	Percent
No	80	37.56%
Yes	133	62.44%
Total	213	100.00%

District Support for Success Collaboration with Other Teachers		
	Frequency	Percent
No	43	20.19%
Yes	170	79.81%
Total	213	100.00%

District Support for Success N/A - No Support		
	Frequency	Percent
No	112	94.12%
Yes	7	5.88%
Total	119	100.00%

Retention in Teaching

Will Continue to Work as PK-12 Teacher		
	Frequency	Percent
As long as I am able	175	82.55%
Other	14	6.60%
Undecided	12	5.66%
Until a more desirable job comes along	11	5.19%
Total	212	100.00%

Primary Reason for Leaving Teaching		
	Frequency	Percent
Pursue personal goal	5	21.74%
Too demanding	4	17.39%
Low salary	3	13.04%
Promotion within education	2	8.70%
Dissatisfied with teaching as a career	2	8.70%
Student behavior	1	4.35%
Other	6	26.09%
Total	23	100.00%

Would Become a Teacher Again		
	Frequency	Percent
No	7	3.27%
Unsure	13	6.07%
Yes	194	90.65%
Total	214	100.00%

Teacher Demographics

Age		
	Frequency	Percent
25 or younger	52	25.00%
26 through 30	66	31.73%
31 through 35	45	21.63%
36 through 40	18	8.65%
41 through 50	19	9.13%
51 or greater	8	3.85%
Total	208	100.00%

Race		
	Frequency	Percent
Asian or Asian American	12	5.66%
Black or African American	5	2.36%
Latino or Hispanic	19	8.96%
Native American or Alaska Native	1	0.47%
Pacific Islander	3	1.42%
White or Caucasian	181	85.38%
Multi-Ethnic or Multi-Racial	10	4.72%
N = 212		

Respondents were allowed to submit multiple responses. Teachers may be counted multiple times in these figures.

Gender		
	Frequency	Percent
Female	158	74.88%
Male	53	25.12%
Total	211	100.00%

Identifies as Lesbian, Gay, Bisexual, Transgender, Queer		
	Frequency	Percent
No	183	93.85%
Yes	12	6.15%
Total	195	100.00%

Identifies as Person with a Disability		
	Frequency	Percent
No	199	98.03%
Yes	4	1.97%
Unsure	3	1.48%
Total	203	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

ELL: English Language Learner

ESL: English as a Second Language

ESOL: English Speakers of Other Languages

InTASC: Interstate Teacher Assessment and Support Consortium

OACTE: Oregon Association of Colleges for Teacher Education

ODE: Oregon Department of Education

TSPC: Teacher Standards and Practices Commission