Ready for the Classroom, Part I

2017 Survey of Beginning Teachers

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

April 2018

Ready for the Classroom, Part 1
2017 Survey of Beginning Teachers

April 2018

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).

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

Alisha A. Lund-Chaix
Lund-Chaix Consulting
(503) 367-6207
www.lund-chaix.com

Executive Summary

As the U.S. government narrows its borders to restrict racial and religious minorities from entering the land of opportunity, and #MeToo echos as the mantra of safety and nonviolence for women and sexual minorities, public schools are rapidly becoming the vivid embodiment of these movements. Oregon teachers must be leaders in their classrooms, schools, and communities and prepared with a collection of creative practices to harness these differences as assets for each learner and for their classrooms as a whole. The purpose of this study is to learn from Oregon teachers what future teachers need to ensure every student finds their true potential.

Leaders of the Oregon Association of Colleges for Teacher Education (OACTE) work collaboratively to improve educator preparation throughout the state. In 2013, they set priorities for evaluating teacher preparation programs and have been working through a continuous cycle of action, reflection, and change ever since.

Highly skilled beginning teachers enter their first classroom positions with sufficient knowledge and skills to foster learning among a diverse array of students; present content to build learning, literacy, and problem solving skills across the curriculum; plan and deliver lessons that facilitate student engagement and achievement across local, state, and national standards; and develop professionally as leaders within their classrooms and among their colleagues and community. The core of OACTE's alumni and employer survey estimates how well prepared beginning teachers thought they were with the knowledge and skills to meet these expectations when they started their jobs.

Procedures
In 2013, OACTE adopted the the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as the common principles underlying the teacher preparation programs across all 17 OACTE institutions. The ten Standards are categorized into four domains:
- *Learner and Learning*,
- *Content Knowledge*,
- *Instructional Practice*, and
- *Professional Responsibility*.

OACTE first administered the survey in spring 2014, and then again in spring 2016. The 2017 survey included 23 discrete items that describe observable

practices that effective teachers do regularly within the InTASC Model Core Teaching Standards.

The present survey population includes 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. The beginning teacher survey was administered in three distinct phases, combining e-mail, standard mail, and phone to recruit respondents.

Sample Summary

With a survey population of 1,643 beginning teachers, the survey garnered 586 viable responses. More than a third of teachers in the population completed the survey, for an overall response rate of 36 percent. A to Z, survey respondents worked in 101 different districts across 31 of Oregon's 36 counties.

Key Findings

OACTE's evaluation team defined each of the four categories of Standards—Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility—as a latent social construct, mapping one or more specific, observable teaching practice(s) to each of

the ten Standards across four corresponding scales.

- *Learner and Learning Standards*: Among the six survey items measuring teachers' preparation for the Learner and Learning Standards, teachers felt best prepared to provide students with equitable opportunities to learn by treating them differently. On average, teachers believed they were less well prepared to use time outside of class to develop relationships with students and learn their perspectives.
- *Content Knowledge Standards*: In relation to the five items measuring preparation to perform the Content Knowledge Standards, on average, beginning teachers responded they were best prepared to develop activities in which learners work together to solve problems. Conversely, teachers were less well-prepared to assist students in analyzing subject-specific concepts from multiple perspectives.
- *Instructional Practice Standards*: Compared to the six items measuring their readiness for the Instructional Practice Standards, teachers thought they were best prepared to plan instruction using specific Common Core Standards. While they also felt confident in their preparation to conduct assessments, teachers were less prepared, on average, to use assessments

to engage learners in monitoring their own progress/achievement.

- *Professional Responsibility Standards*: Among the six items measuring teachers' pre-service preparation for the expectations set forth by the Professional Responsibility Standards, teachers were best prepared to reflect on and self-evaluate their teaching to improve their practice, the highest rated among all 23 items measuring their overall preparation. Alternatively, teachers were, on average, less prepared to develop connections to community resources, the lowest rated item among all 23 indicators of effective teaching and learning.
- Fully three-quarters of respondents (76 percent) were formally assigned a mentor, instructional coach, teacher on special assignment, or other professional in the district to improve teaching skills. Among a series of activities commonly available to help teachers improve their practice, on average beginning teachers found that collaboration with other teachers was more helpful than other activities.
- Nearly half of respondents (49 percent) were very satisfied with the overall quality of their preparation program. An additional 38 percent of respondents were somewhat satisfied with their program's overall quality.
- Most respondents indicated they were satisfied with their chosen career field,

with more than two-thirds (69 percent) intending to remain in their positions as a classroom teacher as long as they are able, and an additional 13 percent planning to continue until they are promoted into administration or another education-related position. Nearly all respondents (85 percent) said if they had to make the choice again, they would still become a teacher, though results varied by age.

Conclusions

Beginning teachers in Oregon believed they were prepared with the skills and knowledge that it takes to meet the challenges of today's classroom. As communities become more culturally and racially diverse, teachers need more sophisticated strategies and more agile techniques than were expected of new teachers a generation ago. Based on rigorous research, the InTASC Model Core Teaching Standards represent a compass to ensure beginning teachers have the skills and knowledge to steer their classrooms toward socially just processes and outcomes that can impact whole families and communities.

Certainly, most beginning teachers understand the value of their relationship to each student. Though strong, teachers' average assessment of their preparation to meet the expectations of the Learner and Learning Standards was weaker than their

preparation for the other domains of teaching. Most teachers were comfortable differentiating instruction and demonstrating respect for their students. Somewhat ironically, many teachers did not feel as well prepared to build relationships with therm. Similarly, many teachers did not feel as well prepared to connect their classrooms with the greater community.

Intangible concepts, such as 'relationship', 'connection,' and even 'community' can be difficult to translate into tangible and discrete, physical actions. How do teachers know when they are *doing* 'relationship' or 'community', or recognize unfamiliar opportunities to build these connections and integrate them into their practice to support student learning?

Consistently, numerous teachers attributed their strong preparation to hands-on teaching experiences, live in the classroom. Not all teachers felt equally well-supported by their faculty and coursework in synthesizing theory to practice, an essential skill to support continuous learning throughout their careers. All the OACTE preparation programs are structured somewhat differently to support emerging teachers who themselves bring different backgrounds and experiences to the profession. Pre-service teacher candidates

may require different resources to ensure they get the most out of experiential learning activities.

Practical techniques and skills in creative situational analysis to help new teachers build constructive relationships with learners and their communities are essential. Diversifying the workforce is as important as preparing teachers with ever-more complex and nuanced strategies to understand and inspire learners and support the school as part of the community. Changing the face of Oregon's teacher workforce is a long-term process that depends on successful learners who are inspired to share their knowledge and experiences with future generations.

Beginning teachers' early success in reaching, nurturing, and mentoring diverse learners can be augmented by external partners and policy leaders who commit to improving classroom and community conditions and expanding resources to ensure all learners start each day with a belly full of healthy food, receive ample support to navigate deep traumas resiliently, work in well-maintained and modern classrooms with current learning resources, and go home in the afternoons to a safe home in a permanent structure suitable for their family in a healthy community.

Contents

Figures

Tables

As the U.S. government narrows its borders to restrict racial and religious minorities from entering the land of opportunity, and #MeToo echos as the mantra of safety and nonviolence for women and sexual minorities, public schools are rapidly becoming the vivid embodiment of these movements. Classrooms are burgeoning with rich diversity of race, gender and sexuality, class, ability, religion, and even personal and interpersonal traumas, among other characteristics that provide each student with a unique expertise and lens through which they view the world. Oregon teachers must be leaders in their classrooms, schools, and communities and prepared with a collection of creative practices to harness these differences as assets for each learner and for their classrooms as a whole.

The stakes are high. Are Oregon teachers primed for action? The purpose of this study is to learn from Oregon teachers what future teachers need to ensure every student finds their true potential.

Purpose

Leaders of the Oregon Association of Colleges for Teacher Education (OACTE) work collaboratively to improve educator preparation throughout the state. In 2013, they set priorities for evaluating teacher preparation programs and have been working through a continuous cycle of action, reflection, and change ever since. Their priorities stem from current research on effective teaching and learning, summarized by the nationally developed InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards, produced by the Council of Chief State School Officers (CCSSO, 2011). This study is part of a series of projects to evaluate the extent that Oregon's public and nonprofit teacher preparation programs provide new teachers a foundation to achieve these state and nationally-established learner-centered goals.

The InTASC Model Core Teaching Standards—to which teachers and their preparation programs are both held—are complex and conceptual (Garber, Blasi, Love, Fifield & Haneym, 2013; OAR 581-022-1724). OACTE leaders took it upon themselves to operationalize these Standards as observable practices that beginning teachers should be prepared to perform from the moment they walk into their first classroom as a newly licensed teacher. Strong preparation does not mean perfection, though sets the stage for

teachers to begin strong, and to learn and develop continually.

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 levels and types of students to:

• establish a classroom climate and adapt their practices to support all learners, in response to each student's unique background and learning style (*Learner and Learning* domain);
• provide learners with subject-specific depth of content, along with skills for solving problems and collaborating across subject areas 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 their 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 at the start of their careers to perform the expectations set forth by the ten InTASC Model Core Teaching Standards. This report summarizes the results of teachers' self-evaluation of their own readiness when they first took lead of their own classrooms.

Procedures

OACTE's alumni and employer survey is an ongoing part of a program development and change process undertaken together by leaders of all of Oregon's postsecondary degree-granting teacher preparation programs. Surveys of recent graduates and their supervisors who have worked closely to support them on the job complement

other information to illustrate the strengths and areas for improvement of each teacher preparation program (CAEP, 2013; Ewell, 2013). In its third year of administration, the survey instrument and procedures have evolved and improved.

Survey Development

Instrument development began in 2013. Based on the InTASC Model Core Teaching Standards, evaluators initially examined prior surveys from the Teacher Standards and Practices Commission (TSPC), Oregon State Board of Higher Education (OSBHE), Council for the Accreditation of Educator Preparation (CAEP), the U.S. Department of Education (USED), and from education agencies in the states of Texas and Florida (CAEP, 2013; CCSSO, 2012; Ewell, 2013; Gray & Brauen, 2013; Milton, Curva & Milton, 2011; OUS 2002a; OUS 2002b; Stevens 2011; Stevens 2012; SEDU, 2011). Representatives of OACTE narrowed and prioritized an extensive list of discrete indicators of effective teaching and learning among all students, ensuring their alignment with the ten InTASC Model Core Teaching Standards.

OACTE first administered the survey in spring 2014, and then again in spring 2016. During the interim, leaders solicited feedback on the instrument from school administrators. Along with this additional information, evaluators revised the instrument based on the results of validation testing at the conclusion of each of the two survey cycles. The 2017 survey included 23 discrete items that describe observable practices that effective teachers do regularly within the principles of the InTASC Model Core Teaching Standards.

Study Population

The present survey population includes 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.[1] In sum, the survey population included 1,643 teachers.

Data Collection

The beginning teacher survey was a administered as a mixed-approach process in three distinct phases. First, in June 2017, at the conclusion of the academic year, OACTE evaluators e-mailed teachers advance notice of the upcoming survey, to be administered formally at the end of the summer, timed to coincide when most teachers would be returning to campus to prepare for the school year, but before students started classes. The e-mail notice included a link to the survey so teachers could complete it immediately if they wished. In August 2017, OACTE mailed a postcard to teachers at their homes to notify them to expect the survey, which

---

[1] Program leadership at Linfield College supplied additional contact information for 19 teachers who either worked out of state, in private schools, or were otherwise not licensed to teach in Oregon or not registered as contracted teachers with the Oregon Department of Education.

followed by e-mail within a day of receipt. After Labor Day, when school was in session statewide, phone representatives began contacting teachers to administer the survey orally. OACTE offered all respondents a $5.00 e-gift card for Powell's Books Online, and selected one teacher at random to receive an additional $50.00 e-gift card. The survey instrument and procedures were approved by the Institutional Review Board at Adler University.

Sample Summary

With 586 viable responses submitted, more than a third of teachers in the population completed the survey, for an overall response rate of 36 percent. Means comparison analysis did not detect a relationship between the timing or method of teachers' response (June preliminary e-mail announcement, August postcard and e-mail, September telephone call) and their reflections on their their overall preparation.

Table 1

Survey Response by Institution					
	Oregon Teachers Licensed in 2014-15 or 2015-16		Survey Response		Response Rate
	number	% of teachers	number	% of response	
Concordia University - Oregon	159	9.68%	51	8.70%	**32.08%**
Corban University	30	1.83%	9	1.54%	**30.00%**
Eastern Oregon University	101	6.15%	33	5.63%	**32.67%**
George Fox University	135	8.22%	66	11.26%	**48.89%**
Lewis and Clark College	89	5.42%	37	6.31%	**41.57%**
Linfield College	45	2.74%	21	3.58%	**46.67%**
Marylhurst University	27	1.64%	11	1.88%	**40.74%**
Multnomah University	7	0.43%	2	0.34%	**28.57%**
Northwest Christian University	31	1.89%	15	2.56%	**48.39%**
Oregon State University	158	9.62%	50	8.53%	**31.65%**
Pacific University	87	5.30%	22	3.75%	**25.29%**
Portland State University	253	15.40%	85	14.51%	**33.60%**
Southern Oregon University	152	9.25%	42	7.17%	**27.63%**
University of Oregon	150	9.13%	54	9.22%	**36.00%**
University of Portland	71	4.32%	29	4.95%	**40.85%**
Warner Pacific College	9	0.55%	4	0.68%	**44.44%**
Western Oregon University	139	8.46%	55	9.39%	**39.57%**
Total	1643	100.00%	586	100.00%	**35.67%**

Nearly all respondents (96 percent) completed their teacher licensure education in 2014, 2015, or 2016. Fifteen respondents completed their degree prior to 2014, including one who finished in 2006. Means comparison did not detect a relationship between the year teachers completed their educator degree program and their sense of preparation for their job.

Table 2

Year of Teacher Education Completion		
	number	percent
prior to 2014	15	2.56%
2014	31	5.29%
2015	264	45.05%
2016	270	46.08%
2017	5	0.85%
Other	1	0.17%
Total	586	100.00%

Respondent Characteristics

A to Z, survey respondents worked in 101 different districts across 31 of Oregon's 36 counties[2]—from Ashland to Yamhill Carleton school districts, extending from Baker through Coos and Malheur Counties in between. Together, teachers from Portland Public and Salem-Keizer school districts accounted for nearly a fifth of survey respondents (18 percent).

Licensure and Position
More than half of respondents held a Preliminary Teaching license (53 percent), while 44 percent held an Initial I Teaching license. These figures differ somewhat from the overall survey population, for whom 49 percent held a Preliminary

Teaching license and 48 percent held an Initial I Teaching license.

More than three-quarters of respondents completed a graduate degree (76 percent) for their teacher preparation, and more than half completed a degree program with a concentration in elementary education (52 percent). A handful of respondents completed a degree or concentration in special education (nine percent). Nearly half of respondents completed a program that spanned more than one range of grade levels (47 percent), though nearly all teachers taught within just one grade range (89 percent), including 30 percent of respondents who taught in elementary alone. A small

_____

[2] County is based on teachers' school district. Districts that cross multiple counties were omitted from the estimate.

handful of respondents were teaching some, but not all of their classes within their endorsement (six percent), while an additional five percent of respondents indicated they did not teach within their endorsements at all.

The vast majority of respondents held positions as full-time classroom teachers (87 percent). Three-quarters of respondents had been employed as contracted teachers for at least one year (74 percent), with nearly as many respondents in their first full-time teaching assignment (72 percent). Nearly two-thirds of respondents taught in a self-contained classroom (62 percent). Teachers were responsible for classes of up to 50 students, though on average, teachers had 25 students in a class. Correlation analysis did not detect a relationship between class size and teachers' perception of their preparation.

Figure 1

Beginning Teachers' Race by Gender

Nearly two-thirds of respondents identified themselves as white females.
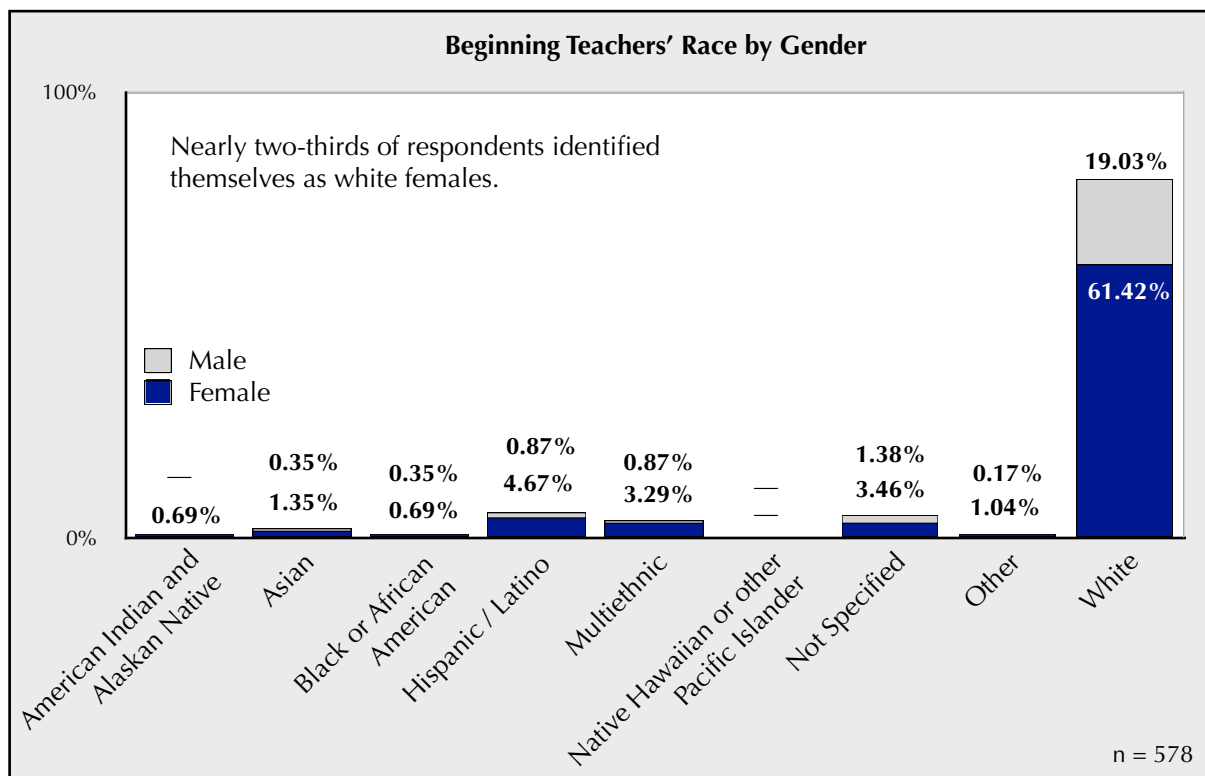
Results for Figure 1 computed from Teacher Standards and Practices Commission records.

Demographics

The vast majority of all teachers in the survey population (81 percent) identified themselves as white, as did most teachers who responded to the survey (80 percent), comparable with national estimates of teachers with all levels of experience (Taie & Goldring, 2017). Beginning teachers who identified as female accounted for more than three-quarters of survey respondents (77 percent), somewhat more than those in the survey population (72 percent). While 57 percent of beginning teachers in the survey population identified as white females, 61 percent of respondents identified as white females.

Beginning teachers represented a wide range of ages. More than a third of respondents were between ages 26 and 30 years; nearly 40 percent were over age 30 at the time they completed the survey.

Figure 2

Beginning Teachers' Age

- 25 or younger
- 26 through 30
- 31 through 35
- 36 through 40
- 41 through 50
- 51 or greater
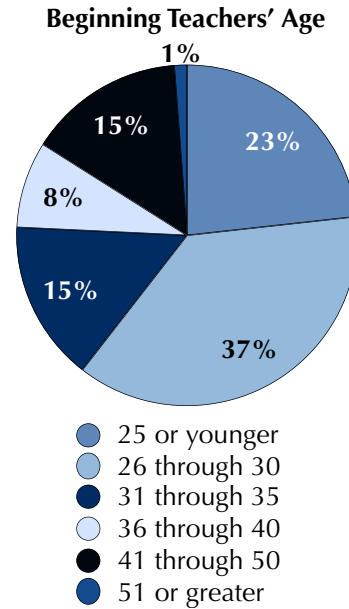
Nearly 40 percent of beginning teachers were over age 30.

n = 499

Male teachers who responded to the survey were somewhat older than female teachers. While teachers who identified as male represented 22 percent of survey respondents, half of them (51 percent) indicated they were over age 30. Just over a third of respondents who identified as female (36 percent) indicated they were over age 30.

Beginning Teacher Preparation

Highly skilled beginning teachers enter their first classroom positions with sufficient knowledge and skills to foster learning among a diverse array of students; present content to build learning, literacy, and problem solving skills across the curriculum; plan and deliver lessons that facilitate student engagement and achievement across local, state, and national standards; and develop professionally as leaders within their classrooms and among their colleagues and community. The core of OACTE's alumni and employer survey estimates how well prepared teachers thought they were with the knowledge and skills to meet these expectations when they started their jobs.

The InTASC Model Core Teaching Standards were developed from a research synthesis to summarize conceptually the practices, knowledge, and dispositions that underlie effective teaching and learning for all students. The Interstate Teacher Assessment and Support Consortium (InTASC) developed ten Standards, in four categories: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. Because the Standards are abstract and complex, an infinite number of practices and habits

may indicate teachers are fulfilling well the expectations of each Standard.

OACTE's evaluation team defined each of the four categories of Standards as a latent social construct, mapping one or more specific, observable teaching practice(s) to each of the ten Standards across four corresponding scales: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. In total, the survey team identified 23 important practices that effective teachers often perform on the job. The survey asked teachers to evaluate how well prepared they were to perform each of the 23 activities and skills when they first assumed their positions.

Teachers rated each item on a scale of one to ten, with one meaning they had no preparation and ten meaning they started their jobs with expert level skill, with very little room for improvement. The scale did not include an opt-out option, such as don't know or not applicable, since all teachers should experience all 23 practices on the job, regardless of whether their educator preparation included any materials or resources in the curriculum. Nor did the scale include a center point, which forced respondents to lean above or below the middle.

Learner and Learning Standards

Learning styles come in as many shapes and sizes as learners themselves. The principles set forth by the *Learner and Learning Standards* require that teachers create an environment and adapt their techniques to ensure all learners achieve rigorous learning goals

Among the six survey items measuring teachers' preparation for the Learner and Learning Standards, teachers felt best prepared to provide students with equitable opportunities to learn by treating them differently. On average, teachers were less well prepared to use time outside of class to develop relationships with students and learn their perspectives.

While teachers' average rating of their preparation for all items on the Learner

and Learning scale was above the mid-point, the overall grand mean for the six items together was the lowest among all the scales measuring the four categories of InTASC Model Core Teaching Standards.

Figure 3

Learner and Learning Scale Means

Item	Mean
Provide students equitable opportunities to learn by treating them differently	7.02
Deliver developmentally appropriate, challenging learning experiences	6.77
Set up a classroom that motivates learners with diverse needs	6.53
Incorporate language development strategies to make content accessible to English Language Learners	6.20
Maintain effective classroom discipline	6.09
Use time outside of class to develop relationships with students and learn their perspectives	6.04

overall = 6.44

Scale: 1 (no preparation) to 10 (expert level skills)

Figure 4

Learner and Learning Response by Preparation Level
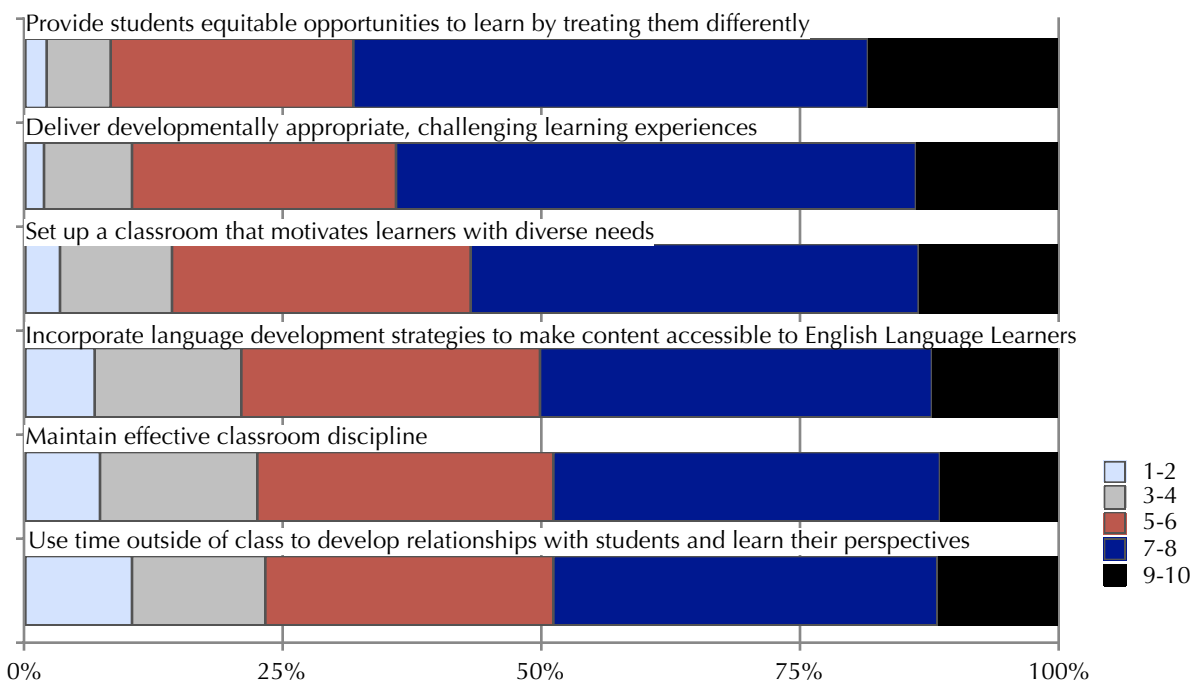
On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on learner and learning?

Content Knowledge Standards

Knowledge by itself is of little value. Teachers' expectations under the *Content Knowledge Standards* require they teach learners to integrate information into their own experiences, scrutinize and weigh different renditions of core facts, and apply their knowledge to investigate and solve problems in their daily lives and greater community.

● ● ● ● ● ● ● ●

On average, beginning teachers were best prepared to develop activities in which learners work together to solve problems, among the five items measuring preparation to perform the Content Knowledge Standards. Conversely, teachers were less well-prepared to assist students in analyzing subject-specific concepts from multiple perspectives.

● ● ● ● ● ● ● ●

Among all the scales measuring the four categories of InTASC Model Core Teaching Standards, teachers' evaluation of their preparation for the Content Knowledge expectations exhibited the least variation.

Figure 5

Content Knowledge Scale Means

Develop activities in which learners work together to solve problems	**6.83**
Design activities that require students to gather information and generate new ideas	**6.49** overall = 6.49
Ensure learners apply concepts and methods of the discipline to real-world contexts	**6.45**
Create experiences that require learners to use the correct academic terminology	**6.40**
Assist students in analyzing subject-specific concepts from multiple perspectives	**6.28**

1 2 3 4 5 6 7 8 9 10

no preparation   **expert level skills**

Figure 6

Content Knowledge Response by Preparation Level

Develop activities in which learners work together to solve problems

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

Ensure learners apply concepts and methods of the discipline to real-world contexts

Create experiences that require learners to use the correct academic terminology

Assist students in analyzing subject-specific concepts from multiple perspectives

Legend:
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10

0%   25%   50%   75%   100%

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on content knowledge?

Instructional Practice Standards

Effective teachers are both scientists and artists in their craft. In accordance with the capacities described by the *Instructional Practice Standards,* teachers need to align their instruction with local and state standards, synthesize core resources across multiple subjects, ensure all students make measurable progress consistently, and teach students to take responsibility for their own learning.

Teachers thought they were best prepared to plan instruction using specific Common Core Standards, compared to the six items measuring their readiness for the Instructional Practice Standards. While they also felt confident in their preparation to conduct assessments, teachers felt less prepared, on average, to use assessments to engage learners in monitoring their own progress / achievement.

Figure 7

Instructional Practice Scale Means

	Mean
Plan instruction using specific Common Core Standards	7.33
Conduct a variety of standards-based formative and summative assessments	7.03
Work with learners to design lessons that build on prior experiences and strengths	6.67
Use technology to enhance instruction	6.62
Deliver research-based, interdisciplinary instruction	6.58
Use assessments to engage learners in monitoring their own progress / achievement	6.55

overall = 6.80

1 2 3 4 5 6 7 8 9 10

no preparation — **expert level skills**

Figure 8

Instructional Practice Response by Preparation Level

Plan instruction using specific Common Core Standards

Conduct a variety of standards-based formative and summative assessments

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

Use technology to enhance instruction

Deliver research-based, interdisciplinary instruction

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

Legend:
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice?

Professional Responsibility Standards

Reflecting the role teachers play in the broader community, their work must not stop at the threshold of their classroom. The *Professional Responsibility Standards* summarize teachers' expectations to work continuously to hone their own knowledge and skills, collaborate with families and school staff, and be a bridge between students and the community.

for their professional responsibilities was higher than that of the other categories of InTASC Model Core Teaching Standards. The six items of the Professional Responsibility scale exhibited more variation than the other three categories of scales.

Among the six items measuring teachers' pre-service preparation for the expectations set forth by the Professional Responsibility Standards, teachers were best prepared to reflect on and self-evaluate their teaching to improve their practice. Teachers thought they were best prepared for reflection and self-evaluation of all 23 items measuring their overall preparation. Alternatively, teachers were, on average, less prepared to develop connections to community resources, the lowest rated item among all 23 indicators of effective teaching and learning developed to measure teachers' preparation for their jobs.

The overall average of the six items together measuring teachers' preparation

Figure 9

Professional Responsibility Scale Means

Item	Mean
Reflect on and self-evaluate teaching to improve practice	7.77
Demonstrate respect for learners, even when they are not in your presence	7.76
Engage in professional learning to build skill and acquire new discipline-specific knowledge	7.11
Work with colleagues to improve learner development	7.01
Communicate with families from diverse backgrounds to improve learner development	6.33
Develop connections to community resources	6.01

overall = 7.00

1   2   3   4   5   6   7   8   9   10

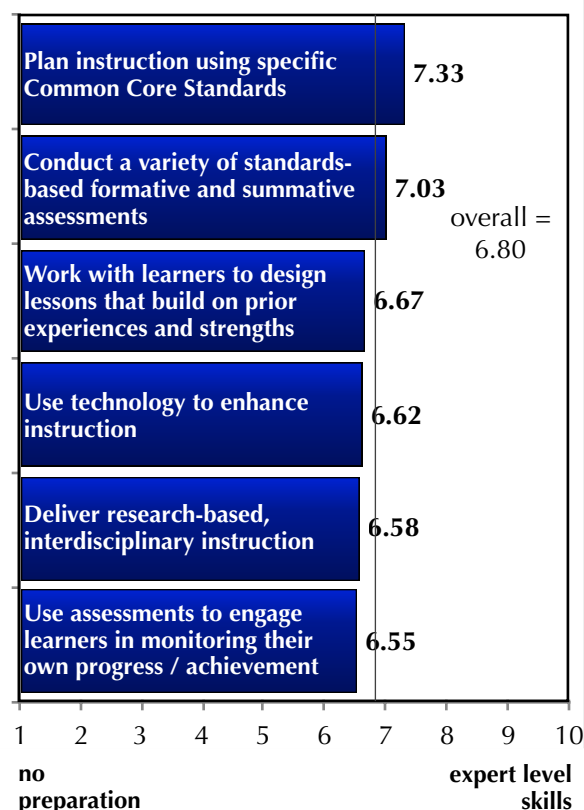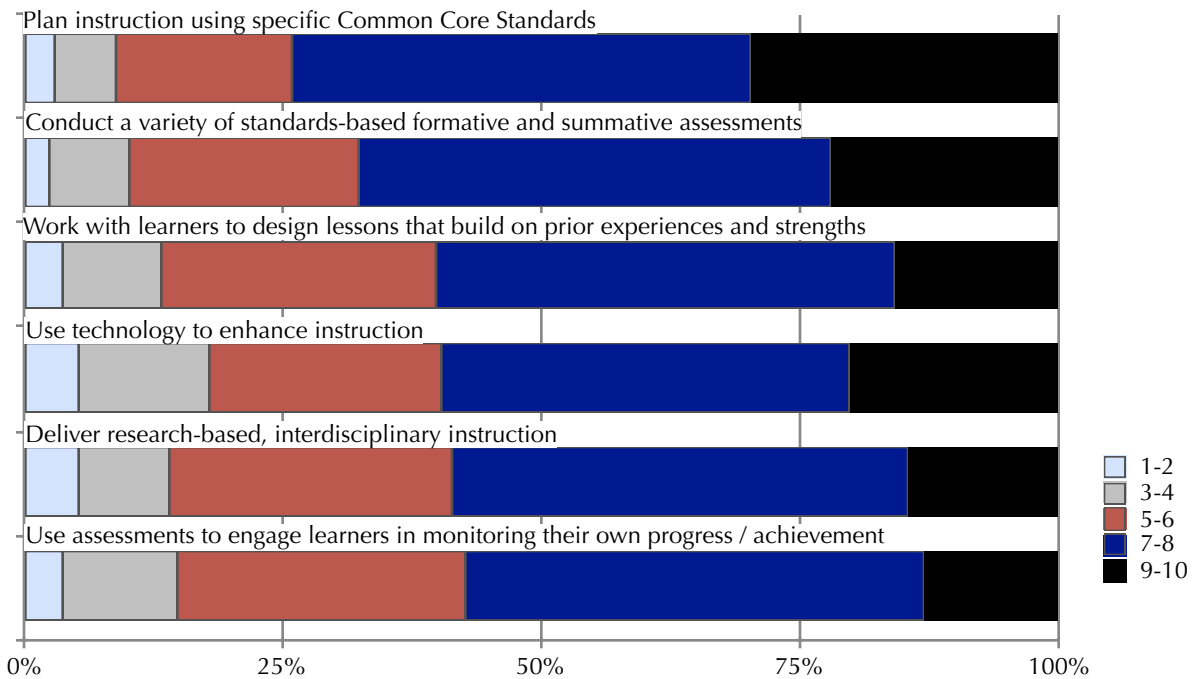**no preparation**   **expert level skills**

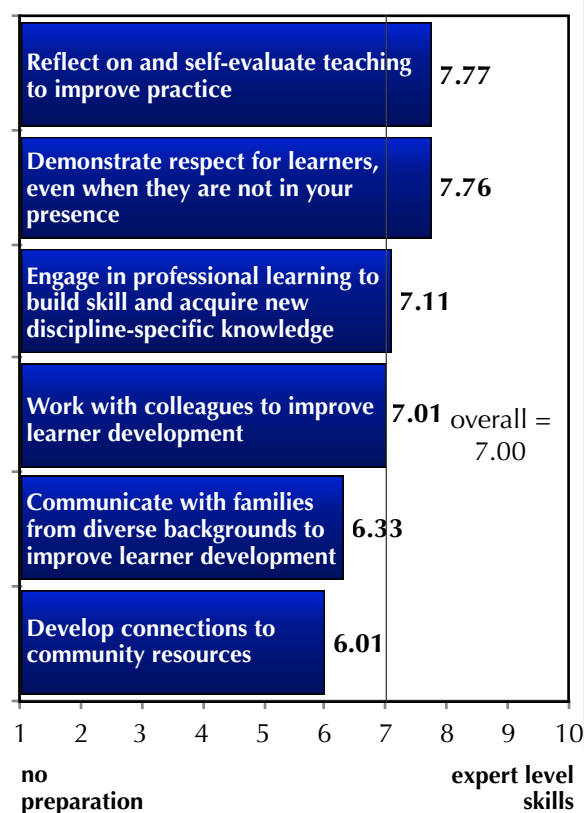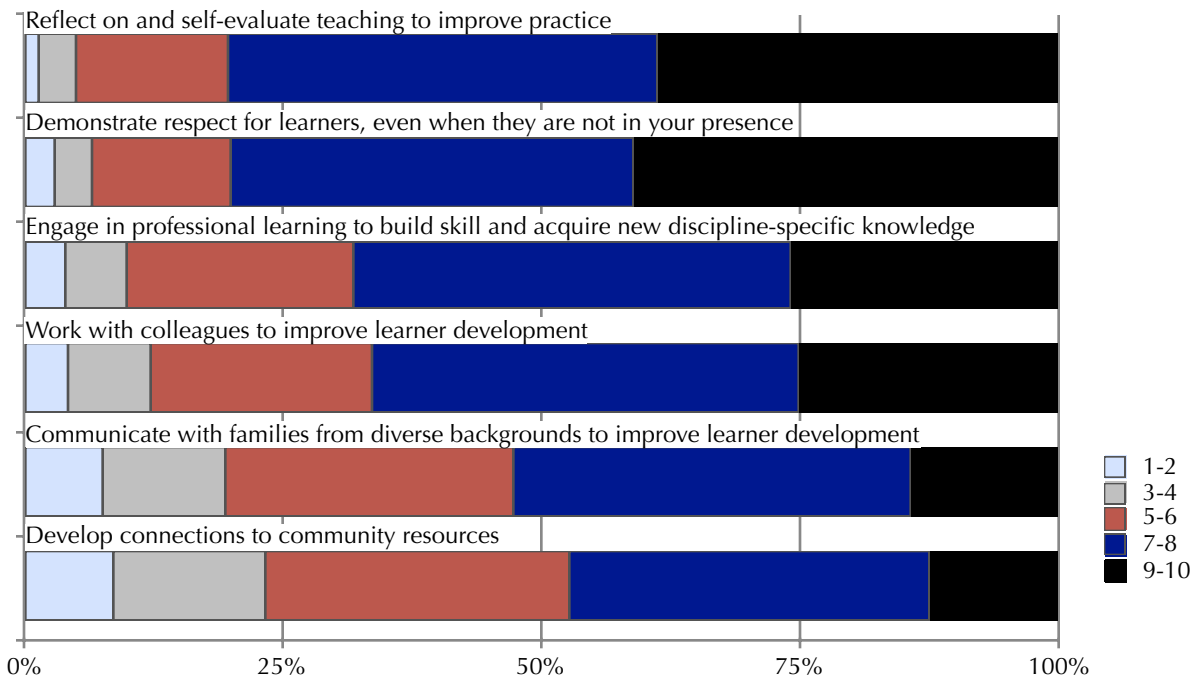Figure 10

Professional Responsibility Response by Preparation Level

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on professional responsibility?

Early Support

Mentoring and other opportunities for structured support can increase beginning teachers' satisfaction, retention, and success in the classroom (Darling-Hammond & Ducommun, 2012; Raue & Gray, 2015; Reagle & Dello Stritto, 2014). Fully three-quarters of respondents (76 percent) were formally assigned a mentor, instructional coach, teacher on special assignment, or other professional in the district to improve teaching skills. Among those who did not participate in formal mentoring, three-quarters (76 percent) had informal mentoring from another educator in the building. Among a series of activities commonly available to help teachers improve their practice, on average beginning teachers found that collaboration with other teachers was more helpful than other activities. Conversely, respondents indicated induction or orientation programs were not as helpful as other activities, though these types of programs are important in assisting teachers' transition into a new position or school. Means comparison analysis did not detect a relationship between teachers' overall preparation and their participation in formal mentoring during their first years on the job.

When asked to provide suggestions for additional support that would help their early development on the job, many respondents requested to be assigned or continue working with a mentor or coach, more observation and feedback from supervisors and others, more time to observe others teaching, time to work with or support from other teachers in the building, classroom assistants, additional curriculum and other resources, support learning the systems and bureaucracy of the school or district, professional development opportunities outside the district, and professional development on a range of specific topics introduced during their teacher preparation program. One respondent requested proactive outreach and support from university advisors, as a reflection of relationship-building between faculty and students.

● ● ● ● ● ● ●

Figure 11

Helpfulness of Beginning Teacher Development Opportunities

Collaboration with other teachers n = 514	**74%**
Observe master or veteran teachers n = 425	**67%**
Observation of your teaching and feedback n = 514	**60%**
Co-teaching with a senior educator, instructional coach, or mentor n = 253	**58%**
Professional development outside the district n = 397	**54%**
Assistance analyzing student data n = 431	**41%**
District professional development n = 512	**38%**
Induction program or beginning educator orientation n = 451	**31%**

0%   25%   50%   75%   100%

Teachers rated direct teaching experiences with other educators more helpful than other types of teacher development.

Percent of teachers who rated teaching development opportunity as 6 or 7, on a 7-point scale ranging from not helpful at all to exceedingly helpful.

• • • ● • • •

Satisfaction and Retention

Teacher retention in the profession weighs heavily on educator preparation programs. Pre-service teacher candidates commit a substantial amount of time and money in preparation for their future careers, and attrition can be costly to student achievement (Raue & Gray, 2015). Gauging teachers' satisfaction with their training and their work is essential during the first few years on the job when attrition is greatest, and the opportunity for growth most pronounced.

Satisfaction with Preparation Program
Nearly half of respondents (49 percent) were very satisfied with the overall quality of their preparation program. An additional 38 percent were somewhat satisfied with their program's overall quality. More specifically, two-thirds of

respondents (69 percent) were very satisfied with the support they received from their cooperating classroom teacher during their student teaching experience. Though more than than a fifth of teachers (22 percent) were somewhat or very dissatisfied with the usefulness of the curriculum in their current role, fully a third of respondents (34 percent) were very satisfied. Neither teachers' age nor gender were related to their satisfaction with the overall quality of the program. Open-ended comments from respondents suggested that teachers were well-aware of the developmental period they experience within the first years on the job.

Figure 12

Satisfaction with Educator Preparation Program

The vast majority of teachers were very satisfied with the support they received from their cooperating teacher during their student teaching experience.

Half of teachers were very satisfied with their training program overall.

Support of cooperating classroom teacher during student teaching

Assistance with activities required to obtain a job as a teacher

Quality of university supervision during student teaching

Responsiveness of university advisors

Student support services (e.g., assistance with licensure and testing, special needs accommodations)

Depth of coverage in culturally responsive instruction

Effectiveness of instruction

Depth of content in teaching methods

Usefulness of the curriculum in your current role

Overall quality of the program

0%   25%   50%   75%   100%

☐ Very dissatisfied   ☐ Somewhat dissatisfied   ☐ Somewhat satisfied   ■ Very satisfied

Overall Preparation

Overall, most teachers thought they were prepared for the job when they stepped into their first classrooms. On a ten-point scale, fully two-thirds of respondents (67 percent) rated their preparation to adapt to the current school environment as seven or higher. Even more respondents (71 percent) rated their preparation to adapt to their new teaching role as a seven or higher. Many respondents attributed their preparation to experiential learning, in particular their student teaching and mentoring from their cooperating classroom teacher.

Overall Preparation

How well did your teacher preparation program prepare you to adapt to your . . .

Table 3

	current school environment?		new role as a practicing teacher?	
	number	percent	number	percent
1	9	1.68%	8	1.50%
2	7	1.30%	1	0.19%
3	21	3.91%	16	2.99%
4	27	5.03%	20	3.74%
5	58	10.80%	41	7.66%
6	57	10.61%	71	13.27%
7	97	18.06%	112	20.93%
8	141	26.26%	130	24.30%
9	75	13.97%	86	16.07%
10	45	8.38%	50	9.35%
Total	537	100.00%	535	100.00%

mean = 7.00, stdev = 2.03   *mean = 7.23, stdev = 1.88*

Figure 13

. . . current school environment?
- 22%
- 44%
- 21%
- 9%
- 3%

. . . new role as a practicing teacher?
- 25%
- 45%
- 21%
- 7%
- 2%

Legend:
- 9-10
- 7-8
- 5-6
- 3-4
- 1-2
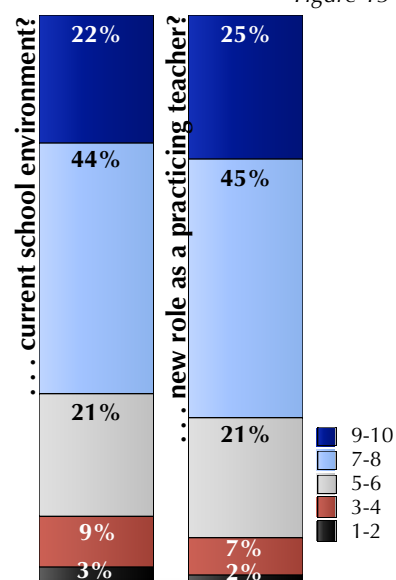
Retention

Most respondents indicated they were satisfied with their chosen career field, with more than two-thirds (69 percent) intending to remain in their positions as a classroom teacher as long as they are able, and an additional 13 percent planning to continue until they are promoted into administration or another education-related position. Nearly all respondents (85 percent) said if they had to make the choice again, they would still become a teacher. Results, however, vary by age with fewer teachers youn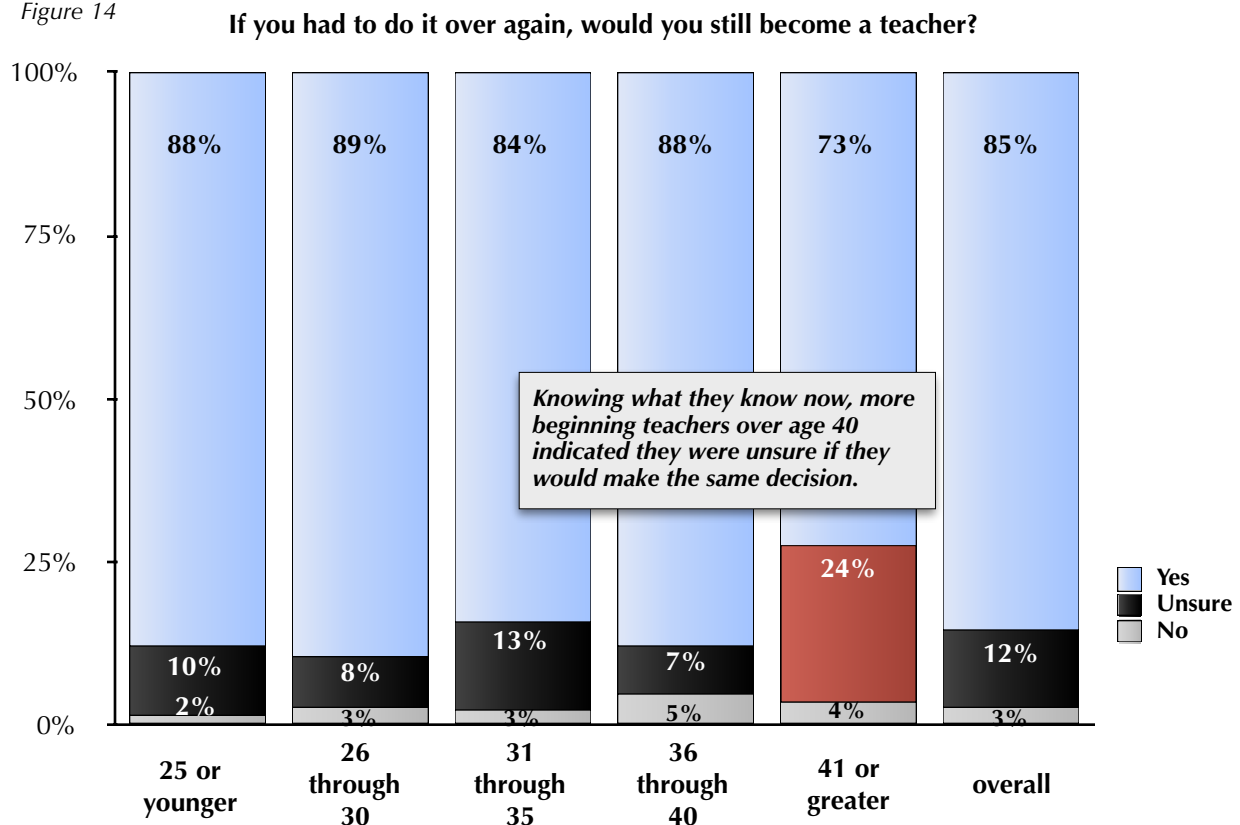ger than 26 indicating they would definitely *not* become a teacher again (1.7 percent), compared to beginning teachers who were older. Five percent of teachers age 36 through 40 indicated they would definitely not become a teacher if they had to make the decision again, and more beginning teachers who were over 40 than teachers in younger age categories indicated they were unsure if they would pursue the same career.

Figure 14

If you had to do it over again, would you still become a teacher?

Knowing what they know now, more beginning teachers over age 40 indicated they were unsure if they would make the same decision.

Legend:
- Yes
- Unsure
- No

Some figures sum to greater than 100 percent due to rounding.

Reasons cited for potentially leaving the profession or education altogether ranged, including anticipated family obligations, lack of administrative or district support, workload, student behavior, licensing requirements including edTPA, low pay, low respect for teachers, and stress. One teacher who planned to quit classroom teaching, but still found the preparation program valuable:

"The equity component of my teacher preparation program changed my mindset not only as a teacher, but as a human being. One reason that I do not regret the time and debt that went into my teaching program even though I do not plan on continuing to teach is that learning about teaching from an inclusion perspective has forever changed the way that I see people, equity, and education."

● ● ● ● ● ● ●

Conclusions

Beginning teachers in Oregon believed they were prepared with the skills and knowledge that it takes to meet the challenges of today's classroom. As communities become more culturally and racially diverse, teachers need more sophisticated strategies and more agile techniques than were expected of new teachers a generation ago. Based on rigorous research, the InTASC Model Core Teaching Standards represent a compass to ensure beginning teachers have the skills and knowledge to steer their classrooms toward socially just processes and outcomes that can impact whole families and communities.

Overall, more than half of respondents rated their preparation as a seven or higher on the ten-point scale for 20 of the 23

teaching practices identified. Most were confident in their overall preparation as well. Far and above, teachers were ready for their professional responsibilities—in particular continuous improvement. The biggest areas for growth lie in the relationships between teachers and students within their communities.

Relationships

Certainly, most beginning teachers understand the value of their relationship to each student. Most teachers were comfortable differentiating instruction and demonstrating respect for their students. Many lauded their preparation programs for what they learned about culturally responsive teaching and differentiating instruction to meet the needs of each unique learner with a range of backgrounds and abilities. A number of teachers requested still more preparation in differentiation and practical guidance actually teaching equitably and responsively to learners' unique combinations of race, gender identity, culture, ability, socioeconomic class, general emotional wellness, and other innate characteristics that make students whole and complex individuals.

Though strong, teachers' average assessment of their preparation to meet the expectations of the Learner and Learning Standards was weaker than their

preparation for the other domains of teaching: Content Knowledge, Instructional Practice, and Professional Responsibility. Within Learner and Learning—the expectations focused explicitly on creating a classroom climate and adapting practices to raise the achievement of all learners equitably— many teachers felt they started their jobs best prepared to differentiate their own behaviors in response to individual students, but somewhat ironically, not as well prepared to build relationships with them.

● ● ● ● ● ● ●

Similarly, many teachers did not feel as well prepared to connect their classrooms with the greater community. A recent column in the *Chronicle of Higher Education* suggested that new teachers can develop culturally responsive practices if their preparation programs model how to learn the local community, and guide them through real-life opportunities to integrate their teaching practices with the local culture and resources (McHenry, 2018).

Intangible concepts, such as 'relationship', 'connection,' and even 'community' can

be difficult to translate into tangible and discrete, physical actions. The survey is not designed to estimate the range of discrete practices teachers use to understand how to learn about their students and the community, what the relationships with students and the community can look like, how the

more or better opportunities for experiential learning, classroom teaching and coaching, and guidance applying the theory discussed in their own education. Indeed, while foundational theories and working models can best start in the university classroom, synthesizing and applying complex concepts into specific

relationships could function, how to develop them, or the causal effects of different teacher behaviors and instructional practices on short and long-term outcomes for individual students. In short, how do emerging teachers know 'connection' when they see it? How do they know when they are *doing* 'relationship' or 'community'? More importantly, how do they recognize unfamiliar opportunities when they should or could be *doing* relationship or community?

skills and innovation often requires concrete experiences. Seminars modeling professional responsibilities such as reflective practice and professional learning communities that are a valuable part of the learning process can be most effective when integrated with direct teaching experiences.

Training versus Experience
Consistently, numerous teachers attributed their strong preparation to hands-on teaching experiences, live in the classroom. Many respondents wished for

Not all teachers felt equally well-supported by their faculty and coursework in synthesizing theory to practice, an essential skill to support continuous

learning throughout their careers. The OACTE preparation programs are already structured to support the tangible and reflective phases of the learning process through practicums and student teaching. All the programs, however, are structured somewhat differently. Program differences support emerging teachers who themselves bring different backgrounds and experiences to the profession. Pre-service teacher candidates may require different resources to ensure they get the most out of experiential learning activities.

fewer than two-thirds of students identified as white alone (63 percent) (ODE, 2018). Race by no means defines Oregon's students or teachers, but rather intersects with multiple identities for whom teachers must identify students' unique gifts to leverage for the benefit of each learner and the classroom as a whole.

● ● ● ● ● ● ●

● ● ● ● ● ● ●

Racial Justice in the Classroom

Practical techniques and skills in creative situational analysis to help new teachers build constructive relationships with learners and their communities is essential. Nationally, while increasing numbers of teachers of color have entered the workforce in recent years, more than 80 percent of teachers identify as white (Ingersoll & Merrill, 2017; Taie & Goldring, 2017). Oregon's beginning teachers are slightly more racially diverse, yet do not yet reflect the growing racial and cultural diversity present in their classrooms where

Diversifying the workforce is as important as preparing teachers with ever-more sophisticated knowledge and techniques to understand and motivate learners and support their school as part of the community. Research suggests students of all races perceive the support they receive from teachers of color more favorably than white teachers on several important practices (Cherng & Halpin, 2016). Similarly, results of a recent study found that long-term educational attainment and aspirations improved for Black students who have had at least one Black teacher during their elementary education

(Gershenson, Hart, Lindsay & Papageorge, 2017).

Changing the face of Oregon's teacher workforce is a long-term process that depends on successful learners who are inspired to share their knowledge and experiences to motivate and support future generations. Teacher preparation programs are the wheels of change to propel progression. Beginning teachers must learn to break through perceived and real racial and cultural barriers that affect student achievement. To be clear, many of Oregon's beginning teachers are already entering their first classrooms feeling prepared to bridge the gap, and with a habit of reflective practice to foster continual growth in themselves.

Beginning teachers' early success in reaching, nurturing, and mentoring diverse learners can be augmented by external partners and policy leaders who commit to improving classroom and community conditions and expanding resources to ensure all learners start the day with a belly full of healthy food, receive ample support to navigate deep traumas resiliently, work in well-maintained and modern classrooms with current learning resources, and go home in the afternoons to a safe home in a permanent structure suitable for their family in a healthy community.

References

Cherng, H.S., and Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus white teachers. *Educational Researcher, 45*(7), 407-420.

Council for the Accreditation of Educator Preparation (CAEP). (2013, August 29). *CAEP Accreditation Standards*. Washington, DC: Author.

Council of Chief State School Officers (CCSSO). (2011, April). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A resource for state dialog*. Washington, DC: Author.

Council of Chief State School Officers (CCSSO). (2012). *Our responsibility, our promise: Transforming educator preparation and entry into the profession*. Washington, DC: Author.

Darling-Hammond, L., & Ducommun, C. E. (2012, November 2). *Supporting educator quality in Oregon*. Stanford, CA: Graduate School of Education, Stanford University.

Ewell, P. (2013, May 29). P*rinciples for measures used in the CAEP Accreditation Process*. Washington, DC: CAEP.

Garber, W., Blasi, S., Love, A., Fifield, E., & Haney, J. (2013, August). *Education: Additional efforts and resources needed to improve teacher preparation and professional development* (Report number 2013-26). Salem, OR: Oregon Audits Division, Oregon Secretary of State.

Gray, L., and Brauen, M. (2013). *Strategies for longitudinal analysis of the career paths of beginning teachers: Results from the first through fourth waves of the 2007-08 Beginning Teacher Longitudinal Survey* (NCES 2013-336). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Gershenson, S., Hart, C.M.D., Lindsay, C.A., Papageorge, N.W. (2017, March). The long-run impacts of same-race teachers (IZA DP No. 10630). Discussion Paper Series. Bonn, Germany: IZA Institute of Labor Economics.

Ingersoll, R., and Merrill, L. (2017). A Quarter Century of Changes in the Elementary and Secondary Teaching Force: From 1987 to 2012. Statistical Analysis Report (NCES 2017-092). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch.

McHenry, N. (2018, January 26). Teaching across a cultural chasm. *Chronicle of Higher Education*. A25.

Milton, S., Curva, F., & Milton A. L. (2011, January 1). *Teachers from Florida teacher preparation programs: A report on state approved teacher preparation programs with results of surveys of 2008-2009 program completers*. Tallahassee, FL: College of Education, Florida State University.

Oregon Administrative Rules (OAR) 581-022-1724. Core Teaching Standards.

Oregon Department of Education (ODE). (2018). Fall Membership Report 2016-2018. Downloaded from http://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx

Oregon University System (OUS). (2002, October). *Oregon research report: Graduates of Oregon teacher preparation programs "one-year after" study, 2000-01 cohort*. Eugene, OR: Office of Academic Affairs, OUS.

Oregon University System (OUS). (2002, July). *Oregon research report: Teacher attrition/retention study*. Eugene, OR: Office of Academic Affairs, OUS.

Raue, K., & Gray, L. (2015, September). Career Paths of Beginning Public School Teachers: Results from the first through fifth waves of the 2007-08 Beginning Teacher Longitudinal Survey (NCES 2015-196). *Stats in Brief*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Reagle, C., & Dello Stritto, M. E. (2014, July). *Oregon Department of Education Mentoring Program for Beginning Teachers & Beginning Administrators 2013-2014 evaluation report*. Monmouth, OR: Teaching Research Institute, Western Oregon University.

Stevens, J. (2011). *TSPC survey analysis report*. Eugene, OR: Center for Assessment, Statistics and Evaluation (CASE), College of Education, University of Oregon.

Stevens, J. (2012). *TSPC survey recommendations*. Eugene, OR: Center for Assessment, Statistics and Evaluation (CASE), College of Education, University of Oregon.

Taie, S., and Goldring, R. (2017, August). *Characteristics of public elementary and secondary school teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey First Look* (NCES 2017-072). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved 15 August, 2017, from https://nces.ed.gov/pubsearch/ pubsinfo.asp?pubid=2017072.

Texas Comprehensive Center, Southwest Educational Development Laboratory (SEDL). (2011). *SB 174 Pilot principal survey data from school year 2010-2011 Teacher preparation effectiveness survey: First year teachers*. Austin, TX: Author

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 you started the job with expert level skills with little room for improvement, to what extent were you prepared to perform each of the following duties required by the core teaching standards focused on learners and learning?

Learners and Learning Deliver developmentally appropriate, challenging learning experiences	number	percent
1	5	0.85%
2	7	1.19%
3	22	3.75%
4	28	4.78%
5	65	11.09%
6	84	14.33%
7	155	26.45%
8	140	23.89%
9	61	10.41%
10	19	3.24%
Total	586	100.00%

Learners and Learning Incorporate language development strategies to make content accessible to English Language Learners	number	percent
1	17	2.90%
2	23	3.92%
3	41	7.00%
4	42	7.17%
5	70	11.95%
6	99	16.89%
7	115	19.62%
8	107	18.26%
9	45	7.68%
10	27	4.61%
Total	586	100.00%

Learners and Learning Provide students equitable opportunities to learn by treating them differently	number	percent
1	8	1.37%
2	6	1.02%
3	12	2.05%
4	24	4.10%
5	67	11.43%
6	70	11.95%
7	130	22.18%
8	162	27.65%
9	69	11.77%
10	38	6.48%
Total	586	100.00%

Learners and Learning Maintain effective classroom discipline	number	percent
1	14	2.39%
2	30	5.12%
3	42	7.17%
4	47	8.02%
5	73	12.46%
6	94	16.04%
7	123	20.99%
8	96	16.38%
9	47	8.02%
10	20	3.41%
Total	586	100.00%

Learners and Learning Set up a classroom that motivates learners with diverse needs		
	number	percent
1	12	2.05%
2	9	1.54%
3	28	4.78%
4	36	6.14%
5	70	11.95%
6	99	16.89%
7	133	22.70%
8	120	20.48%
9	55	9.39%
10	24	4.10%
Total	586	100.00%

Learners and Learning Use time outside of class to develop relationships with students and learn their perspectives		
	number	percent
1	26	4.44%
2	36	6.14%
3	34	5.80%
4	41	7.00%
5	85	14.51%
6	78	13.31%
7	107	18.26%
8	110	18.77%
9	38	6.48%
10	31	5.29%
Total	586	100.00%

InTASC Model Core Teaching Standards: Content Knowledge

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started the job with expert level skills with little room for improvement, to what extent were you 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	16	2.80%
2	13	2.27%
3	21	3.67%
4	38	6.64%
5	66	11.54%
6	103	18.01%
7	137	23.95%
8	103	18.01%
9	51	8.92%
10	24	4.20%
Total	572	100.00%

Content Knowledge Create experiences that require learners to use the correct academic terminology		
	number	percent
1	12	2.10%
2	13	2.27%
3	32	5.59%
4	45	7.87%
5	66	11.54%
6	83	14.51%
7	130	22.73%
8	126	22.03%
9	49	8.57%
10	16	2.80%
Total	572	100.00%

Content Knowledge Assist students in analyzing subject-specific concepts from multiple perspectives		
	number	percent
1	14	2.45%
2	15	2.62%
3	33	5.77%
4	36	6.29%
5	73	12.76%
6	104	18.18%
7	138	24.13%
8	95	16.61%
9	51	8.92%
10	13	2.27%
Total	572	100.00%

Content Knowledge Design activities that require students to gather information and generate new ideas		
	number	percent
1	11	1.92%
2	14	2.45%
3	22	3.85%
4	42	7.34%
5	67	11.71%
6	85	14.86%
7	146	25.52%
8	117	20.45%
9	45	7.87%
10	23	4.02%
Total	572	100.00%

Content Knowledge Develop activities in which learners work together to solve problems		
	number	percent
1	7	1.22%
2	11	1.92%
3	12	2.10%
4	32	5.59%
5	66	11.54%
6	76	13.29%
7	140	24.48%
8	135	23.60%
9	62	10.84%
10	31	5.42%
Total	572	100.00%

InTASC Model Core Teaching Standards: Instructional Practice

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

Instructional Practice Conduct a variety of standards-based formative and summative assessments		
	number	percent
1	5	0.89%
2	10	1.78%
3	18	3.20%
4	25	4.44%
5	45	7.99%
6	79	14.03%
7	126	22.38%
8	132	23.45%
9	86	15.28%
10	37	6.57%
Total	563	100.00%

Instructional Practice Use assessments to engage learners in monitoring their own progress / achievement		
	number	percent
1	14	2.49%
2	7	1.24%
3	24	4.26%
4	39	6.93%
5	61	10.83%
6	95	16.87%
7	123	21.85%
8	127	22.56%
9	53	9.41%
10	20	3.55%
Total	563	100.00%

Instructional Practice Deliver research-based, interdisciplinary instruction		
	number	percent
1	13	2.31%
2	18	3.20%
3	19	3.37%
4	30	5.33%
5	67	11.90%
6	86	15.28%
7	119	21.14%
8	130	23.09%
9	57	10.12%
10	24	4.26%
Total	563	100.00%

Instructional Practice Work with learners to design lessons that build on prior experiences and strengths		
	number	percent
1	13	2.31%
2	9	1.60%
3	21	3.73%
4	32	5.68%
5	53	9.41%
6	97	17.23%
7	132	23.45%
8	117	20.78%
9	65	11.55%
10	24	4.26%
Total	563	100.00%

Instructional Practice Plan instruction using specific Common Core Standards		
	number	percent
1	10	1.78%
2	8	1.42%
3	12	2.13%
4	21	3.73%
5	48	8.53%
6	48	8.53%
7	103	18.29%
8	146	25.93%
9	108	19.18%
10	59	10.48%
Total	563	100.00%

Instructional Practice Use technology to enhance instruction		
	number	percent
1	13	2.31%
2	17	3.02%
3	29	5.15%
4	43	7.64%
5	58	10.30%
6	68	12.08%
7	106	18.83%
8	115	20.43%
9	77	13.68%
10	37	6.57%
Total	563	100.00%

InTASC Model Core Teaching Standards: Professional Responsibility

On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started the job with expert level skills with little room for improvement, to what extent were you 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	4	0.72%
2	4	0.72%
3	6	1.08%
4	14	2.52%
5	33	5.94%
6	49	8.81%
7	88	15.83%
8	143	25.72%
9	137	24.64%
10	78	14.03%
Total	556	100.00%

Professional Responsibility Engage in professional learning to build skill and acquire new discipline-specific knowledge		
	number	percent
1	8	1.44%
2	14	2.52%
3	15	2.70%
4	18	3.24%
5	50	8.99%
6	73	13.13%
7	101	18.17%
8	133	23.92%
9	97	17.45%
10	47	8.45%
Total	556	100.00%

Professional Responsibility Demonstrate respect for learners, even when they are not in your presence		
	number	percent
1	9	1.62%
2	8	1.44%
3	8	1.44%
4	12	2.16%
5	29	5.22%
6	46	8.27%
7	78	14.03%
8	138	24.82%
9	136	24.46%
10	92	16.55%
Total	556	100.00%

Professional Responsibility Communicate with families from diverse backgrounds to improve learner development		
	number	percent
1	19	3.42%
2	24	4.32%
3	28	5.04%
4	37	6.65%
5	54	9.71%
6	101	18.17%
7	111	19.96%
8	103	18.53%
9	49	8.81%
10	30	5.40%
Total	556	100.00%

Professional Responsibility Work with colleagues to improve learner development		
	number	percent
1	10	1.80%
2	14	2.52%
3	19	3.42%
4	25	4.50%
5	44	7.91%
6	76	13.67%
7	98	17.63%
8	130	23.38%
9	102	18.35%
10	38	6.83%
Total	556	100.00%

Professional Responsibility Develop connections to community resources		
	number	percent
1	24	4.32%
2	24	4.32%
3	40	7.19%
4	42	7.55%
5	72	12.95%
6	91	16.37%
7	119	21.40%
8	74	13.31%
9	51	9.17%
10	19	3.42%
Total	556	100.00%

Satisfaction with Educator Preparation Program

How satisfied are you with each of the following aspects of your teacher preparation program?

Satisfaction with Preparation Program
Effectiveness of instruction

	number	percent
1 - Very dissatisfied	16	2.95%
2 - Somewhat dissatisfied	47	8.66%
3 - Somewhat satisfied	257	47.33%
4 - Very satisfied	223	41.07%
Total	543	100.00%

Satisfaction with Preparation Program
Depth of content in teaching methods

	number	percent
1 - Very dissatisfied	21	3.88%
2 - Somewhat dissatisfied	60	11.09%
3 - Somewhat satisfied	243	44.92%
4 - Very satisfied	217	40.11%
Total	541	100.00%

Satisfaction with Preparation Program
Depth of coverage in culturally responsive instruction

	number	percent
1 - Very dissatisfied	23	4.24%
2 - Somewhat dissatisfied	53	9.76%
3 - Somewhat satisfied	195	35.91%
4 - Very satisfied	272	50.09%
Total	543	100.00%

Satisfaction with Preparation Program
Usefulness of the curriculum in your current role

	number	percent
1 - Very dissatisfied	42	7.75%
2 - Somewhat dissatisfied	75	13.84%
3 - Somewhat satisfied	242	44.65%
4 - Very satisfied	183	33.76%
Total	542	100.00%

Satisfaction with Preparation Program
Quality of university supervision during student teaching

	number	percent
1 - Very dissatisfied	38	7.04%
2 - Somewhat dissatisfied	51	9.44%
3 - Somewhat satisfied	157	29.07%
4 - Very satisfied	294	54.44%
Total	540	100.00%

Satisfaction with Preparation Program
Support of cooperating classroom teacher during student teaching

	number	percent
1 - Very dissatisfied	34	6.26%
2 - Somewhat dissatisfied	43	7.92%
3 - Somewhat satisfied	92	16.94%
4 - Very satisfied	374	68.88%
Total	543	100.00%

Satisfaction with Preparation Program
Responsiveness of university advisors

	number	percent
1 - Very dissatisfied	28	5.17%
2 - Somewhat dissatisfied	56	10.33%
3 - Somewhat satisfied	165	30.44%
4 - Very satisfied	293	54.06%
Total	542	100.00%

Satisfaction with Preparation Program
Student support services (e.g., assistance with licensure and testing, special needs accommodations)

	number	percent
1 - Very dissatisfied	16	2.97%
2 - Somewhat dissatisfied	57	10.58%
3 - Somewhat satisfied	191	35.44%
4 - Very satisfied	275	51.02%
Total	539	100.00%

Satisfaction with Preparation Program Assistance with activities required to obtain a job as a teacher		
	number	percent
1 - Very dissatisfied	24	4.44%
2 - Somewhat dissatisfied	62	11.48%
3 - Somewhat satisfied	158	29.26%
4 - Very satisfied	296	54.81%
Total	540	100.00%

Satisfaction with Preparation Program Overall quality of the program		
	number	percent
1 - Very dissatisfied	21	3.87%
2 - Somewhat dissatisfied	50	9.23%
3 - Somewhat satisfied	206	38.01%
4 - Very satisfied	265	48.89%
Total	542	100.00%

Overall Preparation and Retention

How well did your teacher preparation program prepare you to adapt to your current school environment?		
	number	percent
1	9	1.68%
2	7	1.30%
3	21	3.91%
4	27	5.03%
5	58	10.80%
6	57	10.61%
7	97	18.06%
8	141	26.26%
9	75	13.97%
10	45	8.38%
Total	537	100.00%

How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher?		
	number	percent
1	8	1.50%
2	1	0.19%
3	16	2.99%
4	20	3.74%
5	41	7.66%
6	71	13.27%
7	112	20.93%
8	130	24.30%
9	86	16.07%
10	50	9.35%
Total	535	100.00%

How long do you anticipate continuing to work as a PK-12 teacher?		
	number	percent
As long as I am able	368	68.91%
Until I am promoted into administration or other position in education	67	12.55%
Until a more desirable job comes along	11	2.06%
Undecided	56	10.49%
Other	29	5.43%
Definitely plan to leave as soon as I can	3	0.56%
Total	534	100.00%

If you had it to do over again would you still become a teacher?		
	number	percent
Yes	442	85.33%
Unsure	61	11.78%
No	15	2.90%
Total	518	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