

Ready for the Classroom, Part I

2019 Survey of Beginning Teachers



Oregon Association of Colleges for Teacher Education
April 2020

Ready for the Classroom, Part I
2019 Survey of Beginning Teachers

April 2020

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.

Project Advisor: Scott Fletcher, Lewis & Clark College
OACTE Board President: Marvin Lynn, Portland State University
OACTE Immediate Past-President: Alisa Bates, Concordia University

Acknowledgement

This survey was approved by the Lewis & Clark College Institutional Review Board.



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

Executive Summary

Leaders of the Oregon Association of Colleges for Teacher Education (OACTE)—the statewide consortium of degree-granting postsecondary teacher education programs—are committed to creating an Oregon that is richer, more equitable, and more just by ensuring that all teachers are ready to make the most of our diverse classrooms. In 2013, OACTE leaders began a continuous improvement project to evaluate their programs in accordance with the most effective teaching and learning practices using a collaborative approach.

The backbone of the collective evaluation is the Interstate Teacher Assessment and Support Consortium’s (InTASC) Model Core Teaching Standards. The Standards set expectations for teachers to establish a classroom climate and adapt their practices to support all learners, in response to each student’s unique background and learning style; impart learners with subject-specific depth of content, along with skills for inquiry, critical analysis, problem solving, and collaboration across subject areas with others who hold unique perspectives; employ a range of techniques to foster active learning and measurable progress for all learners to achieve clear, rigorous learning objectives; and develop their professional skills, knowledge, and leadership capacity continuously, for the

ongoing improvement of learners and the health of the school community.

This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking teachers and their supervisors to reflect on their readiness for a range of skills teachers need from the minute they start their careers. This report summarizes the results of teachers’ responses, and is just one of several sources of information to evaluate teacher preparation.

Procedures

This project may be the first of its kind, in which education leaders have come together to operationalize the InTASC Model Core Teaching Standards as a valid, self-report instrument. The survey was first administered in spring 2014, the second time in spring and summer 2016, the third time in summer 2017, and the fourth time in summer 2018. The summer 2019 survey included 23 discrete items that describe observable practices that effective teachers employ when they exhibit the principles outlined by the InTASC Model Core Teaching Standards.

The primary population for this survey is beginning teachers and their supervisors. Beginning teachers are those who completed their educator preparation degree at an OACTE program, were recommended for licensure in 2016-17 or

2017-18, and who were working in Oregon public schools within their first two years as contracted teachers during the 2018-19 academic year. As a supplement to the primary population of beginning teachers, the 2019 Beginning Teacher Survey also included licensed teachers in the same cohort who had out-of-state addresses, but who had no record of a teaching contract in an Oregon public school. In addition, licensed teachers in this cohort who had in-state addresses but no record of an Oregon teaching contract were included for three of the OACTE member institutions. The total population of teachers in all categories was 2,534, of whom nearly 80 percent represented the primary population of beginning teachers.

Data collection for the Beginning Teacher Survey spanned the summer and early fall, employing multiple outreach and recruitment modes. Overall, a third of all invited survey participants submitted viable responses (34 percent), including the supplemental population of teachers who did not teach in Oregon public schools.

Key Findings

The InTASC Model Core Teaching Standards summarize the principles of essential teaching practices, knowledge, habits, and beliefs that promote growth and achievement among all learners. Four domains describe important focus areas that make up the whole of a teacher's job: Learner and Learning, Content Knowledge,

Instructional Practice, and Professional Responsibility. The InTASC Standards are conceptual, describing a complex array of performances, knowledge, and dispositions that cannot be enumerated as a finite list of techniques.

The survey asked teachers to reflect on their skills and habits when they first began their jobs and through the early developmental phase to gauge how well their pre-service training programs prepared them to lead their own classrooms. Teachers rated on a scale of one to ten their pre-service preparation for each of the 23 indicators of effective teaching and learning.

- On average, teachers were better prepared to provide equitable instruction by treating students differently (mean = 6.93) than all other teaching and learning practices within the Learner and Learning domain. Conversely, teachers, on average, were not as well prepared to maintain discipline (mean = 5.95) or to use time outside of class to build relationships with students (mean = 5.93).
- Among the five items measuring preparation for Content Knowledge, teachers, on average, felt better prepared to develop activities in which students are required to solve problems collaboratively (mean = 6.69) than they were for other items within the domain. Teachers were not as well prepared to help students analyze

important concepts from multiple perspectives (mean = 6.28).

- Teachers indicated that, on average, they were better prepared to plan instruction using the Common Core State Standards (mean = 7.25) relative to all other of the six practices defining the Instructional Practice domain. Teachers' average preparation to deliver research-based, interdisciplinary instruction (mean = 6.55) and to use assessments as a tool to engage learners in their own achievement (mean = 6.53) was not as strong.
- Among the six items measuring teachers' preparation for the expectations outlined by the Professional Responsibility Standards, teachers, on average, were better prepared to demonstrate respect for learners (mean = 7.67) and to reflect and self-evaluate their practice (mean = 7.64) than they were for the other items within the domain. Teachers' average preparation to develop connections to community resources (mean = 5.96) was not as strong as their preparation for the other items measuring Professional Responsibility.
- Presented with a list of nine attributes common to all preparation programs among OACTE member institutions, more than 80 percent of respondents were somewhat or very satisfied with seven of them. Three-quarters of respondents were somewhat or very satisfied with the remaining two:

usefulness of the curriculum in the teachers' role at the time of the survey (76 percent), and assistance in the activities required to obtain a job (74 percent).

- An appreciable number of respondents were either somewhat or very satisfied (83 percent) with the overall quality of their program; nearly half were very satisfied (44 percent).
- To gauge beginning teachers' development experiences on the job, respondents were asked to rate the helpfulness of a several activities that foster professional growth. On average, teachers found collaboration with other teachers the most helpful.
- Three-quarters of respondents (77 percent) received assistance or advice at least once during the year from a formally assigned mentor, instructional coach, teacher on special assignment (TOSA), or other individual to support their development.
- Just over a third of teachers who received no advise or assistance (37 percent) and those who received assistance three times or less during the year (37 percent) were very satisfied with the overall quality of their program, while nearly half of teachers who received assistance four or more times (47 percent) were very satisfied.
- Teachers were asked to estimate their overall preparation to adapt to their current school environment, and also their new role as a practicing teacher, using a scale of one to ten. Two-thirds

of respondents rated their preparation as a seven or higher, both for their current school environment (64 percent) and for their new role as a practicing teacher (66 percent).

- Most teachers, overall, were committed to their career choice. Two-thirds of respondents planned to continue working as a teacher as long as they are able (64 percent), and an additional 13 percent intended to continue until they are promoted into administration or another position in education.

Conclusions

Beginning teachers, overall, felt prepared for their jobs. In line with previous surveys, teachers were best prepared to demonstrate respect for learners and to reflect on their practice for continuous improvement. Poised for ongoing improvement, teachers were very well prepared to work with their colleagues and participate in professional learning opportunities, as well as to plan from the Common Core Standards. Teachers were also well prepared to create more equitable learning opportunities by differentiating their practice to meet the needs of Oregon's increasingly diverse learners.

While the average preparation for each of the discrete skills suggests teachers started strong overall, these results suggest they could have been better prepared to take

advantage of time outside of class to build relationships with students, to develop community connections, to maintain discipline, and to incorporate language development to support multilingual learners.

Working with a formally assigned mentor or other supportive senior educator on the job helped to reinforce teachers' sense of preparation, though on-the-job mentoring is beyond the purview of Oregon's educator preparation programs.

Robust and comprehensive curriculum and resources to support current teacher candidates and beginning teachers in the classroom to improve their existing—well-developed—skills in differentiation and equity practices must be as dynamic as Oregon's classrooms and changing communities. The 23 indicators of effective teaching and learning measured by this instrument all depend on one another for teachers to implement well across domains. Student and family relationships, community resources, and the centrality of language are all keys to understanding students' perspectives, values, habits, and learning styles so teachers can be more agile and creative adapting techniques and managing their classrooms with a learning-oriented climate.

Table of Contents

<i>Figures</i>	<i>viii</i>
<i>Tables</i>	<i>viii</i>
Background and Purpose	1
Procedures.....	2
<i>Instrument Development</i>	2
<i>Population</i>	3
<i>Data Collection</i>	4
<i>Sample Summary</i>	5
Beginning Teacher Preparation.....	9
<i>Learner and Learning</i>	10
<i>Content Knowledge</i>	11
<i>Instructional Practice</i>	11
<i>Professional Responsibility</i>	14
Satisfaction and Retention.....	16
<i>Satisfaction with Preparation</i>	16
<i>Early Career Development</i>	17
<i>Overall Preparation</i>	20
<i>Career Retention</i>	21
Conclusions.....	21
References	24
Appendices.....	27
<i>Summary Data Tables</i>	27
<i>InTASC Model Core Teaching Standards</i>	36
<i>Acronyms</i>	37

Figures

Figure 1, Age by Gender of Respondents.....	8
Figure 2, Race by Gender of Respondents	9
Figure 3, Learner and Learning Response by Level of Preparation.....	12
Figure 4, Content Knowledge Response by Level of Preparation.....	12
Figure 5, Instructional Practice Response by Level of Preparation.....	13
Figure 6, Professional Responsibility Response by Level of Preparation	13
Figure 7, Learner and Learning Scale Means	15
Figure 8, Content Knowledge Scale Means.....	15
Figure 9, Instructional Practice Scale Means.....	15
Figure 10, Professional Responsibility Scale Means	15
Figure 12, Teachers who were “Very Satisfied” with their Educator Preparation	17
Figure 11, Average Helpfulness of Teacher Development.....	18
Figure 13, Satisfaction with Overall Program Quality by the Number of Times a Mentor, Coach, or TOSA Provided Assistance on the Job	19
Figure 14, Commitment to Career Choice by the Number of Times a Mentor, Coach, or TOSA Provided Assistance.....	20

Tables

Table 1, Response Rate by Teacher Preparation Category	3
Table 2, Survey Response by Institution	4
Table 3, Year of Completion	5
Table 4, Region of Teachers’ School	6
Table 5, Educator Preparation Program Focus.....	7
Table 6, Subject Area of Single Subject Educator Preparation Program	7
Table 7, Beginning Teacher Satisfaction with Educator Preparation Program.....	16

Background and Purpose

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

The backbone of this collective evaluation is the InTASC Model Core Teaching Standards. Researchers at the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) defined ten Model Core Teaching Standards through a research synthesis, examining the most effective attributes of teaching and learning (CCSSO, 2011). Effective teaching practices are those that support high achievement among all learners, even those who traditionally may have struggled in U.S. schools.

Grounded in principles of equitable achievement, the Model Core Teaching Standards describe the performances, knowledge, and dispositions that support high performance among all learners in a diverse classroom. In brief, the Standards set expectations for teachers to:

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

This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking teachers and their supervisors to reflect on their

readiness for a range of skills teachers need as they embark on their careers. This report summarizes the results of teachers' responses. Administrators' responses are summarized separately in a companion report. The surveys that are the basis of

this study complement additional information about the strengths and areas for growth in teacher preparation in Oregon.

Procedures

This project may be the first of its kind, in which education leaders have come together to operationalize the InTASC Model Core Teaching Standards as a valid, self-report instrument. This survey is just one of several sources of information to evaluate teacher preparation and is part of a comprehensive continuous improvement process.

Instrument Development

In 2013, OACTE leaders contracted with an external evaluator to develop a survey instrument to measure teachers' pre-service preparation for the skills and habits required to be highly effective on the job. The initial instrument drew from a number of sources, including prior surveys, and research and policy documents 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). Project leaders prioritized the list of teaching practices, gleaned the most relevant, most critical, and most commonly used practices, and ensured that all items align with the ten InTASC Model Core Teaching Standards.

The survey was first administered in spring 2014, the second time in spring and summer 2016, the third time in summer 2017, and the fourth time in summer 2018. Results and validation testing during each survey cycle led to improvements in the instrument and in the administration timing and procedures. Analysis of 2018 survey responses suggested both the instrument and procedures are stable and changes should be minimal to support continuous improvement in response rate and data quality. Few changes were introduced in 2019 administration of the survey.

The 2019 survey included 23 discrete items that describe observable practices that effective teachers do when they exhibit the principles outlined by the

InTASC Model Core Teaching Standards. The survey was administered as a closed-access instrument so that teachers' responses could later be analyzed in the context of their preparation program. The survey instrument and procedures were approved by the Institutional Review Board of Lewis & Clark College.

Population

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

- completed their educator preparation degree at an OACTE program, were
- recommended for licensure in 2016-17 or 2017-18, and who were
- working in Oregon public schools within their first two years as contracted teachers during the 2018-19 academic year.

As a supplement to the primary population of beginning teachers, the 2019 Beginning Teacher Survey also included licensed teachers in the same cohort who had out-of-state addresses, but who had no record of a teaching contract in an Oregon public

school. In addition, licensed teachers in this cohort who had in-state addresses but no record of an Oregon teaching contract were included for three of the OACTE member institutions whose graduates often are recruited to teach in private, out-of-state, or specialized schools that are not listed as public schools under the purview of the Oregon Department of Education. With no way to identify or locate supervisors, nor even to determine whether these teachers worked in a classroom, school, or district, the supervisors of this supplemental population who did not hold Oregon public school contracts were not included in the companion Supervisor Survey. Including these additional teachers provides more robust results to each of the OACTE member institutions, and a more accurate estimate of their graduates' experiences.

The total population of teachers in all categories was 2,534, of whom nearly 80 percent represent the primary population of beginning teachers who worked in Oregon public schools (see Table 1).

Table 1

Response Rate by Teacher Population Category					
	Survey Population		Survey Response		Response Rate
	frequency	percent	frequency	percent	
Oregon Public School Contract Found	2,014	79.48%	712	82.98%	35.35%
Out-of-State Address, No Contract Found	365	14.40%	106	12.35%	29.04%
In-State Address, No Contract Found	155	6.12%	40	4.66%	25.81%
Total	2,534	100.00%	858	100.00%	33.86%

Data Collection

Data collection for the Beginning Teacher Survey spanned the summer and early fall, employing multiple outreach and recruitment modes. First, a preliminary e-mail announcement was distributed in early July, notifying teachers of the survey with recruitment scheduled for later in the summer. The preliminary announcement included a link to the survey so teachers

could complete the survey immediately instead of waiting until later in the summer, garnering nearly half (44 percent) of responses. Second, in mid-August a postcard announcing the survey was mailed to teachers at their homes. The postcard included a shortened link to the survey, a QR code directed at the survey, and the teacher's unique access token.

Table 2

Survey Response by Institution					
	Teachers Licensed in 2016-17 or 2017-18		Survey Response		Response Rate
	frequency	% of teachers	frequency	% of response	
Concordia University - Oregon	274	10.81%	99	11.54%	36.13%
Corban University	105	4.14%	45	5.24%	42.86%
Eastern Oregon University	129	5.09%	48	5.59%	37.21%
George Fox University	194	7.66%	73	8.51%	37.63%
Lewis and Clark College	91	3.59%	33	3.85%	36.26%
Linfield College	45	1.78%	17	1.98%	37.78%
Marylhurst University	23	0.91%	5	0.58%	21.74%
Multnomah University	10	0.39%	3	0.35%	30.00%
Northwest Christian University	51	2.01%	20	2.33%	39.22%
Oregon State University	230	9.08%	83	9.67%	36.09%
Pacific University	164	6.47%	54	6.29%	32.93%
Portland State University	363	14.33%	109	12.70%	30.03%
Southern Oregon University	148	5.84%	42	4.90%	28.38%
University of Oregon	286	11.29%	96	11.19%	33.57%
University of Portland	131	5.17%	43	5.01%	32.82%
Warner Pacific University	23	0.91%	11	1.28%	47.83%
Western Oregon University	267	10.54%	77	8.97%	28.84%
Total	2,534	100.00%	858	100.00%	33.86%

* Historically, the population of beginning teachers has included only those who had an employment contract in an Oregon public school. For 2019, the population also included teachers with an out-of-state address for whom a contract in an Oregon public school could not be located, as well as all teachers who were alumni of Corban University, Linfield College, and University of Oregon.

Within one day of the postcard's anticipated delivery date for most teachers, an e-mail invitation was sent to all teachers who had not responded earlier in the summer. An additional 44 percent of all responses were generated from the second phase of data collection, including 22 responses that were received after the postcard was mailed and before the e-mail invitation was distributed. Finally, after Labor Day, when almost all Oregon teachers had returned to the classroom for the 2019-20 academic year, representatives from a call center contacted teachers by phone during the evenings and weekends, generating 12 percent of teachers' survey responses.

As a thank you, all teachers who completed the survey were offered a \$5.00 gift card to Amazon.com, and one teacher was selected at random to receive an additional \$50.00 gift card when the survey closed at the end of September.

Sample Summary

Overall, a third of all invited survey participants submitted viable responses (34 percent), including the supplemental population of teachers who did not teach in Oregon public schools. Viable responses are those that completed the first series of questions asking teachers about their preparation for the InTASC Model Core Teaching Standards, thus taking advantage of all useful data, even among respondents who did not complete the survey in full. Among the primary survey

population of beginning teachers in Oregon public schools, 35 percent submitted viable responses (see Table 1). Results for this report are computed based on the gross response of teachers in all three population categories.

Together, Portland State University, Concordia University, and University of Oregon generated more than a third of survey responses (35 percent). Warner Pacific and Corban Universities netted the highest response rates, at 48 percent and 43 percent, respectively. All institutions exceeded the mandatory minimum 20 percent response rate set by program accreditation and approval bodies, including Marylhurst University that closed over the summer of 2018 (see Table 2). Teachers' responses were included in this analysis as part of the cohort of beginning teachers who serve learners throughout Oregon.

Table 3

	Year of Completion	
	frequency	percent
2015 or earlier	23	2.68%
2016	123	14.34%
2017	361	42.07%
2018	340	39.63%
2019	8	0.93%
Unknown	3	0.35%
Total	858	100.00%

Respondents largely completed their teacher preparation education either in 2018 (40 percent) or 2017 (42 percent), though a sizable fraction completed their

preparation in 2016 or earlier (17 percent) (see Table 3).

The lion’s share of respondents taught in 127 Oregon school districts (79 percent), from the Snake River to the Rogue, through Oregon’s high desert, Willamette Valley, and the length of the mighty Columbia to its estuary. Almost a quarter of respondents, however, did not teach for any Oregon school district (21 percent). Most of these respondents taught for private schools, out-of-state schools, or outside the U.S., though a handful indicated they were between jobs, were in substitute positions, or taught for a non-school employer at the time they completed the survey.

Location

For respondents in the primary survey population of beginning teachers who

worked in Oregon public schools, just over two-thirds reported working for the same school district as their contract record (69 percent). Among teachers who reported working for the same district as their district of record, respondents represented 32 of Oregon’s 36 counties, though not all counties could be identified because some districts span multiple counties. While most teachers worked either in the greater Portland Metropolitan area (38 percent) or the Willamette Valley (35 percent), more than a quarter worked in the more distant areas of the state (27 percent), including 15 respondents from Baker, Grant, Harney, and Malheur counties combined—among Oregon’s least densely populated counties (see Table 4). No teachers responded from districts located in Gilliam, Lake, Wallowa, or Wheeler counties, also among Oregon’s least densely populated counties.

Table 4

Region of Teachers’ School	Survey Population		Survey Response	
	frequency	percent	frequency	percent
Central (Crook, Deschutes, Hood River, Jefferson, Wasco counties)	99	5.06%	31	5.23%
Coastal (Clatsop, Columbia, Coos, Lincoln, Tillamook counties)	103	5.26%	35	5.90%
Eastern (Baker, Gilliam, Grant, Harney, Lake, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wheeler counties)	120	6.13%	41	6.91%
Metropolitan (Clackamas, Multnomah, Washington counties)	774	39.55%	227	38.28%
Southern (Curry, Douglas, Jackson, Josephine, Klamath counties)	205	10.48%	53	8.94%
Willamette Valley (Benton, Lane, Linn, Marion, Polk, Yamhill counties)	656	33.52%	206	34.74%
Total	1,957	100.00%	593	100.00%

Table 5

Educator Preparation Program Focus		
	frequency	percent
Bilingual Education or Teaching English to Speakers of Other Languages	87	10.14%
Career and Technical Education	9	1.05%
Curriculum and Instruction	72	8.39%
Elementary Education or Multiple Subjects	381	44.41%
Secondary Education or Single Subject (e.g., Science, Reading, Music, PE)	379	44.17%
Special Education	78	9.09%
Other Program Focus	30	3.50%

Figures do not sum to 100 percent because some respondents reported more than one program focus.

Table 6

Subject Area of Secondary or Single Subject Educator Preparation Program		
	frequency	percent
Business or Computers	7	1.85%
English, Language Arts, or Reading	104	27.44%
Fine or Performing Arts (including music, drama, etc.)	41	10.82%
Foreign or World Language	20	5.28%
Health or Physical Education	40	10.55%
Math	58	15.30%
Science (e.g., biology, chemistry, physics, etc.)	68	17.94%
Social Studies	100	26.39%
Other Subject Area	17	4.49%

Figures do not sum to 100 percent because some respondents reported more than one subject area.
N = 379

Program Specialization

A substantial share of respondents indicated the focus of their preparation program was either elementary education or multiple subjects (44 percent) or secondary education or single subject (44 percent). Just 10 percent of respondents indicated they had preparation in bilingual education or teaching English to learners who grew up speaking another language, and almost as many indicated their focus was in special education (9 percent) (see Table 5). Among teachers with preparation

in secondary or single subject education, a quarter specialized in English, Language Arts, and Reading (27 percent), with a similar number specializing in Social Studies (26 percent). Teachers who specialized in math and/or science combined represented a third of teachers who prepared for single subject endorsement (33 percent).

Position

Early in their careers, two-thirds of respondents held their first full-time

teaching position at the time of the survey (67 percent), suggesting a third had already held two or more teaching positions since completing their preparation program. While nearly three-quarters of respondents had been on the job for more than a year (72 percent), five percent of teachers who completed the survey had only held a regularly contracted teaching position for less than five months. The vast majority of respondents worked as full-time licensed teachers (83 percent), and taught within their endorsements (83 percent), though 17 percent indicated they taught some or all of their classes outside their endorsement areas. Nearly all respondents taught students in just one grade level (89 percent), with those teaching elementary (43 percent) comprising more than any other single grade level of instruction. Respondents' average class size was 24 learners.

Demographics

Beginning teachers who responded to the survey ranged in age, gender, and race. Most were under age 30 (64 percent), with a third of respondents over age 31 (36 percent) (see Figure 1). Three-quarters identified as female (76 percent). Ten percent of respondents identified as lesbian, gay, bisexual, transgendered, or queer. Respondents identified predominantly as white (82 percent) (see Figure 2).

Younger respondents were more likely to identify as female, with just a handful of teachers younger than age 26 identifying as male (11 percent) (see Figure 1). Nearly two-thirds of respondents identified as white females (62 percent) (see Figure 2), similar to the overall population of beginning teachers wherein 80 percent identified as white and 73 percent identified as females, with 58 percent identifying as white females.

Figure 1 Age by Gender of Respondents

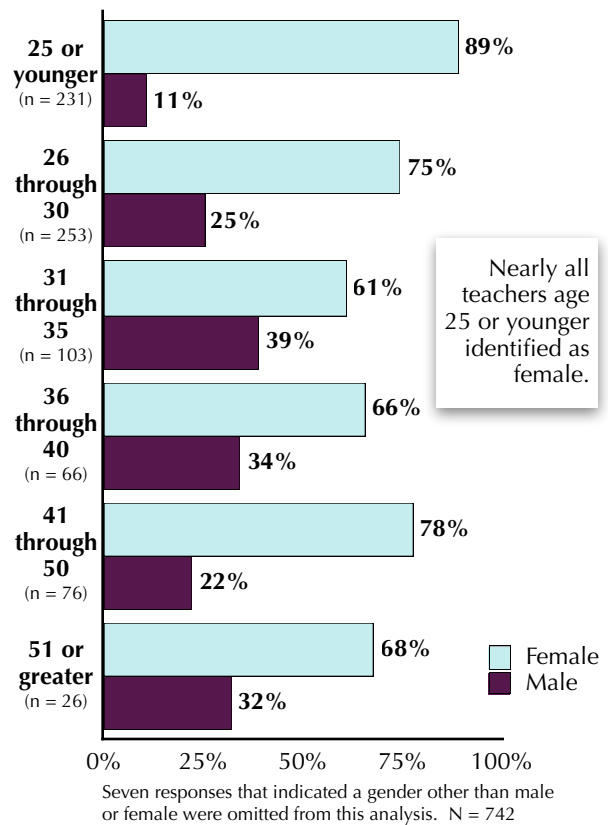
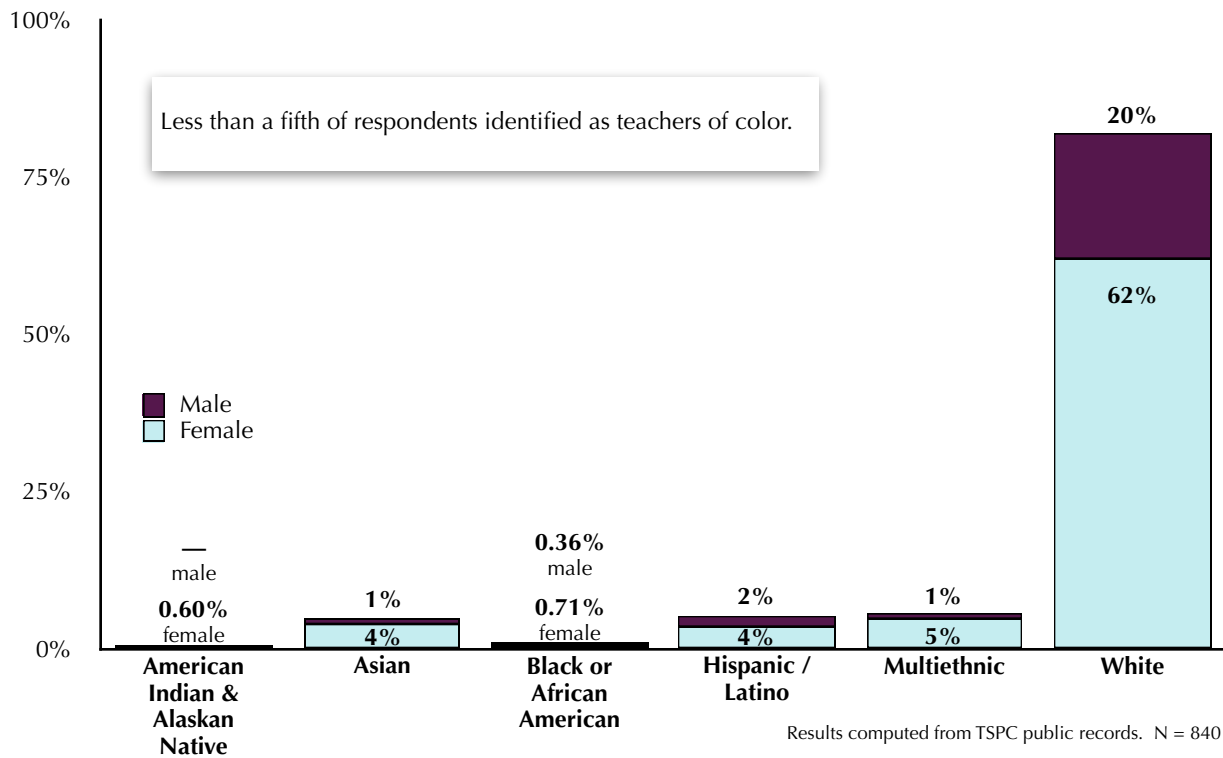


Figure 2

Race by Gender of Respondents



Beginning Teacher Preparation

The InTASC Model Core Teaching Standards summarize the principles of essential teaching practices, knowledge, habits, and beliefs that promote growth and achievement among all learners. Four domains describe important focus areas that make up the whole of a teacher’s job: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. The OACTE Instrument was designed to measure the extent to which teachers’ believe they began their jobs prepared for the essential performances,

skills, and dispositions laid out by the Standards, as a reflection of their preparation program.

The InTASC Standards are conceptual, describing a complex array of performances, knowledge, and dispositions that cannot be enumerated as a finite list of techniques. The evaluation team developed four latent social constructs corresponding to the four domains. This analytic technique enabled the team to operationalize the Standards

into several concrete, observable practices required for any teaching position. Evaluators identified five common practices that indicate teachers are able to perform the expectations summarized by the Content Knowledge Standards. They identified six common practices each that indicate teachers are adept at the expectations within the Learner and Learning, Instructional Practice, and Professional Responsibility Standards. In total, the team mapped 23 observable items onto the ten InTASC Standards.

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

Teachers rated their pre-service preparation for each of the 23 indicators of effective teaching and learning on a scale of one to ten. One meant teachers thought they began their jobs without any preparation for a specific skill. Ten meant they thought they started their jobs with the skill of an expert and had little room for improvement. The response scale did not include an option for teachers to

indicate they did not know if they were prepared or otherwise had no basis on which to evaluate their readiness for a specific practice. Each of the 23 items on the survey are common practices that all teachers should expect to perform regardless of where they work. All of Oregon's educator preparation programs are required to provide curriculum to help teachers employ, adapt, and invent countless practices, including the 23 practices used to define the Model Core Teaching Standards.

Learner and Learning

Above all else, teaching is about learners. Through interactions, policies, resources, and lesson delivery, teachers must create a physical and social setting that cultivates active participation and development across every learner, regardless of race, gender, economic background, family circumstances, abilities, traumas, and unique assets and world views. The six items defining the Learner and Learning Standards summarize teachers' preparation to hone in on and respond to the unique needs of individual learners in a diverse classroom.

On average, teachers were better prepared to provide equitable instruction by treating students differently (mean = 6.93) than all other teaching and learning practices within the domain (see Figures 3 and 7). Since the 2016 administration of the survey teachers have ranked their average preparation to differentiate their instruction

in a higher sequence than other Learner and Learning practices.

Conversely, teachers, on average, were not as well prepared to maintain discipline (mean = 5.95) or to use time outside of class to build relationships with students (mean = 5.93). Teachers have rated their preparation for these practices lower than others in the Learner and Learning domain throughout this project.

Overall, teachers' average response across the Learner and Learning domain was lower than that of the other three domains.

Content Knowledge

Converting information into useful knowledge is a multifaceted process for learners. The most well-written base curriculum requires a skilled teacher to convey depth of content that promotes relevant literacy, numeracy, collaboration, critical thinking, problem-solving, application, and innovation. The Content Knowledge Standards are defined in this survey by five items that describe teachers' preparation to deliver the message and methods of the discipline comprehensively.

Among the five items measuring Content Knowledge, teachers, on average, felt better prepared to develop activities in which students are required to solve problems collaboratively (mean = 6.69) than they were for other items within the domain (see Figures 4 and 8). Teachers

since 2016 have rated their preparation for this item in a higher rank order than other teaching and learning practices defining the Content Knowledge scale.

Teachers were not as well prepared to help students analyze important concepts from multiple perspectives (mean = 6.28). While teachers' average preparation for four of the items in this scale increased from 2018, their average preparation to help students examine key concepts from multiple perspectives did not change. Since the inception of this project teachers have ranked their preparation for this item in a lower sequence than other items measuring Content Knowledge, though the item phrasing and scale metric have evolved, especially prior to 2017.

Instructional Practice

The tasks and techniques that underlie curriculum development and content delivery function together as an adaptive circuit of learning and achievement. Instruction begins with planning, well in advance of teacher-learner connections, and begins again as teachers work with learners to assess their achievements and plan anew from their assets. The Instructional Practice Standards summarize teachers' preparation to employ an array of instructional techniques and tools facilely and flexibly to promote achievement of clear standards among learners in a diverse classroom, defined in this instrument by six items.

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 . . . ?

Figure 3 **Learner and Learning Response by Level of Preparation**

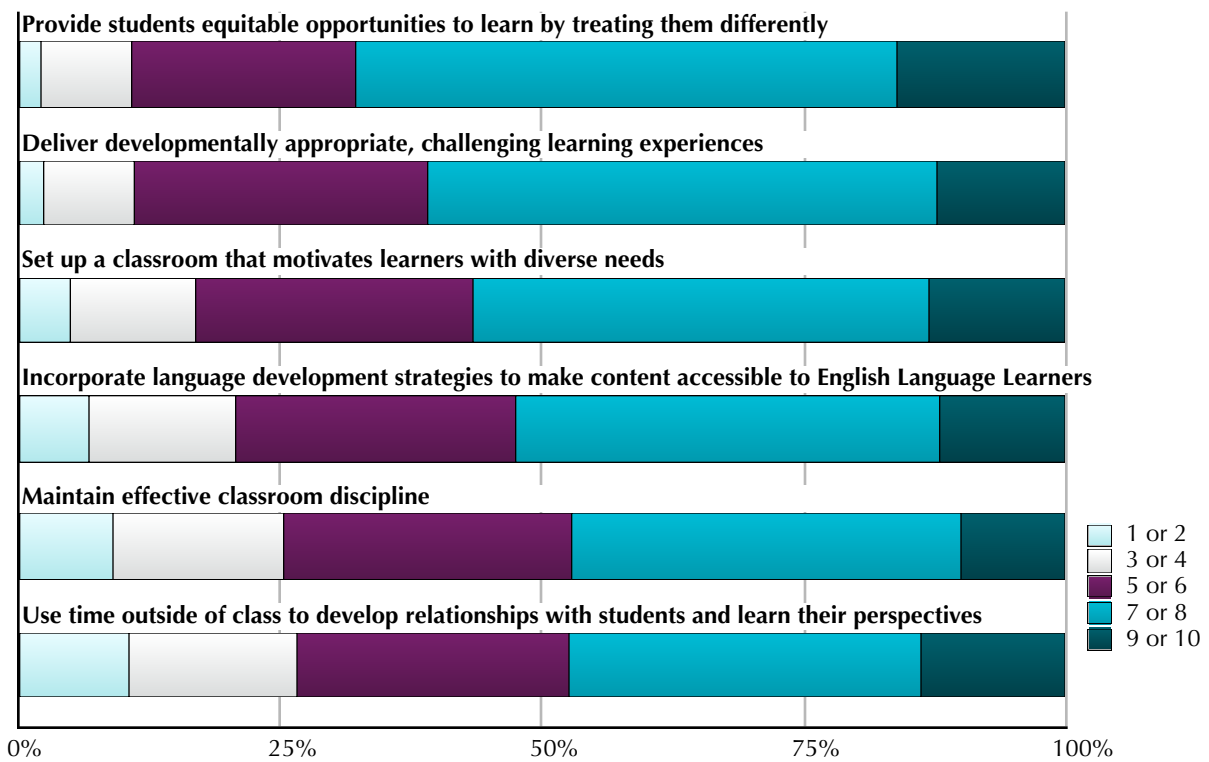
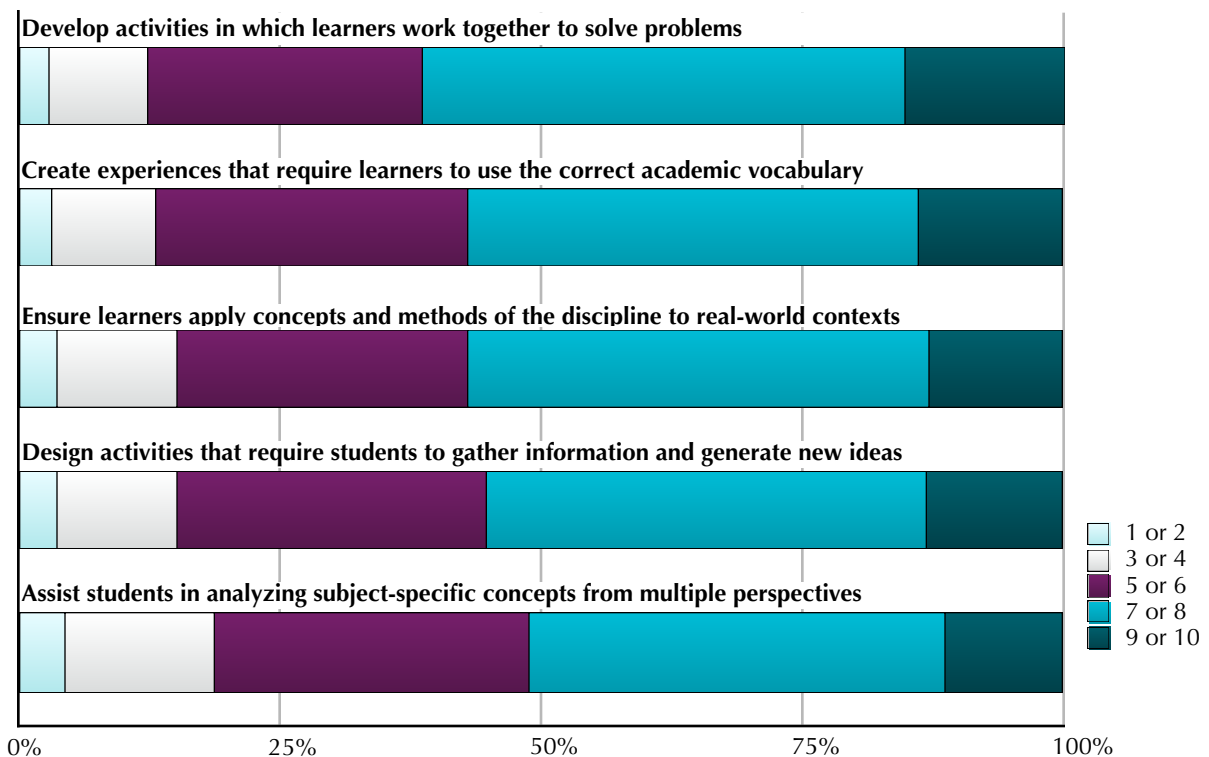


Figure 4 **Content Knowledge Response by Level of Preparation**



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 . . . ?

Figure 5 **Instructional Practice Response by Level of Preparation**

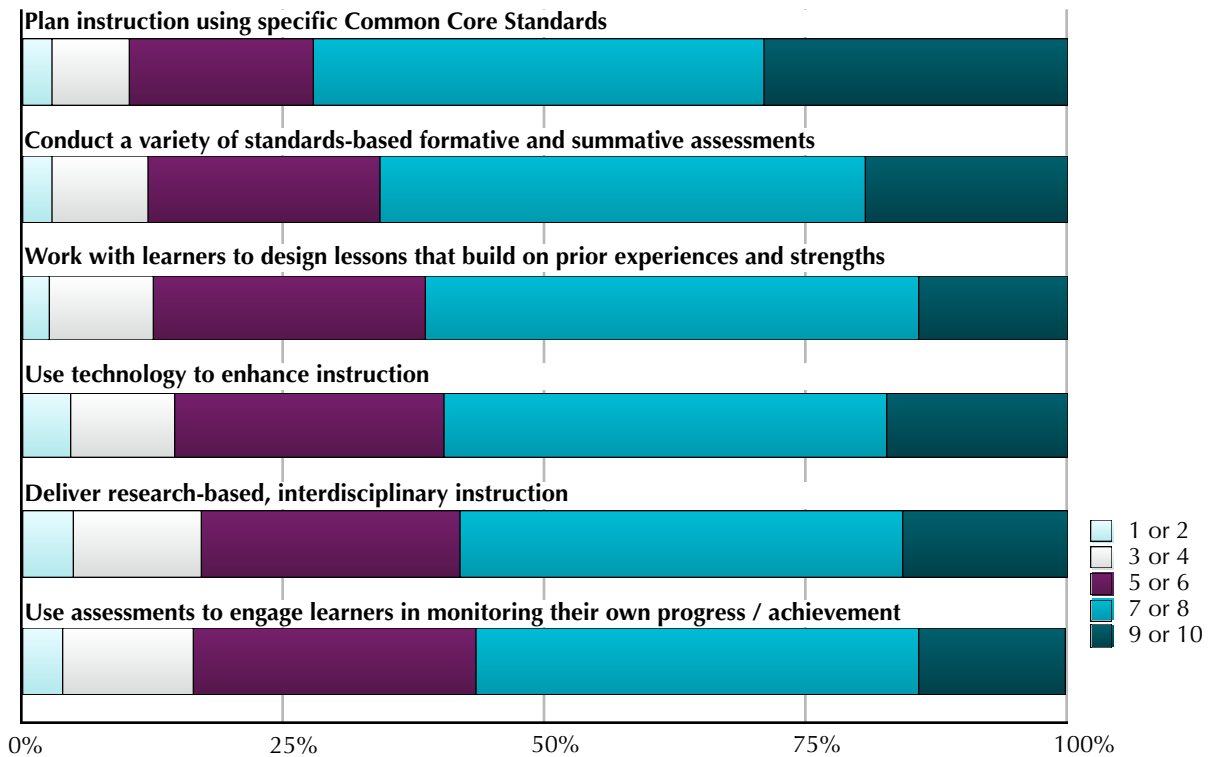
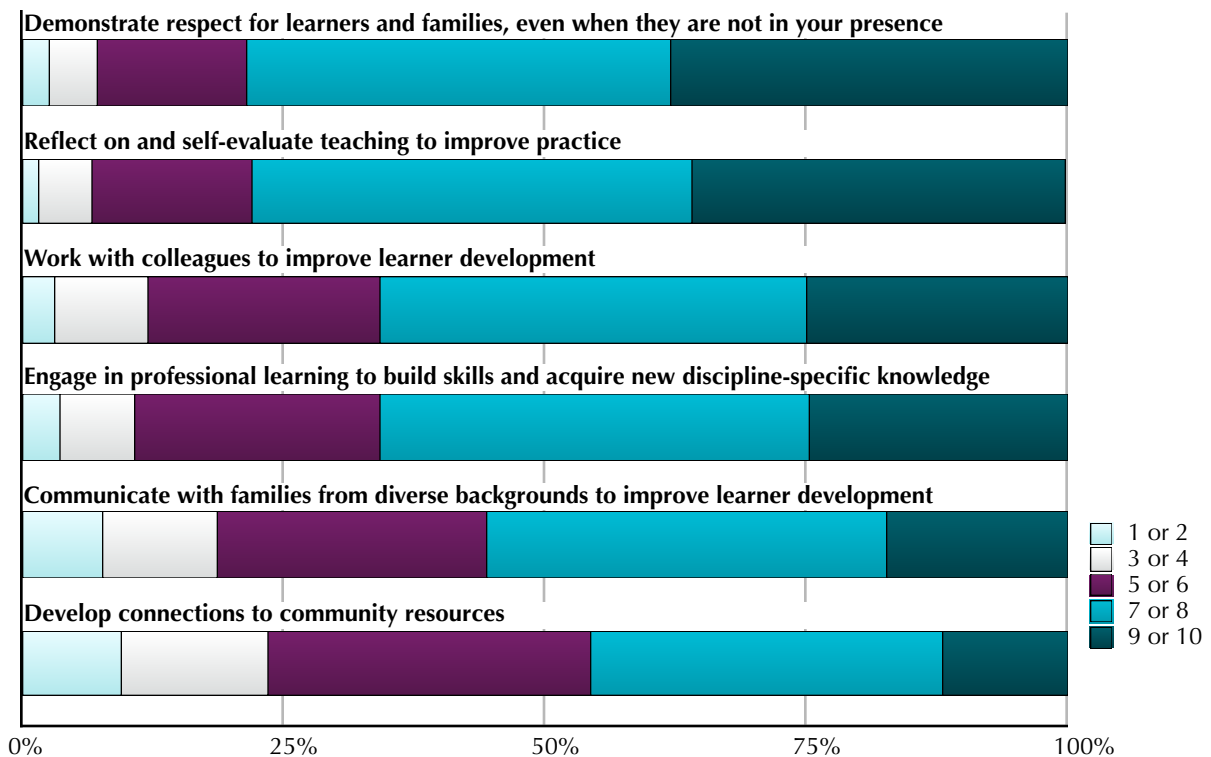


Figure 6 **Professional Responsibility Response by Level of Preparation**



Teachers indicated that, on average, they were better prepared to plan instruction using the Common Core State Standards (mean = 7.25 relative to all other practices defining the Instructional Practice domain (see Figures 5 and 9). Teachers' average preparation to deliver research-based, interdisciplinary instruction (mean = 6.55) and to use assessments as a tool to engage learners in their own achievement (mean = 6.53) was not as strong. Each year since the 2016 administration of this survey teachers ranked their preparation to plan lessons in accordance with the Common Core Standards above other teaching and learning practices in the domain, and their preparation to use assessments for student engagement below other items defining Instructional Practice.

Professional Responsibility

The essence of the classroom experience brews inside each teacher, and percolates through the school and out into the community. Continuous reflection, professional learning, school leadership, and family and community engagement support the evolution of teachers' practices across the spectrum of teaching and learning. The Professional Responsibility Standards, defined by six survey items, outline teachers' preparation to develop their practice continually with new knowledge, skills, and relationships with colleagues, families, and the community.

Among the six items measuring teachers' preparation for the expectations outlined by the Professional Responsibility Standards, teachers, on average, were better prepared to demonstrate respect for learners (mean = 7.67) and to reflect and self-evaluate their practice (mean = 7.64) than they were for the other items within the domain (see Figures 6 and 10). Teachers ranked their preparation for these two items higher than all other items measuring their preparation for effective practice, and have done so consistently since the inception of this project.

Teachers' average preparation to develop connections to community resources (mean = 5.96) was not as strong as their preparation for the other items measuring Professional Responsibility. Teachers have consistently ranked their preparation for this item lower in sequence than almost all other of the 23 items measuring effective teaching and learning, comparable to their preparation for relationship building outside of class time (mean = 5.95) and maintaining discipline (mean = 5.93), both measuring the Learner and Learning Standards.

Overall, teachers' responses suggest they were better prepared for the Professional Responsibility domain than for the Learner and Learning, Content Knowledge, and Instructional Responsibility domains.

Figure 7 Learner and Learning Scale Means

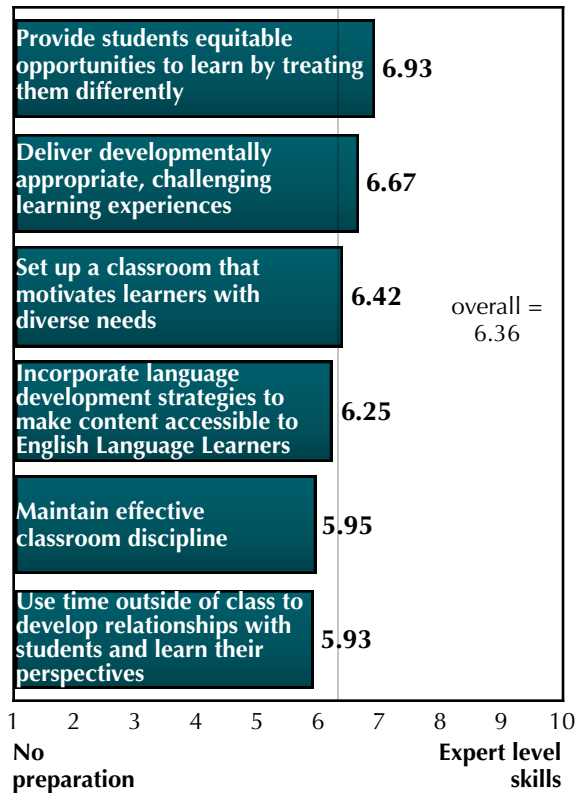


Figure 8 Content Knowledge Scale Means

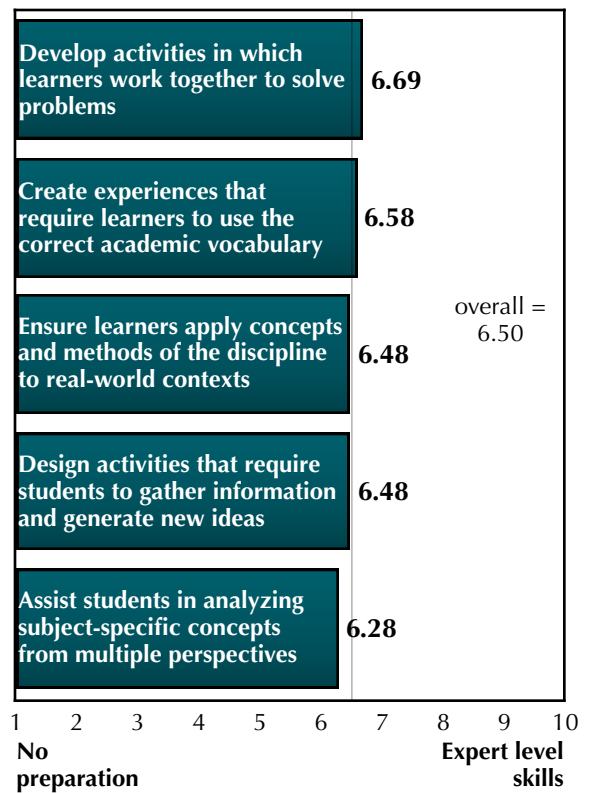


Figure 9 Instructional Practice Scale Means

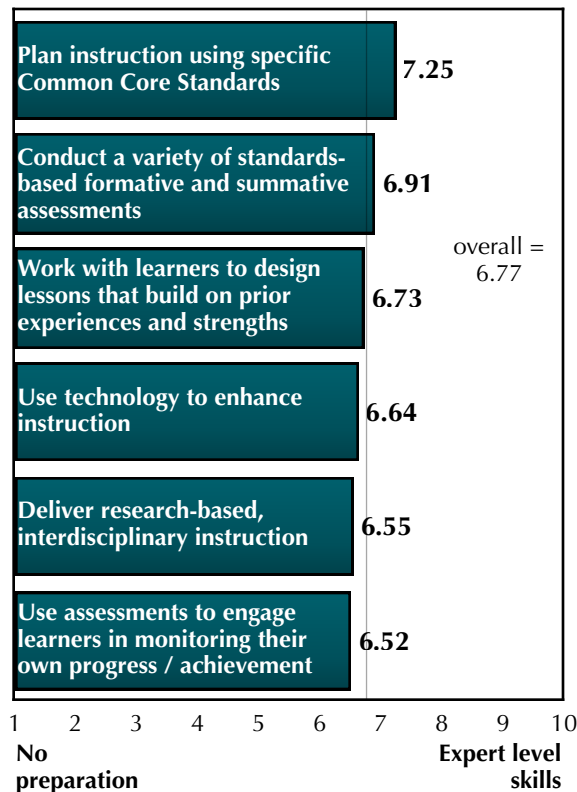
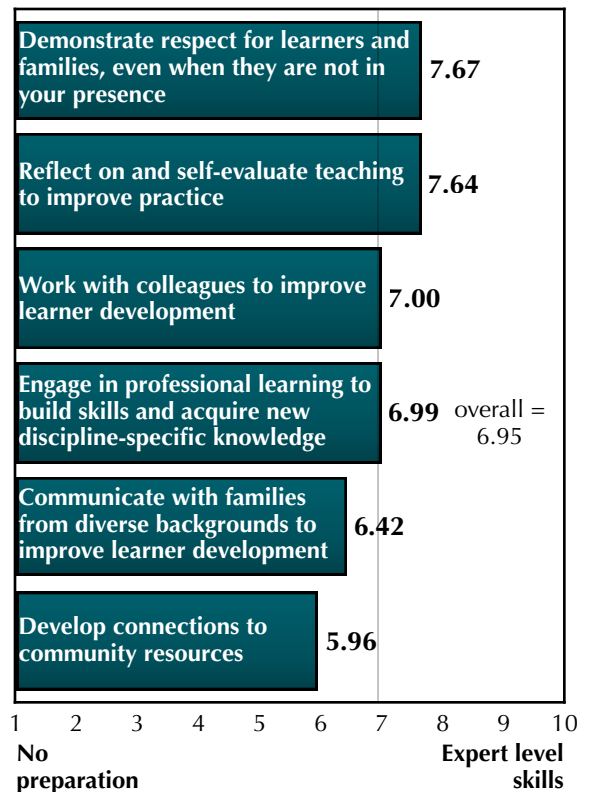


Figure 10 Professional Responsibility Scale Means



Satisfaction and Retention

Teachers' satisfaction with their career choice is crucial. The investment of time and money required to prepare is considerable, as is the cost of teacher turnover that affects learners, schools, and district budgets (Raue & Gray, 2015). The range of variables that influence teacher retention in the profession extend far beyond the purview of any educator preparation program. In-depth, comprehensive, pre-service learning experiences and support can provide a solid foundation for teachers to grow into the profession, especially when followed by employer-provided infrastructure and guidance to facilitate growth on the job.

Satisfaction with Preparation

Most respondents were quite satisfied with their preparation program. Presented with a list of nine attributes common to all preparation programs among OACTE member institutions, more than 80 percent of respondents were somewhat or very satisfied with seven of them (see Table 7). Three-quarters of respondents were either somewhat satisfied or very satisfied with the remaining two: usefulness of the curriculum in the teachers' role at the time of the survey (76 percent), and assistance in the activities required to obtain a job (74 percent).

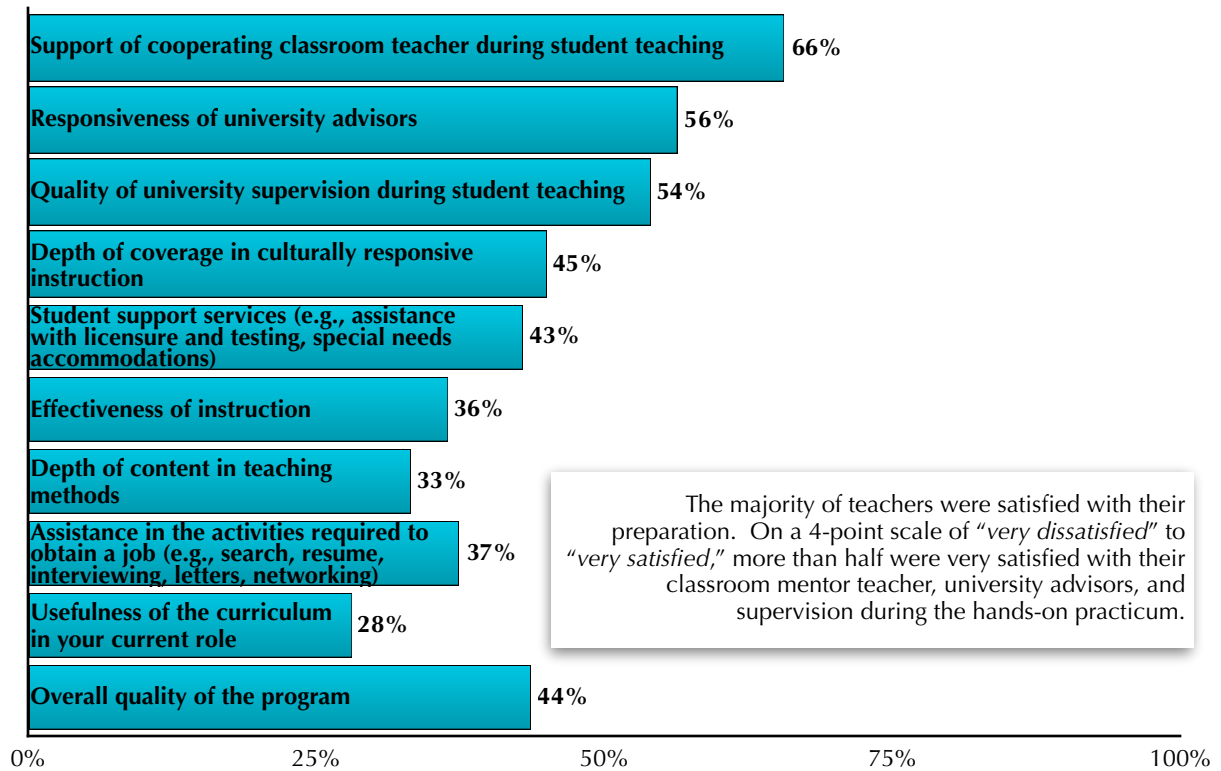
Table 7

Beginning Teacher Satisfaction with Educator Preparation Program		
	Somewhat or Very Dissatisfied	Somewhat or Very Satisfied
Support of cooperating classroom teacher during student teaching	13%	87%
Responsiveness of university advisors	13%	87%
Quality of university supervision during student teaching	16%	84%
Depth of coverage in culturally responsive instruction	16%	84%
Student support services (e.g., assistance with licensure and testing, special needs accommodations)	17%	83%
Effectiveness of instruction	16%	84%
Depth of content in teaching methods	19%	81%
Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking)	26%	74%
Usefulness of the curriculum in your current role	24%	76%
Overall quality of the program	17%	83%

Items are listed in order of average satisfaction, with the exception of teachers' satisfaction with the overall quality of the program, which is listed last for comparison.

Figure 11

Teachers who were “Very Satisfied” with their Educator Preparation



Most teachers were very satisfied with the support of their cooperating teacher during their hands-on, student-teaching practicum (66 percent), the responsiveness of university advisors (56 percent), and the quality of university supervision during their student-teaching practicum experience (54 percent) (see Figure 11). Most teachers have been very satisfied with these three program attributes since the project commenced in 2014.

An appreciable number of respondents were either somewhat satisfied or very satisfied (83 percent) with the overall

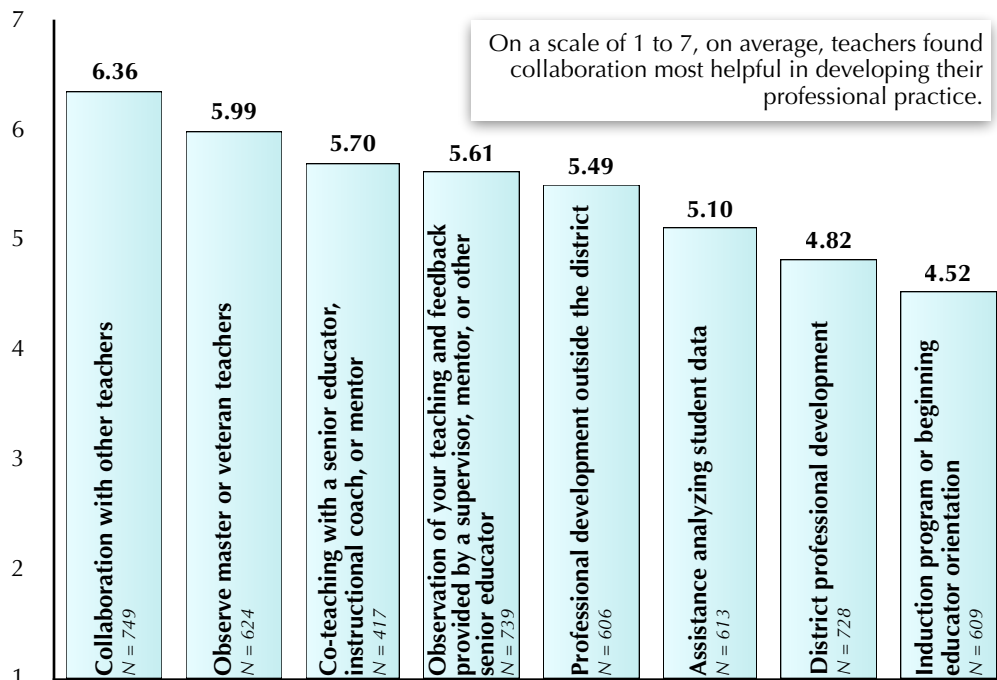
quality of their program; nearly half were very satisfied (44 percent).

Early Career Development

Typically, even the most well-prepared teachers have a great deal to learn on the job. Structured support such as mentoring, regular and specific feedback, and induction programs can help teachers develop their practice and become more effective, especially early in their careers when growth is most essential and their potential for retention most fragile (Darling-Hammond & Ducommun, 2012; Garet, Wayne, Brown, Rickles, Song & Manzeske, 2017; Raue & Gray, 2015).

Figure 12

Average Helpfulness of Teacher Development



To gauge beginning teachers’ development experiences on the job, respondents were asked to rate the helpfulness of a several activities that foster professional growth. On average, teachers found collaboration with other teachers the most helpful (see Figure 12).

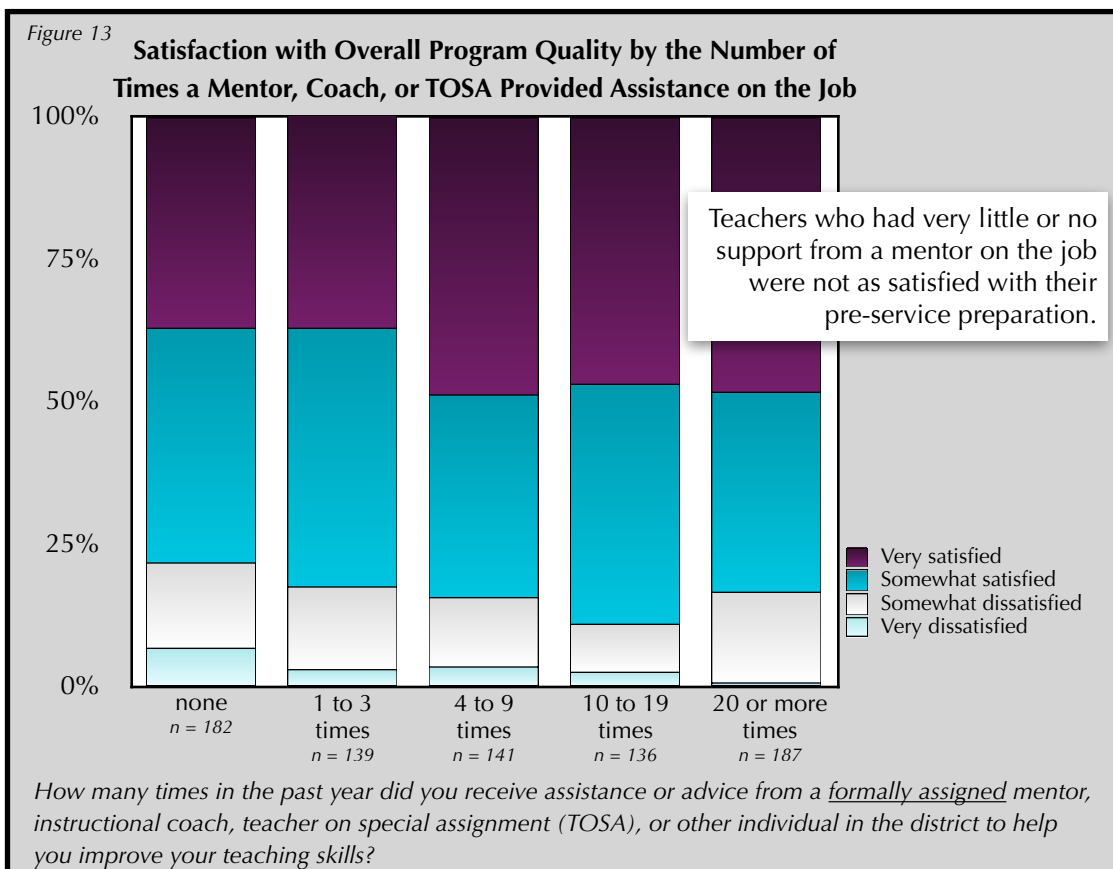
Nearly all teachers reported that a supervisor spent at least 10 to 15 minutes observing their classroom at least once in the last year (93 percent), including six whose supervisor observed at least 50 times. On average, supervisors observed teachers five times during the previous year, though a full third (34 percent)

indicated their supervisor only made two to three observations during the year. Most respondents thought their principal understood their teacher preparation program either somewhat (46 percent) or very well (24 percent); equal proportions did not think their principal understood their program at all (15 percent) or did not know what their principal understood about their preparation (15 percent).

Three-quarters of respondents (77 percent) received assistance or advice at least once during the year from a formally assigned mentor, instructional coach, teacher on special assignment (TOSA), or other

individual to support their development. Two percent of respondents received this type of assistance at least 100 times, though among those who received any formal support, half had assistance ten times or less, with teachers on average receiving this type of support 21 times during the year. Nearly three-quarters of those who received formal assistance worked with a mentor (71 percent), while many worked with an instructional coach (29 percent), a TOSA (22 percent), or other educator (8 percent). Many were assigned more than one supporting educator (27

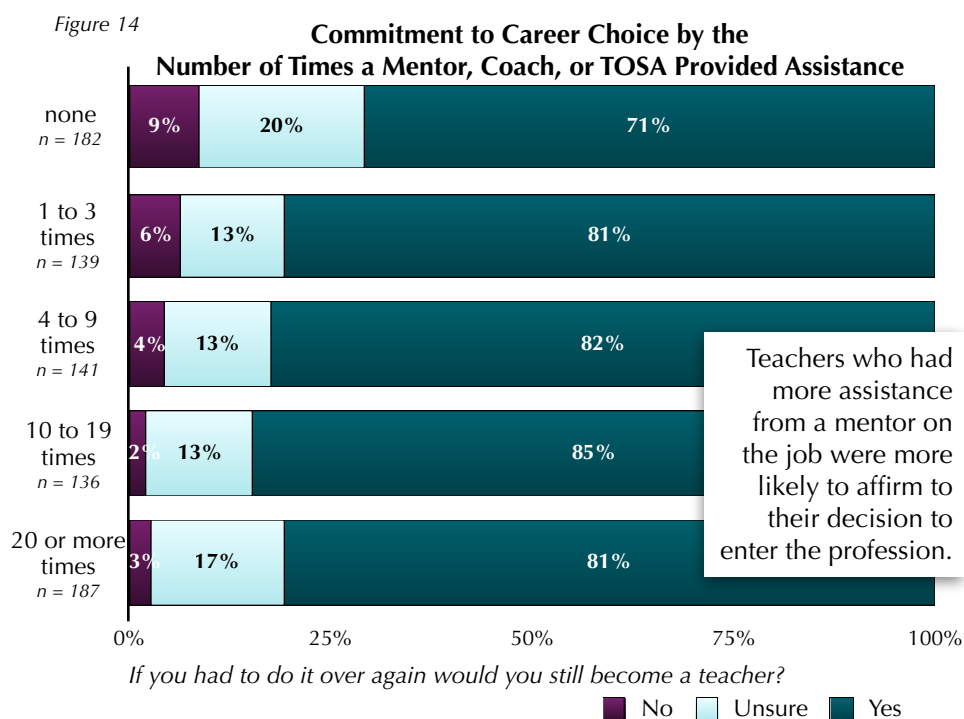
percent), including two-and-a-half percent who worked with three or more. Nearly a quarter of respondents (23 percent) did not receive any assistance or advice from a formally assigned educator or specialist, though a substantial number of all respondents received informal mentoring from another educator in their building (78 percent). Similar to teachers in 2018, six percent of respondents neither had the benefit of formally assigned assistance nor informal mentoring.



Teachers' satisfaction with their educator preparation program was related to the extent that they received assistance from a formally assigned mentor, instructional coach, TOSA, or other senior educator. Notably, just over a third of teachers who received no advise or assistance (37 percent) and those who received assistance three times or less during the year (37 percent) were very satisfied with the overall quality of their program, while nearly half of teachers who received assistance four or more times (47 percent) were very satisfied (see Figure 13). In contrast, while seven percent of teachers who received no support from a mentor or coach were very dissatisfied with their educator preparation program, that figure drops to just a half of a percent who were very dissatisfied among those who received support 20 times or more.

Overall Preparation

Teachers were asked to estimate their overall preparation to adapt to their current school environment, and also their new role as a practicing teacher, using a scale of one to ten, with one meaning not prepared and ten meaning the skills of an expert. About two-thirds of respondents rated their preparation as a seven or higher, both for their current school environment (64 percent) and for their new role as a practicing teacher (66 percent). Teachers' responses, on average, indicated most were prepared to adapt to their current school environment (mean = 6.79), as well as their new role as a practicing teacher (mean = 6.90). Just a quarter of respondents estimated their preparation was below the scale midpoint, both for their school environment (24 percent) and for their teaching role (22 percent).



Career Retention

Most teachers, overall, were committed to their career choice. Two-thirds of respondents planned to continue working as a teacher as long as they are able (64 percent), and an additional 13 percent intended to continue until they are promoted into administration or another position in education.

A clear majority of respondents would still become a teacher (79 percent), given the opportunity to make the decision again. Teachers' commitment to their career choice, however, was related to their experience on the job. Less than three-

quarters of teachers who never had assistance or advice from a mentor, coach, TOSA, or other professional affirmed their decision to become a teacher (71 percent) (see Figure 14). This figure rises to 81 percent or more among teachers who received any professional support. Among teachers who did not receive any assistance, nine percent would not become a teacher again, and 20 percent were unsure. In contrast, among teachers who had the benefit of assistance from an assigned professional four times or more, up to four percent would not do it again.

Conclusions

Beginning teachers, overall, felt prepared for their jobs. More than three-quarters of respondents rated their preparation for their new school (76 percent) and their new role (79 percent) above the midpoint on a 10-point scale; nearly a fifth thought they were prepared with or near the skills of an expert, at the level of a nine or 10. For just ten of the 23 discrete practices measuring effective teaching and learning, three-quarters of respondents or more estimated their pre-service preparation above the midpoint, suggesting underlying nuance may best explain these overall figures.

In line with previous surveys, teachers were best prepared to demonstrate respect for learners and to reflect on their practice for continuous improvement. More than a third of respondents thought they began their careers nearing the skills of an expert in these practices, at a nine or ten. Poised for ongoing improvement, teachers were also very well prepared to work with their colleagues and participate in professional learning opportunities, as well as to plan from the Common Core Standards. Rapid teacher development is key for those assigned to schools whose learners often experience challenges performing as well as their peers, and/or are from lower

income families—schools whose faculty are disproportionately represented by beginning teachers (Ingersoll & Merrill, 2017; Taie & Goldring, 2017).

Teachers were also well prepared to create more equitable learning opportunities by differentiating their practice to meet the needs of Oregon’s increasingly diverse learners. According to the Oregon Department of Education, 38 percent of Oregon learners identified as students of color in the same academic year this survey was administered (ODE, 2019). Race matters, both for learners and their teachers whose expectations can differ with the race of their students, especially among first-year teachers at high needs schools (Vinopal and Holt, 2019). While policies and programs to diversify Oregon’s teaching workforce are underway statewide and among individual OACTE member institutions, results will be realized incrementally over several years.

While the average preparation for each of the discrete skills suggests teachers started strong overall, at least of third or more of teachers estimated their preparation below the midpoint for four of the 23 items measuring preparation for effective teaching and learning. These results suggest they could have been better prepared to take advantage of time outside of class to build relationships with students, to develop community connections, to maintain discipline, and to

incorporate language development to support multilingual learners. Working with a formally assigned mentor or other supportive senior educator on the job helped to reinforce teachers’ sense of preparation. Teachers who had the benefit of some type of mentoring or coaching were more satisfied with their educator preparation program’s overall quality, felt better prepared to adapt to their new role as a practicing teacher, better prepared to adapt to their new school environment, and were more likely to affirm their decision to enter the teaching profession. On-the-job mentoring is beyond the purview of Oregon’s educator preparation programs, and thus preparation must be rigorous enough for those who will not have ongoing support. Programs that have the capacity to maintain one-on-one contact with their alumni may be able to fill a portion of this gap, though resources available for these types of activities differ substantially across institutions. Statewide or regional discipline-focused professional groups could also supplement gaps in district or school-based mentoring programs to the extent that sufficient inertia allows them to emerge.

In the meantime, robust and comprehensive curriculum and resources to support current teacher candidates and beginning teachers in the classroom to improve their existing—well-developed—skills in differentiation and equity practices must be as dynamic as Oregon’s classrooms and changing communities.

The 23 indicators of effective teaching and learning measured by this instrument all depend on one another for teachers to implement well across domains. Student and family relationships, community resources, and the centrality of language are all keys to understanding students'

perspectives, values, habits, and learning styles so teachers can be more agile and creative adapting techniques and managing their classrooms with a learning-oriented climate.

References

- 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). *Principles 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.
- Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). *The Impact of Providing Performance Feedback to Teachers and Principals* (NCEE 2018-4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- 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.
- 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>.

- 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 2018-2019. Downloaded from <https://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.
- 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.

Vinopal, K., & Holt, S. (2019). Rookie mistakes: The interplay of teacher experience and racial representation. *Education Researcher, 48*,(7), 421-437.

Appendices

Summary Data Tables

InTASC Model Core Teaching Standards: Learner and Learning

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 learners and learning?

Learner and Learning		
Provide students equitable opportunities to learn by treating them differently		
	frequency	percent
1	7	0.82%
2	10	1.17%
3	30	3.50%
4	45	5.24%
5	87	10.14%
6	98	11.42%
7	211	24.59%
8	232	27.04%
9	87	10.14%
10	51	5.94%
Total	858	100.00%

Learner and Learning		
Deliver developmentally appropriate, challenging learning experiences		
	frequency	percent
1	10	1.17%
2	11	1.28%
3	37	4.31%
4	36	4.20%
5	122	14.22%
6	118	13.75%
7	216	25.17%
8	202	23.54%
9	74	8.62%
10	32	3.73%
Total	858	100.00%

Learner and Learning		
Set up a classroom that motivates learners with diverse needs		
	frequency	percent
1	18	2.10%
2	23	2.68%
3	50	5.83%
4	54	6.29%
5	112	13.05%
6	115	13.40%
7	202	23.54%
8	172	20.05%
9	82	9.56%
10	30	3.50%
Total	858	100.00%

Learner and Learning		
Incorporate language development strategies to make content accessible to English Language Learners		
	frequency	percent
1	23	2.68%
2	34	3.96%
3	57	6.64%
4	64	7.46%
5	105	12.24%
6	125	14.57%
7	170	19.81%
8	177	20.63%
9	63	7.34%
10	40	4.66%
Total	858	100.00%

Learner and Learning		
Maintain effective classroom discipline		
	frequency	percent
1	25	2.91%
2	51	5.94%
3	77	8.97%
4	64	7.46%
5	112	13.05%
6	124	14.45%
7	173	20.16%
8	146	17.02%
9	53	6.18%
10	33	3.85%
Total	858	100.00%

Learner and Learning		
Use time outside of class to develop relationships with students and learn their perspectives		
	frequency	percent
1	57	6.64%
2	34	3.96%
3	66	7.69%
4	71	8.28%
5	117	13.64%
6	105	12.24%
7	165	19.23%
8	124	14.45%
9	70	8.16%
10	49	5.71%
Total	858	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 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?

Content Knowledge		
Develop activities in which learners work together to solve problems		
	frequency	percent
1	10	1.18%
2	14	1.65%
3	45	5.31%
4	36	4.25%
5	98	11.57%
6	124	14.64%
7	213	25.15%
8	177	20.90%
9	92	10.86%
10	38	4.49%
Total	847	100.00%

Content Knowledge		
Create experiences that require learners to use the correct academic vocabulary		
	frequency	percent
1	5	0.59%
2	21	2.48%
3	40	4.73%
4	45	5.32%
5	115	13.59%
6	138	16.31%
7	200	23.64%
8	164	19.39%
9	79	9.34%
10	39	4.61%
Total	846	100.00%

Content Knowledge		
Ensure learners apply concepts and methods of the discipline to real-world contexts		
	frequency	percent
1	11	1.30%
2	19	2.25%
3	48	5.67%
4	50	5.91%
5	113	13.36%
6	123	14.54%
7	209	24.70%
8	164	19.39%
9	76	8.98%
10	33	3.90%
Total	846	100.00%

Content Knowledge		
Design activities that require students to gather information and generate new ideas		
	frequency	percent
1	12	1.42%
2	19	2.25%
3	43	5.09%
4	54	6.39%
5	120	14.20%
6	130	15.38%
7	180	21.30%
8	175	20.71%
9	80	9.47%
10	32	3.79%
Total	845	100.00%

Content Knowledge		
Assist students in analyzing subject-specific concepts from multiple perspectives		
	frequency	percent
1	17	2.01%
2	21	2.49%
3	60	7.10%
4	60	7.10%
5	103	12.19%
6	151	17.87%
7	183	21.66%
8	154	18.22%
9	67	7.93%
10	29	3.43%
Total	845	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 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?

Instructional Practice		
Plan instruction using specific Common Core Standards		
	frequency	percent
1	13	1.57%
2	12	1.45%
3	26	3.14%
4	34	4.10%
5	69	8.32%
6	78	9.41%
7	156	18.82%
8	201	24.25%
9	153	18.46%
10	87	10.49%
Total	829	100.00%

Instructional Practice		
Conduct a variety of standards-based formative and summative assessments		
	frequency	percent
1	10	1.21%
2	15	1.81%
3	32	3.86%
4	42	5.07%
5	75	9.05%
6	110	13.27%
7	182	21.95%
8	203	24.49%
9	109	13.15%
10	51	6.15%
Total	829	100.00%

Instructional Practice		
Work with learners to design lessons that build on prior experiences and strengths		
	frequency	percent
1	10	1.21%
2	12	1.45%
3	27	3.26%
4	55	6.63%
5	87	10.49%
6	129	15.56%
7	198	23.88%
8	193	23.28%
9	75	9.05%
10	43	5.19%
Total	829	100.00%

Instructional Practice		
Use technology to enhance instruction		
	frequency	percent
1	11	1.33%
2	28	3.38%
3	38	4.58%
4	44	5.31%
5	101	12.18%
6	112	13.51%
7	176	21.23%
8	176	21.23%
9	99	11.94%
10	44	5.31%
Total	829	100.00%

Instructional Practice		
Deliver research-based, interdisciplinary instruction		
	frequency	percent
1	15	1.81%
2	25	3.02%
3	30	3.62%
4	73	8.81%
5	80	9.65%
6	124	14.96%
7	183	22.07%
8	168	20.27%
9	95	11.46%
10	36	4.34%
Total	829	100.00%

Instructional Practice		
Use assessments to engage learners in monitoring their own progress / achievement		
	frequency	percent
1	13	1.57%
2	20	2.41%
3	41	4.95%
4	63	7.60%
5	102	12.30%
6	122	14.72%
7	169	20.39%
8	181	21.83%
9	80	9.65%
10	38	4.58%
Total	829	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 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?

Professional Responsibility		
Demonstrate respect for learners and families, even when they are not in your presence		
	frequency	percent
1	12	1.46%
2	11	1.34%
3	15	1.83%
4	22	2.68%
5	50	6.09%
6	66	8.04%
7	143	17.42%
8	191	23.26%
9	155	18.88%
10	156	19.00%
Total	821	100.00%

Professional Responsibility		
Reflect on and self-evaluate teaching to improve practice		
	frequency	percent
1	3	0.37%
2	11	1.34%
3	17	2.07%
4	25	3.05%
5	48	5.85%
6	78	9.50%
7	140	17.05%
8	204	24.85%
9	177	21.56%
10	118	14.37%
Total	821	100.00%

Professional Responsibility		
Work with colleagues to improve learner development		
	frequency	percent
1	10	1.22%
2	17	2.07%
3	27	3.29%
4	46	5.60%
5	85	10.35%
6	97	11.81%
7	159	19.37%
8	175	21.32%
9	128	15.59%
10	77	9.38%
Total	821	100.00%

Professional Responsibility		
Engage in professional learning to build skills and acquire new discipline-specific knowledge		
	frequency	percent
1	14	1.71%
2	17	2.07%
3	28	3.41%
4	31	3.78%
5	90	10.96%
6	101	12.30%
7	166	20.22%
8	172	20.95%
9	134	16.32%
10	68	8.28%
Total	821	100.00%

Professional Responsibility		
Communicate with families from diverse backgrounds to improve learner development		
	frequency	percent
1	33	4.02%
2	31	3.78%
3	37	4.51%
4	54	6.58%
5	100	12.18%
6	110	13.40%
7	154	18.76%
8	161	19.61%
9	85	10.35%
10	56	6.82%
Total	821	100.00%

Professional Responsibility		
Develop connections to community resources		
	frequency	percent
1	43	5.24%
2	36	4.38%
3	55	6.70%
4	60	7.31%
5	122	14.86%
6	131	15.96%
7	137	16.69%
8	140	17.05%
9	69	8.40%
10	28	3.41%
Total	821	100.00%

Satisfaction with Educator Preparation Program

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

Satisfaction with Educator Preparation Program		
Support of cooperating classroom teacher during student teaching		
	frequency	percent
Very dissatisfied	39	4.92%
Somewhat dissatisfied	66	8.32%
Somewhat satisfied	167	21.06%
Very satisfied	521	65.70%
Total	793	100.00%

Satisfaction with Educator Preparation Program		
Responsiveness of university advisors		
	frequency	percent
Very dissatisfied	34	4.28%
Somewhat dissatisfied	72	9.07%
Somewhat satisfied	240	30.23%
Very satisfied	448	56.42%
Total	794	100.00%

Satisfaction with Educator Preparation Program		
Quality of university supervision during student teaching		
	frequency	percent
Very dissatisfied	28	3.53%
Somewhat dissatisfied	96	12.11%
Somewhat satisfied	241	30.39%
Very satisfied	428	53.97%
Total	793	100.00%

Satisfaction with Educator Preparation Program		
Depth of coverage in culturally responsive instruction		
	frequency	percent
Very dissatisfied	31	3.90%
Somewhat dissatisfied	96	12.09%
Somewhat satisfied	310	39.04%
Very satisfied	357	44.96%
Total	794	100.00%

Satisfaction with Educator Preparation Program		
Student support services (e.g., assistance with licensure and testing, special needs accommodations)		
	frequency	percent
Very dissatisfied	37	4.66%
Somewhat dissatisfied	99	12.47%
Somewhat satisfied	317	39.92%
Very satisfied	341	42.95%
Total	794	100.00%

Satisfaction with Educator Preparation Program		
Effectiveness of instruction		
	frequency	percent
Very dissatisfied	23	2.90%
Somewhat dissatisfied	102	12.88%
Somewhat satisfied	379	47.85%
Very satisfied	288	36.36%
Total	792	100.00%

Satisfaction with Educator Preparation Program		
Depth of content in teaching methods		
	frequency	percent
Very dissatisfied	44	5.55%
Somewhat dissatisfied	103	12.99%
Somewhat satisfied	383	48.30%
Very satisfied	263	33.17%
Total	793	100.00%

Satisfaction with Educator Preparation Program		
Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking)		
	frequency	percent
Very dissatisfied	49	6.18%
Somewhat dissatisfied	154	19.42%
Somewhat satisfied	293	36.95%
Very satisfied	297	37.45%
Total	793	100.00%

Satisfaction with Educator Preparation Program		
Usefulness of the curriculum in your current role		
	frequency	percent
Very dissatisfied	43	5.44%
Somewhat dissatisfied	143	18.08%
Somewhat satisfied	383	48.42%
Very satisfied	222	28.07%
Total	791	100.00%

Satisfaction with Educator Preparation Program		
Overall quality of the program		
	frequency	percent
Very dissatisfied	25	3.16%
Somewhat dissatisfied	109	13.80%
Somewhat satisfied	311	39.37%
Very satisfied	345	43.67%
Total	790	100.00%

Overall Preparation and Career Retention

How well did your teacher preparation program prepare you to adapt to your current school environment?		
	frequency	percent
1	12	1.52%
2	15	1.90%
3	38	4.80%
4	50	6.32%
5	74	9.36%
6	93	11.76%
7	171	21.62%
8	196	24.78%
9	96	12.14%
10	46	5.82%
Total	791	100.00%

How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher?		
	frequency	percent
1	10	1.27%
2	12	1.52%
3	31	3.92%
4	52	6.58%
5	65	8.23%
6	97	12.28%
7	184	23.29%
8	183	23.16%
9	101	12.78%
10	55	6.96%
Total	790	100.00%

How long do you anticipate continuing to work as a PK-12 teacher?		
	frequency	percent
As long as I am able	506	64.13%
Until I am promoted into administration or other position in education	102	12.93%
Undecided	89	11.28%
Until a more desirable job comes along	33	4.18%
Definitely plan to leave as soon as I can	8	1.01%
Other	51	6.46%
Total	789	100.00%

If you had it to do over again would you still become a teacher?		
	frequency	percent
No	39	4.95%
Unsure	123	15.61%
Yes	626	79.44%
Total	788	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

TOSA: Teacher on Special Assignment

TSPC: Teacher Standards and Practices Commission



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

