Ready for the Classroom, Part II

2019 Survey of PK-12 School Administrators

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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.

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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 guiding principles behind 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 collaborating 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 administrators' 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. The total population of Oregon school administrators who supervised beginning teachers was 1,780.

Supervisors of a third of Oregon beginning teachers submitted viable responses to the survey (34 percent), representing well more than a third of administrators at individual schools who received one or more survey invitation (43 percent). The institutional response rate for all but one OACTE member institutions surpassed the minimum 20 percent required by program accreditation and approval agencies. Survey respondents supported beginning teachers in 355 schools across 109 districts in 32 counties in all corners of the state.

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 administrators to reflect on teachers' 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. Administrators rated on a scale of one to ten teachers' pre-service preparation for each of the 23 indicators of effective teaching and learning.

- Among the six items measuring the Learner and Learning domain, supervisors thought teachers, on average, were better prepared to use time outside of class for relationship building with students (mean = 7.28) and to treat students equitably by differentiating instruction (mean = 7.27) than other teaching practices. They did not think teachers were as well prepared to maintain discipline (mean = 6.77) or to incorporate language development to avail their lessons to learners who grew up speaking any language (mean = 6.70).
- Along the continuum of teachers' preparation for each of the five items measuring the Content Knowledge domain, supervisors, on average, thought teachers' preparation to help learners practice correct language use (mean = 7.02) and to develop learning activities that require collaborative problem solving (mean = 7.01) was stronger than other practices defining the Content Knowledge domain. In contrast, supervisors thought teachers'

preparation to help learners examine critically important concepts from different perspectives (mean = 6.77) was not as strong as other Content Knowledge items.

- Among supervisors' average estimate of teachers' readiness for each of the six items measuring the Instructional Practice domain, they thought teachers were best prepared to plan instruction using the Common Core Standards (mean = 7.30). Conversely, supervisors thought teachers were not as well prepared to engage students in monitoring their own achievement (mean = 6.63).

- On average, of the six items measuring teachers' preparation for the Professional Responsibility domain—and among all 23 items measuring teachers' preparation for effective teaching and learning—supervisors thought teachers were best prepared to demonstrate respect for learners and their families, regardless of whether the families were standing in front of them (mean = 7.89). Supervisors, on average, indicated they did not think teachers were as well prepared to develop connections to community resources as the other practices measuring the Professional Responsibility domain (mean = 6.65).

- Administrators were asked to estimate teachers' overall preparation on a scale of one to 10, with one meaning poorly prepared as a first year teacher, and ten meaning teachers began their jobs exceptionally well prepared with expert level skills. Half (50 percent) rated teachers' overall preparation as an eight or higher. Administrators, on average, rated teachers' overall preparation for the job at 7.17.

- Nearly all supervisors were either somewhat satisfied (27 percent) or very satisfied (63 percent) with the overall performance of their beginning teachers. The vast majority (84 percent) would hire or recommend hiring the same teacher(s) again if they had the opportunity to make a new decision.

Conclusions

Administrators and others who supported Oregon beginning teachers indicated most were prepared for their challenging jobs. Perhaps most importantly, supervisors indicated that teachers were best prepared to respect learners and their families. Also of utmost importance, most supervisors thought beginning teachers were well prepared for their professional growth through professional learning, collaboration with their colleagues, and reflection on their practice.

While preparation for all of the discrete teaching practices was strong, supervisors' responses also highlighted several practices in which beginning teachers could be better skilled at the start of their careers: engaging learners in their own achievement, working with the community, language development for

multilingual learners, maintaining discipline, and supporting learners in multifaceted, critical analysis of important concepts.

These results echo the words of supervisors who cite diversity, differentiation, and culturally responsive practice as essential skills for future teachers. Many also cite an increase in student and family trauma, as well as the number and severity of behavioral problems that transpire in the classroom, and with these issues greater need for teachers to arrive with advanced classroom management skills.

Teachers' preparation to build student relationships and to provide equitable learning opportunities was strong, even if they were still better prepared for their professional growth, and a deep practice of respect that will enable them to build relationships with learners. Strong relationships with families and the community may help teachers to differentiate their practice more effectively, and to maintain a classroom climate that supports learners who may be working to overcome great challenges in other areas of their lives.

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Background and Purpose

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 the most effective teaching and learning practices. This 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 the 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 the 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 have traditionally struggled in U.S. schools.

Grounded in principles of equitable achievement, the Model Core Teaching high describe the performances, knowledge, and dispositions that support high achievement 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 from the minute they embark on their careers. This report summarizes the results of administrators' responses. Teachers' 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 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 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 employ when they exhibit the principles outlined by the InTASC Model Core Teaching Standards. The survey was administered as a closed-access instrument so that administrators'

responses could be linked to specific educator preparation programs for analysis. 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.

The total population of Oregon school administrators who supervised beginning teachers was 1,780 (see Table 1).

Data Collection
The Supervisor Survey was administered during summer 2019. In June, after the conclusion of the academic year, OACTE sponsored an exhibit booth at the Confederation of Oregon School Administrators (COSA) annual spring administrator conference to promote the Supervisor Survey. While data collection could not begin until later in the summer due to unanticipated delays, the annual conference provided a forum in which to raise awareness about OACTE as a coalition among individuals in a key stakeholder group, and to discuss the survey goals and past findings. In addition, a number of school and district-level administrators requested information and resources about specific needs in their district or program. While nearly all administrators who visited OACTE's exhibit booth were familiar with one or more of Oregon's educator preparation programs, almost none were aware they worked together as a coalition with an independent identity and organizational structure. Few were familiar with the survey project, though some participants recalled completing the survey in previous years and receiving a thank you gift.

An email invitation was sent to administrators the second week in July, asking recipients to reflect on the pre-service preparation of a specific beginning teacher. Administrators who employed more than one beginning teacher were sent separate email invitations for each teacher, thus enabling evaluators to provide OACTE program leaders with results most germane to their programs. While a number of administrators were out of the office for part or all of the month of July, reminder emails were timed to coincide with their return to work for the summer. Administrators were invited to complete the survey themselves, or to forward the link to another educator who worked closely with the teacher. The survey did not track which responses were submitted from a forwarded email invitation.

OACTE offered all respondents a $5.00 gift card to Amazon.com and selected one supervisor at random to receive an additional $50.00 gift card when the survey closed. Respondents who completed the survey multiple times, reflecting on the preparation of more than one beginning teacher, were offered a gift card for each response submitted.

Sample Summary

Supervisors of a third of Oregon beginning teachers submitted viable responses to the survey (34 percent) (see Table 1), representing well more than a third of administrators at individual schools who received one or more survey invitation (43 percent) (see Table 2). To include all useful data in the analysis, evaluators considered responses viable if the first section of questions about teachers' preparation for the InTASC Model Core Teaching Standards was complete. While more than half of administrators were sent more than one survey invitation (55 percent)—including 19 who employed seven or more beginning teachers—administrators from more than half of the schools submitted their reflections on the preparation of just one beginning teacher (61 percent, see Table 2).

Table 1

Administrator Survey Response by Institution					
	Oregon Teachers Licensed in 2016-17 or 2017-18		Survey Response		Response Rate
	frequency	% of teachers	frequency	% of response	
Concordia University - Oregon	182	10.22%	67	11.09%	**36.81%**
Corban University	54	3.03%	24	3.97%	**44.44%**
Eastern Oregon University	100	5.62%	36	5.96%	**36.00%**
George Fox University	143	8.03%	58	9.60%	**40.56%**
Lewis and Clark College	67	3.76%	19	3.15%	**28.36%**
Linfield College	21	1.18%	3	0.50%	**14.29%**
Marylhurst University	20	1.12%	8	1.32%	**40.00%**
Multnomah University	7	0.39%	3	0.50%	**42.86%**
Northwest Christian University	42	2.36%	18	2.98%	**42.86%**
Oregon State University	194	10.90%	65	10.76%	**33.51%**
Pacific University	134	7.53%	40	6.62%	**29.85%**
Portland State University	264	14.83%	73	12.09%	**27.65%**
Southern Oregon University	129	7.25%	35	5.79%	**27.13%**
University of Oregon	124	6.97%	37	6.13%	**29.84%**
University of Portland	51	2.87%	20	3.31%	**39.22%**
Warner Pacific University	13	0.73%	4	0.66%	**30.77%**
Western Oregon University	235	13.20%	94	15.56%	**40.00%**
Total	**1780**	**100.00%**	**604**	**100.00%**	**33.93%**

Table 2

Number of Beginning Teachers per School				
	Population of Administrators		Survey Response	
	frequency	percent	frequency	percent
1 teacher	380	45.51%	216	60.85%
2 teachers	220	26.35%	81	22.82%
3 teachers	116	13.89%	32	9.01%
4 teachers	59	7.07%	10	2.82%
5 teachers	23	2.75%	10	2.82%
6 teachers	18	2.16%	2	0.56%
7 teachers	11	1.32%	4	1.13%
8 or more teachers	8	0.96%	—	—
Total Schools	835	100.00%	355	100.00%

The institutional response rate for all but one of the OACTE member institutions surpassed the minimum 20 percent required by program accreditation and approval agencies, including Marylhurst and Multnomah Universities that closed in recent years (see Table 1). These responses were included in the analysis as part of the cohort of beginning teachers who continue to support learners in public schools throughout Oregon. Together, supervisors of teachers from Western Oregon and Portland State universities made up more than a quarter of responses (28 percent). At least forty percent of administrators of teachers from Corban, George Fox, Northwest Christian, and Western Oregon universities responded to the survey. Corban University achieved the highest response rate at 44 percent, while Western Oregon netted the greatest number of responses from teachers' administrators.

Respondents supported beginning teachers in 355 schools across 109 districts in 32 counties in all corners of the state. The largest number of responses were submitted by supervisors from schools in the Willamette Valley (39 percent) and greater Portland Metropolitan area (35 percent), where the population is most concentrated (see Table 3). Supervisors of teachers from schools located in Central, Coastal, Eastern, and Southern Oregon comprised a quarter of responses (26 percent), including 10 respondents from Grant, Harney, Morrow, and Wheeler counties combined, representing some of Oregon's most rural communities. No supervisors responded from schools located in Gilliam, Lake, Sherman, or Wallowa counties, among the least populous areas of the state.

Table 3

Region of Administrators' School				
	Survey Population		Survey Response	
	frequency	percent	frequency	percent
Central (Crook, Deschutes, Hood River, Jefferson, Wasco counties)	89	5.03%	30	4.99%
Coastal (Clatsop, Columbia, Coos, Lincoln, Tillamook counties)	96	5.42%	41	6.82%
Eastern (Baker, Gilliam, Grant, Harney, Lake, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wheeler counties)	111	6.27%	38	6.32%
Metropolitan (Clackamas, Multnomah, Washington counties)	675	38.11%	212	35.27%
Southern (Curry, Douglas, Jackson, Josephine, Klamath counties)	195	11.01%	48	7.99%
Willamette Valley (Benton, Lane, Linn, Marion, Polk, Yamhill counties)	605	34.16%	232	38.60%
Total	1,771	100.00%	601	100.00%

Records indicated these four counties together were home to schools that hosted seven beginning teachers, though these figures do not account for teacher mobility during the period between the time contract records were recorded and the commencement of data collection for this survey.

Detecting which responses were submitted from survey links that were forwarded from the building administrator to other educators was not important, and thus no requisite measures were programmed into the survey procedures. Nearly all respondents indicated they were a principal (92 percent), suggesting that very few building administrators were likely to have forwarded the link. The few respondents who held other positions included assistant or vice principal (three percent), superintendent (two percent), mentor (0.33 percent), and others (two percent). Most worked with the teacher for five months to a year (55 percent), with less than half working with the teacher for longer than a year (44 percent), and just a few working with the teacher for less than five months (0.83 percent). A handful of respondents believed the teacher was assigned either a position that was partially outside of the teacher's endorsements (three percent), or not in accordance with the teacher's endorsements at all (two percent).

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' supervisors believe teachers began their jobs prepared for the essential performances, skills, and habits 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 administrators to reflect on teachers' 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. The survey is not designed to be a performance evaluation tool. Rather, by asking administrators to rate how well prepared for specific practices teachers were when they first began their jobs, the results of the survey are a reflection of Oregon's teacher preparation programs.

Administrators rated on a scale of one to ten teachers' pre-service preparation for each of the 23 indicators of effective teaching and learning. One meant the administrator thought the teacher began teaching without any preparation for a specific skill. Ten meant the administrator thought the teacher started the job with the skill of an expert and had little room for improvement. While each of the 23 items on the survey are common practices that all teachers should expect to perform regardless of where they work, supervisors may not have had the opportunity to observe or assist teachers with all of them. The response scale included an option for supervisors to indicate they did not know or otherwise had no basis on which to

evaluate teachers' readiness for a specific practice.

Learner and Learning

Learners present an array of learning styles, life experiences, communication patterns, and perspectives that can advantage or challenge their success in the classroom. Effective teachers identify and draw up all students through their unique strengths creatively and flexibly, for the benefit of all. Defined by six survey items in this survey, the Learner and Learning domain describes the different mechanisms through which teachers set the scene for an adaptive learning environment that sparks the interest of all learners, regardless of race, gender, economic class, ability, family background, or other unique combination of experiences and identities that shape participation and knowledge development and use.

Among the six items measuring the Learner and Learning domain, supervisors thought teachers, on average, were better prepared to use time outside of class for relationship building with students (mean = 7.28) and to treat students equitably by differentiating instruction (mean = 7.27) than other teaching practices (see Figure 5). They did not think teachers were as well prepared to maintain discipline (mean = 6.77) or to incorporate language development to avail their lessons to learners who grew up speaking any language (mean = 6.70). Consistently, supervisors have ranked teachers' average

preparation to integrate language development for multilingual learners lower in sequence than other items within the domain since the project's beginning in 2014.

Content Knowledge

Depth of content in any subject matter is itself diverse. Proficiency spans relevant literacy and comprehension, numeracy and measurement, investigative and analytic methods, and creative application and problem solving skills. The Content Knowledge domain summarizes the range of information and skills required for learners to develop and synthesize information into functional knowledge, defined by five items in this instrument.

Along the continuum of teachers' preparation for each item in the Content Knowledge domain, supervisors, on average, thought teachers' preparation to help learners practice correct language use (mean = 7.02) and to develop learning activities that require collaborative problem solving (mean = 7.01) was stronger than other practices defining the Content Knowledge domain (see Figure 6). In contrast, supervisors thought teachers' preparation to help learners examine critically important concepts from different perspectives (mean = 6.77) was not as strong as other Content Knowledge items. Supervisors ranked teachers' preparation for these five items in the same order as administrators who responded to the survey in 2018.

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

Figure 1

Learner and Learning Response by Level of Preparation

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

Provide students equitable opportunities to learn by treating them differently

Deliver developmentally appropriate, challenging learning experiences

Set up a classroom that motivates learners with diverse needs

Maintain effective classroom discipline

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

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

0%   25%   50%   75%   100%

Figure 2

Content Knowledge Response by Level of Preparation
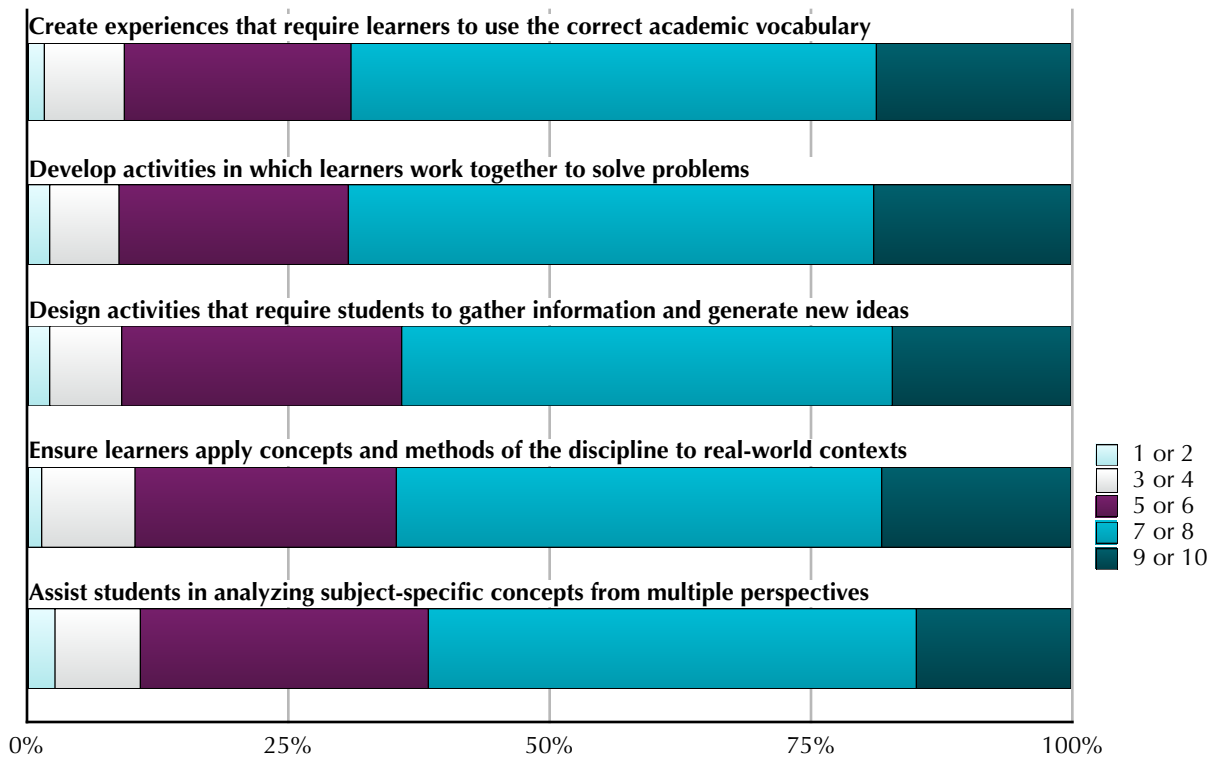
Create experiences that require learners to use the correct academic vocabulary

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

Assist students in analyzing subject-specific concepts from multiple perspectives

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

0%   25%   50%   75%   100%

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

Figure 3

Instructional Practice Response by Level of Preparation

Plan instruction using specific Common Core Standards

Use technology to enhance instruction

Deliver research-based, interdisciplinary instruction

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

Conduct a variety of standards-based formative and summative assessments

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

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

0%   25%   50%   75%   100%

Figure 4

Professional Responsibility Response by Level of Preparation

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

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

Work with colleagues to improve learner development

Reflect on and self-evaluate teaching to improve practice

Communicate with families from diverse backgrounds to improve learner development

Develop connections to community resources

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

0%   25%   50%   75%   100%

Instructional Practice

Learner-centered, adaptive practice requires teachers to be prepared with a wide assortment of skills, tools, and techniques for developing and delivering lessons with meaningful learning objectives, and for engaging and collaborating with learners to track their success. The Instructional Practice domain is defined by six items describing the technical tasks and measurable artifacts of the student-teacher interface that can be implemented in infinite ways.

Among supervisors' average estimate of teachers' readiness for each of the six items measuring the Instructional Practice domain, they thought teachers were best prepared to plan instruction using the Common Core Standards (mean = 7.30) (see Figure 7). Conversely, supervisors thought teachers were not as well prepared to engage students in monitoring their own achievement (mean = 6.63). Since the 2016 administration of this survey, supervisors have rank ordered teachers' preparation to plan instruction using the Common Core higher than other practices defining Instructional Practice, and ranked their preparation to use assessments to engage learners lower than other items in the domain.

Professional Responsibility

The very best teachers learn constantly. Even master teachers reflect on their experiences, seek new knowledge and skills, and work with professional colleagues, families, and the greater community to innovate and develop resources that strengthen the school, their classrooms, and the potential of each unique learner. The Professional Responsibility domain outlines teachers' obligations to their communities, their schools, their colleagues, and to themselves for continuous improvement and development, defined by six items in the OACTE Instrument.

On average, of the six items measuring teachers' preparation for the Professional Responsibility domain—and among all 23 items measuring teachers' preparation for effective teaching and learning—supervisors thought teachers were best prepared to demonstrate respect for learners and their families, regardless of whether the families were standing in front of them (mean = 7.89) (see Figure 8). Supervisors consistently have ranked teachers' preparation to demonstrate respect higher than their preparation for all other items since 2016.

Supervisors, on average, indicated they did not think teachers were as well prepared to develop connections to community resources as the other practices measuring the Professional Responsibility domain (mean = 6.65).

Figure 5 **Learner and Learning Scale Means**

Use time outside of class to develop relationships with students and learn their perspectives	7.28
Provide students equitable opportunities to learn by treating them differently	7.27
Deliver developmentally appropriate, challenging learning experiences	7.13
Set up a classroom that motivates learners with diverse needs	7.10
Maintain effective classroom discipline	6.77
Incorporate language development strategies to make content accessible to English Language Learners	6.70

overall = 7.04

1   2   3   4   5   6   7   8   9   10
No preparation   **Expert level skills**

Figure 6 **Content Knowledge Scale Means**

Create experiences that require learners to use the correct academic vocabulary	7.02
Develop activities in which learners work together to solve problems	7.01
Design activities that require students to gather information and generate new ideas	6.91
Ensure learners apply concepts and methods of the discipline to real-world contexts	6.90
Assist students in analyzing subject-specific concepts from multiple perspectives	6.77

overall = 6.92

1   2   3   4   5   6   7   8   9   10
No preparation   **Expert level skills**

Figure 7 **Instructional Practice Scale Means**

Plan instruction using specific Common Core Standards	7.30
Use technology to enhance instruction	7.06
Deliver research-based, interdisciplinary instruction	6.88
Work with learners to design lessons that build on prior experiences and strengths	6.86
Conduct a variety of standards-based formative and summative assessments	6.81
Use assessments to engage learners in monitoring their own progress / achievement	6.63

overall = 6.93

1   2   3   4   5   6   7   8   9   10
No preparation   **Expert level skills**

Figure 8 **Professional Responsibility Scale Means**

Demonstrate respect for learners and families, even when they are not in the teacher's presence	7.89
Engage in professional learning to build skills and acquire new discipline-specific knowledge	7.67
Work with colleagues to improve learner development	7.61
Reflect on and self-evaluate teaching to improve practice	7.51
Communicate with families from diverse backgrounds to improve learner development	7.14
Develop connections to community resources	6.65

overall = 7.42

1   2   3   4   5   6   7   8   9   10
No preparation   **Expert level skills**

For the first time since the 2016 administration of this survey, supervisors ranked teachers average preparation to develop community connections higher than one other item: use assessments to engage learners in monitoring their own progress/achievement, measuring the Instructional Practice domain (mean = 6.63). The difference between supervisors' responses on these two items, however, is negligible.

Across all items measuring all four domains, supervisors' average estimate of teachers' preparation for the Professional Responsibility domain was higher than their estimate of teachers' preparation for the Learner and Learning, Content Knowledge, and Instructional practice domains.

Overall Preparation and Retention

Retention in the profession is important for learners, as teacher effectiveness typically improves with teachers' professional experience. Strong pre-service preparation must be followed by professional development on the job.

Overall Preparation
Overall, administrators thought the beginning teachers at their schools were rather well prepared. Administrators were asked to estimate teachers' overall preparation on similar scale of one to ten, with one meaning poorly prepared as a first year teacher, and ten meaning teachers began their jobs exceptionally well prepared with expert level skills. Half (50 percent) rated teachers' overall preparation as an eight or higher on the scale of one to ten. Administrators, on average, rated teachers' overall preparation for the job at 7.17.

Teacher Development
Continued teacher development while on the job is crucial, especially among those in their first years of professional classroom service. Structured support, regular feedback, and other resources provided by employers can make a difference in teachers' satisfaction and retention in the profession (Darling-Hammond & Ducommun, 2012; Garet, Wayne, Brown, Rickles, Song & Manzeske, 2017; Raue & Gray, 2015). Nearly all administrators indicated their district provided at least one or more program or resource to support beginning teacher development (99 percent), including 81 percent whose districts provided four or more types of teacher development opportunities or resources. Nearly all administrators indicated their district provided opportunities to collaborate with other teachers (95 percent), professional learning (94 percent), feedback from a site

supervisors or senior educator (88 percent), or a mentor (82 percent). Just under two-thirds (62 percent) of respondents indicated their district provided an induction program for new teachers.

Supervisors' Commitment to Hiring Decision by Teachers' Classes within Endorsements

Supervisors who believed teachers were assigned classes entirely within their endorsements were more likely to affirm their decision to hire a teacher.

Some or all classes outside endorsements *(n = 29)*

All classes within endorsements *(n = 563)*

If you have to make a new recommendation for the first time today, would you hire or recommend hiring this teacher?
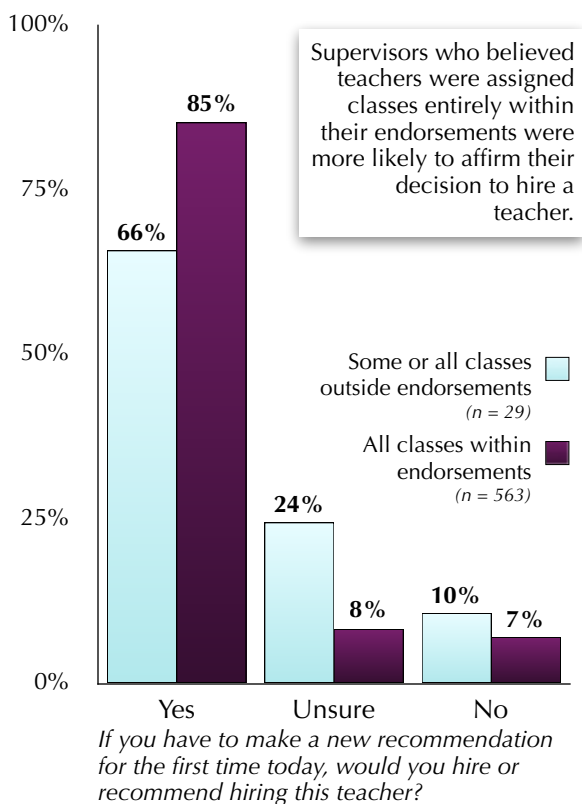
Satisfaction and Retention

Nearly all supervisors were either somewhat satisfied (27 percent) or very satisfied (63 percent) with the overall performance of their beginning teachers. The vast majority (84 percent) would hire or recommend hiring the same teacher(s) again if they had the opportunity to make a new decision. Teachers' assignment to classes within their endorsement area(s) was related to supervisors' affirmation of their decision. Nearly all supervisors who believed a teacher was working within licensed endorsements would make the same decision to hire the teacher again (85 percent) (see Figure 9). Just two-thirds of supervisors would re-commit among those who believed a teacher was working partially or entirely outside of licensed endorsements (66 percent). Caution should be used interpreting these results due to the very low number of supervisors who believed teachers were working outside their endorsements (five percent).

Conclusions

Administrators and others who supported Oregon beginning teachers indicated most were prepared for their challenging jobs. Two-thirds were very satisfied with beginning teachers' performance, and at least three-quarters of respondents

evaluated teachers' preparation above the mid-point for all 23 teaching practices used to measure effective teaching and learning.

Perhaps most importantly, supervisors indicated that teachers were best prepared to respect learners and their families. A substantial number of responses indicated beginning teachers started their jobs nearing the the level of an expert (41 percent), a nine or ten on a 10-point scale. Authentic respect is best observed, not in a teacher's direct interactions with a student or family, but rather in the way in which a teacher discusses a student or family in their absence. Respect for learners is an essential but insufficient element of student relationships that enable teachers to help students unlock the doors of any subject.

Also of utmost importance, most supervisors thought beginning teachers were well prepared for their professional growth through professional learning, collaboration with their colleagues, and self-reflection on their practice. Teacher development is vital during the first years on the job when their professional practice is emerging, when they are likely to improve the most, and when their risk of dropping out of the profession is the greatest (Darling-Hammond & Ducommun, 2012; Raue & Gray, 2015). Beginning teachers are more likely than experienced teachers to work in lower income and lower performing schools, where the students have the most at stake in their education (Ingersoll & Merrill, 2017; Taie & Goldring, 2017). A disposition of authentic respect coupled with habits and skills necessary for rapid

professional growth may be the most profoundly important preparation to support learners at high needs school. Supervisors have reported consistently over the lifespan of this project that teachers have been well prepared for these skills.

While preparation for all of the discrete teaching practices was strong, supervisors' responses also highlighted several practices in which beginning teachers could have been better skilled at the start of their careers: engaging learners in their own achievement, working with the community, language development for multilingual learners, maintaining discipline, and supporting learners in multifaceted, critical analysis of important concepts. Notably, fully a quarter of respondents estimated teachers' preparation was below the mid-point for integrating community and maintaining discipline.

These results echo the words of supervisors who cite diversity, differentiation, and culturally responsive practice as essential skills for future educators. Many also cite an increase in student and family trauma, as well as the number and severity of behavioral problems that transpire in the classroom, and with these issues greater need for teachers to arrive with advanced classroom management skills. With at least 75 percent of students eligible for the free and reduced price lunch program, nearly a quarter of Oregon schools are

"high poverty," according to the definition used by the National Center for Education Statistics; more than half of students are economically disadvantaged, regardless of where they attend school (ODE 2019). While trauma does not discriminate according to race, affluence, or other characteristics, students from socially marginalized or extremely low income backgrounds may be more prone to traumatizing experiences, and families with greater financial resources may have access to more health and social resources to support their students. Equitable and effective, student-centered classroom management may look different now than it did a decade or two ago.

Teachers' preparation to build student relationships and to provide equitable learning opportunities was strong, even if they were still better prepared for their professional growth, and a deep practice of respect that will enable them to build relationships with learners. Strong relationships with families and the community may help teachers to differentiate their practice more effectively, and to maintain a classroom climate that supports learners who may be working to overcome great challenges in other areas of their lives.

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

Learner and Learning Use time outside of class to develop relationships with students and learn their perspectives		
	frequency	percent
1	5	0.83%
2	9	1.49%
3	19	3.15%
4	17	2.81%
5	49	8.11%
6	74	12.25%
7	113	18.71%
8	134	22.19%
9	124	20.53%
10	53	8.77%
Don't know	7	1.16%
Total	604	100.00%

Learner and Learning Provide students equitable opportunities to learn by treating them differently		
	frequency	percent
1	2	0.33%
2	4	0.66%
3	17	2.81%
4	26	4.30%
5	39	6.46%
6	72	11.92%
7	124	20.53%
8	180	29.80%
9	106	17.55%
10	34	5.63%
Total	604	100.00%

Learner and Learning Deliver developmentally appropriate, challenging learning experiences		
	frequency	percent
1	3	0.50%
2	5	0.83%
3	20	3.31%
4	21	3.48%
5	57	9.44%
6	78	12.91%
7	119	19.70%
8	179	29.64%
9	91	15.07%
10	31	5.13%
Total	604	100.00%

Learner and Learning Set up a classroom that motivates learners with diverse needs		
	frequency	percent
1	4	0.66%
2	10	1.66%
3	18	2.98%
4	26	4.30%
5	50	8.28%
6	80	13.25%
7	126	20.86%
8	149	24.67%
9	97	16.06%
10	41	6.79%
Don't know	3	0.50%
Total	604	100.00%

Learner and Learning Maintain effective classroom discipline		
	frequency	percent
1	8	1.32%
2	24	3.97%
3	31	5.13%
4	28	4.64%
5	59	9.77%
6	75	12.42%
7	111	18.38%
8	138	22.85%
9	91	15.07%
10	37	6.13%
Don't know	2	0.33%
Total	604	100.00%

Learner and Learning Incorporate language development strategies to make content accessible to English Language Learners		
	frequency	percent
1	8	1.32%
2	6	0.99%
3	24	3.97%
4	37	6.13%
5	54	8.94%
6	91	15.07%
7	118	19.54%
8	139	23.01%
9	60	9.93%
10	20	3.31%
Don't know	47	7.78%
Total	604	100.00%

InTASC Model Core Teaching Standards: Content Knowledge

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

Content Knowledge Create experiences that require learners to use the correct academic vocabulary		
	frequency	percent
1	4	0.67%
2	7	1.16%
3	21	3.49%
4	24	3.99%
5	52	8.65%
6	77	12.81%
7	140	23.29%
8	158	26.29%
9	86	14.31%
10	26	4.33%
Don't know	6	1.00%
Total	601	100.00%

Content Knowledge Develop activities in which learners work together to solve problems		
	frequency	percent
1	1	0.17%
2	13	2.16%
3	20	3.33%
4	19	3.16%
5	51	8.49%
6	79	13.14%
7	152	25.29%
8	146	24.29%
9	85	14.14%
10	27	4.49%
Don't know	8	1.33%
Total	601	100.00%

Content Knowledge Design activities that require students to gather information and generate new ideas		
	frequency	percent
1	3	0.50%
2	10	1.66%
3	20	3.33%
4	21	3.49%
5	61	10.15%
6	99	16.47%
7	130	21.63%
8	150	24.96%
9	80	13.31%
10	22	3.66%
Don't know	5	0.83%
Total	601	100.00%

Content Knowledge Ensure learners apply concepts and methods of the discipline to real-world contexts		
	frequency	percent
1	3	0.50%
2	6	1.00%
3	22	3.66%
4	31	5.16%
5	62	10.32%
6	86	14.31%
7	139	23.13%
8	138	22.96%
9	83	13.81%
10	25	4.16%
Don't know	6	1.00%
Total	601	100.00%

Content Knowledge		
Assist students in analyzing subject-specific concepts from multiple perspectives		
	frequency	percent
1	5	0.83%
2	11	1.83%
3	18	3.00%
4	31	5.16%
5	63	10.48%
6	99	16.47%
7	136	22.63%
8	139	23.13%
9	66	10.98%
10	22	3.66%
Don't know	11	1.83%
Total	601	100.00%

InTASC Model Core Teaching Standards: Instructional Practice

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

Instructional Practice		
Plan instruction using specific Common Core Standards		
	frequency	percent
1	1	0.17%
2	7	1.17%
3	14	2.35%
4	17	2.85%
5	47	7.87%
6	59	9.88%
7	126	21.11%
8	189	31.66%
9	96	16.08%
10	32	5.36%
Don't know	9	1.51%
Total	597	100.00%

Instructional Practice		
Use technology to enhance instruction		
	frequency	percent
1	4	0.67%
2	4	0.67%
3	19	3.18%
4	32	5.36%
5	45	7.54%
6	87	14.57%
7	135	22.61%
8	144	24.12%
9	85	14.24%
10	38	6.37%
Don't know	4	0.67%
Total	597	100.00%

Instructional Practice		
Deliver research-based, interdisciplinary instruction		
	frequency	percent
1	3	0.50%
2	8	1.34%
3	22	3.69%
4	32	5.36%
5	51	8.54%
6	91	15.24%
7	132	22.11%
8	143	23.95%
9	76	12.73%
10	24	4.02%
Don't know	15	2.51%
Total	597	100.00%

Instructional Practice		
Work with learners to design lessons that build on prior experiences and strengths		
	frequency	percent
1	2	0.34%
2	14	2.35%
3	19	3.18%
4	24	4.02%
5	63	10.55%
6	88	14.74%
7	144	24.12%
8	137	22.95%
9	74	12.40%
10	26	4.36%
Don't know	6	1.01%
Total	597	100.00%

Instructional Practice		
Conduct a variety of standards-based formative and summative assessments		
	frequency	percent
1	5	0.84%
2	14	2.35%
3	17	2.85%
4	31	5.19%
5	56	9.38%
6	69	11.56%
7	178	29.82%
8	126	21.11%
9	76	12.73%
10	18	3.02%
Don't know	7	1.17%
Total	597	100.00%

Instructional Practice		
Use assessments to engage learners in monitoring their own progress / achievement		
	frequency	percent
1	5	0.84%
2	15	2.51%
3	25	4.19%
4	36	6.03%
5	62	10.39%
6	95	15.91%
7	149	24.96%
8	118	19.77%
9	64	10.72%
10	23	3.85%
Don't know	5	0.84%
Total	597	100.00%

InTASC Model Core Teaching Standards: Professional Responsibility

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

Professional Responsibility **Demonstrate respect for learners and families, even when they are not in the teacher s presence**		
	frequency	percent
1	2	0.34%
2	6	1.01%
3	8	1.34%
4	12	2.02%
5	27	4.54%
6	43	7.23%
7	96	16.13%
8	154	25.88%
9	158	26.55%
10	88	14.79%
Don't know	1	0.17%
Total	595	100.00%

Professional Responsibility **Engage in professional learning to build skills and acquire new discipline-specific knowledge**		
	frequency	percent
2	4	0.67%
3	12	2.02%
4	17	2.86%
5	34	5.71%
6	37	6.22%
7	121	20.34%
8	171	28.74%
9	143	24.03%
10	54	9.08%
Don't know	2	0.34%
Total	595	100.00%

Professional Responsibility **Work with colleagues to improve learner development**		
	frequency	percent
1	1	0.17%
2	7	1.18%
3	15	2.52%
4	15	2.52%
5	35	5.88%
6	54	9.08%
7	88	14.79%
8	186	31.26%
9	137	23.03%
10	57	9.58%
Total	595	100.00%

Professional Responsibility **Reflect on and self-evaluate teaching to improve practice**		
	frequency	percent
1	4	0.67%
2	11	1.85%
3	15	2.52%
4	15	2.52%
5	41	6.89%
6	37	6.22%
7	109	18.32%
8	178	29.92%
9	127	21.34%
10	58	9.75%
Total	595	100.00%

Professional Responsibility Communicate with families from diverse backgrounds to improve learner development		
	frequency	percent
1	1	0.17%
2	10	1.68%
3	23	3.87%
4	22	3.70%
5	42	7.06%
6	79	13.28%
7	122	20.50%
8	162	27.23%
9	90	15.13%
10	39	6.55%
Don't know	5	0.84%
Total	595	100.00%

Professional Responsibility Develop connections to community resources		
	frequency	percent
1	5	0.84%
2	16	2.69%
3	20	3.36%
4	35	5.88%
5	75	12.61%
6	92	15.46%
7	122	20.50%
8	125	21.01%
9	63	10.59%
10	28	4.71%
Don't know	14	2.35%
Total	595	100.00%

Overall Preparation and Career Retention

Overall, how well prepared was this specific teacher to perform the job effectively?		
	frequency	percent
1 - poorly prepared as a first year teacher	6	1.01%
2	12	2.02%
3	18	3.03%
4	11	1.85%
5	53	8.92%
6	64	10.77%
7	132	22.22%
8	159	26.77%
9	104	17.51%
10 - exceptionally well prepared with expert level skills	35	5.89%
Total	**594**	**100.00%**

How satisfied are you with the overall performance of this teacher?		
	frequency	percent
Very dissatisfied	15	2.53%
Somewhat dissatisfied	42	7.08%
Somewhat satisfied	163	27.49%
Very satisfied	373	62.90%
Total	**593**	**100.00%**

If you had to make a new recommendation for the first time today, would you hire or recommend hiring this teacher?		
	frequency	percent
No	41	6.91%
Unsure	53	8.94%
Yes	499	84.15%
Total	**593**	**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
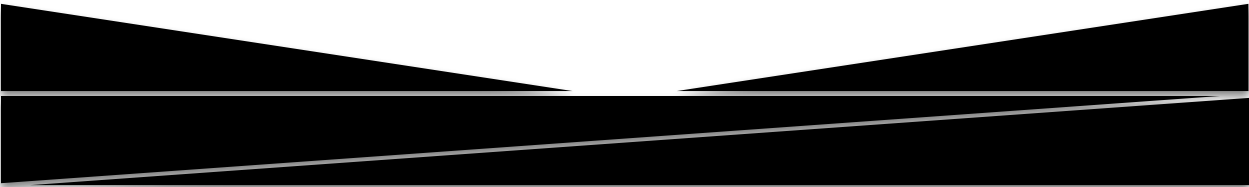
OACTE: Oregon Association of Colleges for Teacher Education

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