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OREGON EDUCATION INVESTMENT BOARD

Best Practices and Student Transition Subcommittee

SUBCOMMITTEE MEMBERS: Yvonne Curtis (Chair), Mark Mulvihill, David Rives,
Lynne Saxton, Kay Toran, and Kim Williams

Tuesday, March 10, 2015

10:00 AM – 12:15 PM

**Oregon State Library, Conference Room
250 Winter Street NE, Salem, OR 97301**

Call In Information:
Dial (888) 204 5984
Code 992939

AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Approval of the January 13, 2015 Meeting Notes**
- 4.0 Old Business – Update of BPST Tracking Sheet**
- 5.0 Chronic Absenteeism Update**
Serena Stoudamire-Wesley, OEIB Director of Equity and Partnerships
Robin Shobe, Education Specialist, ODE
- 6.0 Frameworks for Regional Achievement Collaboratives and STEM Hubs**
Mark Lewis, STEM Education Director, OEIB
Krissi Hewitt, Research Analyst, OEIB
- 7.0 Early Learning Update**
Megan Irwin, Early Learning Division Director, ODE
Sarita Amaya, Early Education Equity Director, ODE
Liz French, Kindergarten Assessment Specialist, ODE
- 8.0 Educator Quality Follow Up**
Tanya Frisendahl, Oregon Mentoring Project, ODE
Dean Scott Fletcher, Graduate School of Education, Lewis and Clark College
Dean Randy Hitz, Graduate School of Education, Portland State University
- 9.0 Public Testimony**

10.0 Adjournment

Next Meeting-

April 14, 2015 10:00 to 12:00 PM

Location: Oregon State Capital, Room 167A, 900 Court Street NE, Salem, OR 97301

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

**OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee**

Tuesday, January 13, 2015

Meeting Notes

1.0 Welcome and Roll Call 10:18

Members present: Yvonne Curtis, Kay Toran, Mark Mulvihill, David Rives

2.0 Approval of the Agenda

Approved later in the meeting after a quorum was achieved. David made a motion to approve the agenda. Mark seconded. Agenda was approved.

3.0 Review of December 9, 2014 Meeting Notes

Approved later in the meeting after a quorum was achieved. Kay made a motion to approve the agenda. Mark seconded. December notes were approved.

4.0 Old Business

Updated of Best Practices Tracking Sheet

Members approved additions to the Tracking Sheet based on the December 2014 meeting. Yvonne will be using this to provide updates to the full OEIB Board as applicable.

5.0 Report from HECC Student Success & Interinstitutional Collaboration Subcommittee

Salam Noor shared highlights from the HECC Subcommittee's work. Yvonne asked if the proposed AAOT in Computer Science would impact potential high school pathways. Work is still under development.

A HECC Credit for Prior Learning Taskforce is helping 11 institutions pilot this model in a consistent and reliable manner and to inform a statewide system for implementation. The intent of the model is to provide students with credit for prior training and work experience, e.g. the military. The model is really proficiency based learning based on agreed upon assessments to measure their proficiency and mastery of knowledge and skills and furthers the K-12 work although it is not the same definition.

Salam provided an update on the Western Interstate Commission on Higher Education Passport Project which builds upon Association of Arts Oregon Transfer degree in which faculty agree on the outcomes allowing students to transfer to any participating university even in other states. They are currently working with Blue Mountain Community College and consulting with both WOU and Southern Oregon to participate. There are indirect linkages to the work occurring in Eastern Promise but it really impacts students at the junior level transferring to another

institution. Agreements would eliminate the need to align courses by title or course numbers and would be based on outcomes based on crosswalks agreed upon by participating institutions. Students would be accepted with junior status and would not have to repeat courses. WICHE states participating include California, Hawaii, North Dakota, Oregon, South Dakota, Utah, and Wyoming with interest from other states to participate.

Elizabeth Cox-Brand updated subcommittee members on the work of the Developmental Education Redesign. All 17 of the community colleges are interested in Phase 2 of this work that is supporting institutional plans on various areas. Once a month institutions are reporting on their progress with sign offs from the presidents with Elizabeth providing support.

This initiative includes work on an Alternative Math pathway involving all of the community colleges with 5-6 piloting MTH 98 this year. The taskforce will convene the pilot institutions to examine what is working and to reach common outcomes with the intent in the long run that this course be part of the AAOT. Currently MTH 95 is required as the prerequisite but there is work underway to approve other courses as well. Mark asked how SBAC is being used and cut scores on placement tests.

Elizabeth is planning to have a statewide meeting on placement tests probably in March. Not sure we will get down to a common set of placement scores, more likely to achieve a common process and a common range. She is working with Lisa Mentz to make sure that the SBAC proposal work is aligned, She recognizes that this really impacts only recent high school students, a portion of community college enrollees.

Mark asked why there is not a common cut score. Faculty members want to exercise academic freedom in deciding on the appropriate entry into their programs.

Yvonne raised the issue of the adaptive nature of the COMPASS or any assessment that could lock students out and assume students can't do higher level work based on items missed. Elizabeth shared the PASS program at Clackamas Community College are talking with students BEFORE they take a placement test to determine their status (last courses taken, degree of preparation, etc) and then making placement decisions with supports needed to be successful. They are already recognizing inaccuracies of the COMPASS test.

Mark believes that the SBAC may be useful since it has established cut scores which is helpful as we are moving the state towards a seamless P-20 system. Maybe SBAC can be a starting system that every CC could accept for students matriculating into MTH 95. Elizabeth noted that this would work for recent HS students but not for many adult students the CCs serve.

Yvonne asked that information from the Placement Test meeting be brought back to the Best Practices and Student Transitions Subcommittee so that we can continue to pursue more seamless movement. This is an equity issue and updates on Developmental Education redesign and placement tests need to be a standing agenda item on BPST.

Hilda shared use of placement tests as early as 8th grade in Texas to get students familiar with the expected rigor. These are offered at the local high schools, available each year for students, and being used to inform students what they need to strengthen in order to be qualified to take early college courses. Elizabeth noted the cost of these tests (\$5 a student) and asked for help on identifying resources for this. Yvonne noted that use of SBAC would help address the cost since it is required for all students in 8th and 11th.

No involvement at this point of K-12 educators on the Redesign Team. Elizabeth also noted the need for better advising Professional Development and she plans to bring in experts from NACADA. Elizabeth agreed that including K-12 in this PD would be helpful. Yvonne noted that BPST would probably propose a recommendation that K-12 educators and assessments folks to be included in this work.

Yvonne noted that there were three recommendations from the previous year that they would like to receive updates from HECC to see what they are learning and doing to address the issues. These include:

- 1) Identify solutions to barriers faced by students accessing Oregon Opportunity Grants who lack citizenship or who have earned a modified diploma. (Task)
- 2) Address barriers for districts falling short of eligibility for TRIO program funding (e.g. Gear Up) but who need to provide students support to ensure transition to postsecondary education. (Task)
- 3) Examine solutions to “Summer Melt” (handoff between high school and postsecondary institution) and share best practices with the Best Practices Student Transitions Subcommittee. (Task)

Hilda and Salam will meet to discuss these and determine what updates are ready to be shared with BPST at a future meeting.

6.0 Introduction of Discussion on Personalized Learning

Hilda Rosselli provided background on the rationale for a discussion on this topic. The areas of work are connected and critical to achieving 40-40-20 but efforts are not unified and driving change in the state. Members viewed an Oregon Learns video <https://www.youtube.com/watch?v=RL020EQSEVw>.

Pre-readings sent to the subcommittee on terminology linked to student centered learning highlighted the variety of related approaches.

7.0 Panel Discussion

7.1 How have states used policies as levers to support personalized learning?

Jennifer Poon, Program Director, Innovation Lab Network, Council of Chief States School Officers provided an overview to convey how we must fundamentally change the ways students interact with learning with educators personalizing learning. It is the “how” of achieving the “what” of College and Career Readiness. She noted that it requires coordinated shifts at state and localized levels. Can’t be done by teachers, one by one. There are examples of state actions emerging that are helpful as states move forward.

Key elements include 1. Clear, high expectations, 2. Competency-Based Learning, 3. Customizable Pathways, 4. Comprehensive Systems of Student Support, 5. Anytime, Anywhere Learning, and 6. Deliberate focus on Student Agency. Jennifer noted that Oregon has a number of actions in place as illustrated by Slide 4.

The key policy levers that states use to support more personalized learning include:

- A. Set conditions where students co-design learning, set goals and map their progress
- B. Set conditions where students progress to earn credentials based on demonstrating competency
- C. Set conditions where students have multiple, anytime/anywhere pathways to demonstrate mastery
- D. Set conditions where students demonstrate progress through complex challenges
- E. Prepare educators and other adults to provide personalized, competency-based learning

7.2 Proficiency Definitions and BEC Successes to Date

Tamra Busch Johnsen, Executive Director, Business Education Compact Believes Personalized Learning through proficiency-based approaches is the one potential for the highest return on investments in the shortest timeframe. At the request of ODE, BEC published a framework called “It’s About Time” authored by Diane Smith which includes a definition for proficiency and a rubric to support teachers’ implementation. Five basic elements used by BEC include:

1. Teachers work at their own pace based on academic achievement (not seat-time alone)
2. Standards include specific measurable learning objectives that help students know what is expected to be proficient in a standard.
3. Assessments are meaningful and provide positive a learning experience for students.
4. Students receive timely and differentiated support based on individualized needs.
5. Learning outcomes emphasis knowledge and application.

BEC has found that teachers find it challenging to assess students when they are ready and able to progress based on proficiency. Since 2005 BEC has trained in 34/36 counties and 72% of school districts have participated. She noted that when school districts only changed their grading practices and not their instructional approaches that caused a backlash.

Four BEC demonstration sites were funded this biennium and curriculum resources will be posted on the Oregon Educator Network.

Yvonne asked that the report also identify persistent barriers that the test sites see and policy recommendations that BPST might discuss that might eliminate those barriers. Yvonne felt that it would be helpful to see coordination and alignment with other work going on and to see how BEC might link up with this work, e.g. connection with Credit for Prior Learning in postsecondary, etc. Trying to make sure that what we are learning focuses on policies and barriers that need to be addressed.

7.3 Demonstration Site Project Highlights

Nate Tyler, Assistant Principal of Madras High School shared the demographics of the district and shared that a proficiency approach was adopted to provide more equity across students who may have differing home backgrounds and opportunities outside of school. They have an hour-long lunch and an additional hour on Fridays where students can work with teachers on their personal needs rather than staying after school. This work was supported by a School Improvement grant that provide time during summer for teachers to work together. They are going K-12 with this approach.

Kay asked what percentage of students do not demonstrate mastery. *Not Eligible* students are students who will still have to retake the course but *Not Yet Proficient* students can work with teachers after the semester has ended to make up gaps.

Mike Fisher, School Director of Academy of Arts and Academics in 4J district shared that since 2006 the A³ School has been successful in reaching many underserved students. He identified two areas where they need state support.

1. Comprehensive data system—need a place that students' documented work can be archived. Need an articulated policy and better statewide policies related to technology access.
2. Time for students to reflect on their learning, what they have learned and ways to improve upon their learning. Need a credit that students can earn for this.

Yvonne recommended that Mike's first recommendation be included in the Power Up work that is underway.

7.4 State Policies that Support or Create Barriers related to Personalized Learning

Jim Carlisle, Oregon Department of Education noted that the new OAR related to Instructional Time and that the 130 hour clock requirement will go away. One of the

Deputy Superintendent's hope is that once students have demonstrated proficiency that they will be able to move forward with additional learning opportunities.

Nicole Dalton recounted history and impact of HB 2220 and HB 4150 that made optional the annual report to parents on identified standards that their child was proficient in and requires an advisory committee at the district level. Yvonne noted that the optional report feels like a step backwards and stalled the momentum.

Mark also noted that an individual teacher or school is hard to sustain without resources and the state needs a common philosophy that guides this work.

Mark also noted that the emphasis from COSA and OEA on more time for kids may run counter to a more personalized pace supporting student learning. Need to work with organizations that are working on additional instructional time. It's not about seat time. Emphasis needs to be on quality time rather than quantity of time to make every student successful. Some of the language in personalized learning could be helpful to incorporate. Need a common vision of what our K-12 system looks like. Mark noted that we need a common message that these are not opposing each other.

7.5 How States have responded to Barriers and Issues of Implementation

Cory Curl, ACHIEVE Senior Fellow, Assessment and Accountability State Policy and Implementation Support is supporting multiple states in their work on proficiency-based education. She provided examples from states illustrating how they have coordinated communication messaging, removal of policy barriers and technical assistance.

7.6 Personalized Learning as Blended Learning

Due to a late start time, this item featuring Sarah Haavind, Program Analyst, Oregon Department of Education was started with a video with the remainder being postponed until the Feb BPST meeting.

8.0 Discussion

Recommendation: Hilda will convene phone conference call involving members of ILN/ACHIEVE teams (Jim, Diane, Tamra, Kim, Nichole, Mike, Jennifer, Cory, etc.) to develop draft document that highlights how the efforts/resources outlined at this meeting aligns with priorities of OEIB, the barriers to this work moving forward and recommendations for BPST actions. This will be brought to BPST in March.

9.0 Public Testimony

Mary Whitmore
Jim Anderson
Reverand Depo

10.0 Adjournment Meeting was adjourned at 12:37.

Next meeting: **February 10, 2015 10:00 to 12:00 PM** Location: TBA

UPDATED January 19 2015

2014-15 Best Practices and Student Transitions Subcommittee Tracking Sheet

<p><i>What transition issue or barrier are we working to fix?</i></p>	<p><i>How does this align with Subcommittee Charge?</i></p> <p><i>How is this work linked to one or more OEIB outcomes?</i></p>	<p><i>Point Person</i></p>	<p><i>Progress to date</i></p>	<p><i>Next Steps</i></p>	<p><i>Research or Best Practices Dissemination Recommendations to OEIB</i></p>
<p><u>Potential use of the Smarter Balanced results as a placement alternative</u> means that guidance can be provided to students on course-taking patterns for 12th graders that may include accelerated options, as well as transitional courses that help target areas in need of strengthening; thus, helping more students stay on track for being college ready by the</p>	<p>Ties to OEIB goal of developing a P-20 system</p> <p>Focused on 11-14 transition for students</p> <p>Increasing # of students who successfully graduate from high school and move from high school to postsecondary</p> <p>Use of a CCR readiness assessment given earlier to</p>	<p>Lisa Mentz</p>	<p>Action: BPST has reviewed draft policy regarding use of passing SBAC scores in lieu of placement tests and endorsed in concept the proposal. This will be shared in the BPST Chair's report in Jan.</p> <p>Mtg. Date: Nov 2014</p>	<p>What:</p> <p>1. Technical Implementation workgroup will continue to work through transcript and timing issues and we will request an update in Spring for BPST</p> <p>2. Bring Memorandum of Understanding back to BPST</p> <p>Who: Lisa Mentz &</p>	<p>Dissemination: TBA</p> <p>Date of approved document: TBA</p>

UPDATED January 19 2015

<p>time they graduate.</p>	<p>reduce need for Developmental Education classes</p>			<p>workgroup</p> <p>Next time on agenda: Spring 2015</p>	
<p><u>Array of Placement Test and Cut Off Scores</u> vary widely across the state and can be confusing for students, their families, and the educators who are helping them prepare to transition. Placement exams may not be the best ways to measure student readiness and there is widespread dissatisfaction with the use of these assessments as</p>	<p>Ties to OEIB goal of developing a P-20 system</p> <p>Focused on 11-14 transition for students</p> <p>Increasing number of students who successfully graduate from high school and move from high school to postsecondary</p>	<p>Shalee Hodgson</p>	<p>Action: BPST reviewed a 2012 chart showing array and cut off scores and requested an updated list and policy recommendations to limit the wide range of tests and cut off scores.</p> <p>Also recommended attention to adaptive features of tests like Compass on artificial barriers for students</p> <p>Mtg. Date: Nov 2014</p>	<p>What: BPST requested an updated chart and discussion with HECC staff</p> <p>Who: Shalee Hodgson & Salam Noor</p> <p>Next time on agenda: Jan 2015</p>	<p>Dissemination: NA</p> <p>Date of approved document: NA</p>

UPDATED January 19 2015

<p><i>predictors of College Readiness</i></p>					
<p><i>What transition issue or barrier are we working to fix?</i></p>	<p><i>How does this align with Subcommittee Charge?</i></p> <p><i>How is this work linked to one or more OEIB outcomes?</i></p>	<p><i>Point Person</i></p>	<p><i>Progress to date</i></p>	<p><i>Next Steps</i></p>	<p><i>Research or Best Practices Dissemination</i></p> <p><i>Recommendations to OEIB</i></p>
<p><i>Relevance of attendance to both health and academic achievement goals merits a combined effort by state level education and public health leaders to better understand and address school absenteeism</i></p>	<p><i>Impacts transition for students at all levels of schooling</i></p> <p><i>Requires specific interventions that span across education, health, and other areas</i></p> <p><i>Impact every student</i></p>	<p><i>Serena Stoudamire Wesley</i></p>	<p><i>Action: BPST heard initial report from OEIB staff and other agencies</i></p> <p><i>Mtg. Date: Nov 2014</i></p>	<p><i>What: BPST will review focus group recommendations</i></p> <p><i>Who: Serena Stoudamire Wesley, Isabel Barbour, Robin Shobe</i></p> <p><i>Next time on agenda: Jan 2015</i></p>	<p><i>Dissemination: NA</i></p> <p><i>Date of approved document: TBA</i></p>

UPDATED January 19 2015

	<i>outcome metric</i>				
<i>Supply of Bilingual Teachers is inadequate to support EL State Strategic Plan</i>	<p><i>OEIB is charged with:</i></p> <ul style="list-style-type: none"> <i>Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991</i> <i>Creating and supporting a statewide plan for increasing successful recruitment of high-ability and culturally diverse candidates to work in high-need communities/fields.</i> 	<i>Hilda Rosselli</i>	<p><i>Action: BPST heard update from ODE Equity Unit on progress being made to support Dual Language/Two Way programs and noted shortage of bilingual teachers in Oregon</i></p> <p><i>Mtg. Date: Nov 2014</i></p>	<p><i>What: BPST will receive recommendations from Educator Equity Advisory Group</i></p> <p><i>Who: Hilda Rosselli, Donald Easton Brooks, Markisha Smith</i></p> <p><i>Next time on agenda: May 2015</i></p>	<p><i>Dissemination: TBA</i></p> <p><i>Date of approved document: TBA</i></p>
<i>To achieve College and Career Readiness (CCR) for all Oregon students, a state plan is needed to accelerate initiatives</i>	<i>OEIB is charged with coordinating progress towards Oregon's 40-40-20 goal and particularly focusing on</i>	<i>Hilda Rosselli</i>	<i>Tracking chart shared with BPST that documents progress being made on specific steps outlined in the</i>	<i>What: Share this plan once it is finalized with superintendents and</i>	<i>Dissemination: Suggested to share with superintendents.</i>

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<p>to ignite strong leadership among state leaders and policymakers to support state implementation of the plan. Fortunately many steps are already underway but some have yet to be started or fully implemented.</p>	<p>prospering as a seamless education system that addresses transition issues that impede students' achievement of College and Career Readiness</p>		<p>OEIB/ODE/HECC Grades 11-14 Plan of Action Mtg. Date: Nov 2014</p>	<p>other stakeholders Who: Hilda Rosselli When: Early Feb 2015</p>	
<p>What transition issue or barrier are we working to fix?</p>	<p>How does this align with Subcommittee Charge? How is this work linked to one or more OEIB outcomes?</p>	<p>Point Person</p>	<p>Progress to date</p>	<p>Next Steps</p>	<p>Research or Best Practices Dissemination Recommendations to OEIB</p>
<p>Oregon requires high school students to (1) complete an education plan and profile; (2) participate in career-related learning experiences; and (3) complete an extended application of personalized learning knowledge and skills</p>	<p>If Oregon students' progress towards high school completion is to improve, every possible tool and requirement should be reviewed and leveraged by OEIB to identify practices that are helping</p>		<p>Some districts are using this requirement more effectively than others. We do not know if this requirement is equitably being implemented across communities of color and poverty.</p>	<p>What: Request a study of the status in the state where best practices and affiliated outcomes can be documented and shared. Who: OEIB Research and Policy Team (Peter</p>	<p>Dissemination: TBA Date of approved document: TBA</p>

UPDATED January 19 2015

<p>relevant to postsecondary and career goals.</p>	<p>improve outcomes.</p>		<p>Mtg. Date: Dec 2014</p>	<p>Tromba and EdNorthwest) When: Spring 2015</p>	
<p>Students, educators and families need easy access to accurate and useful information on career and college planning to help students transition past high school.</p>	<p>If Oregon students' progress towards high school completion is to improve, every possible tool and requirement should be reviewed and leveraged by OEIB to identify practices that are helping improve outcomes.</p>		<p>Oregon currently has valuable resources like CIS and Naviance available but we lack data on the systemic use of these tools or a clear understanding of barriers that stand in the way of equitable access for all students to this use of these resources. There are also programs like Eastern Promise that are systemic and should be called out as emerging best practices. Mtg. Date: Dec 2014</p>	<p>What: Request a clearer statewide picture on what steps, programs, tools, and interventions schools use to promote a career and college going culture and what barriers exist in providing equitable access for students, their families and educators. What: What are ways that schools are learning about what others are doing. What informal and formal structures are being used. Not a</p>	<p>Dissemination: TBA Date of approved document: TBA</p>

UPDATED January 19 2015

				<i>compliance strategy:</i>	
				<i>Who: OEIB, COSA and ODE</i>	
				<i>When: Spring 2015</i>	

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UPDATED January 19 2015

<p>What transition issue or barrier are we working to fix?</p>	<p>How does this align with Subcommittee Charge?</p> <p>How is this work linked to one or more OEIB outcomes?</p>	<p>Point Person</p>	<p>Progress to date</p>	<p>Next Steps</p>	<p>Research or Best Practices Dissemination</p> <p>Recommendations to OEIB</p>
<p>Currently, there are seven different placement tests being used and a wide array of cut off scores used by community colleges. This creates a confusing environment for students and their families and impedes smooth transition from high school into postsecondary education. The adaptive forms of placement tests are limiting some students moving forward even when they are doing well in AP classes.</p>	<p>If Oregon students' progress towards high school completion is to improve, every possible tool and requirement should be reviewed and leveraged by OEIB to identify practices that are helping improve outcomes.</p>	<p>Elizabeth Cox-Brand</p>	<p>Redesign of Developmental Education (including placement tests) began last year and involves all 17 CCs.</p> <p>Phase 2 of this work includes plans by every CC and several meetings are being planned, e.g. placement test meeting and NACADA advising meeting. It was noted that K-12 is not part of this work yet but should be.</p> <p>Clackamas Community College is piloting a</p>	<p>What: Redesign of developmental education and placement tests needs to be an ongoing agenda item for the BPST. Invite Clackamas Pilot to come back and report in Spring.</p> <p>What: K-12 educators need to be involved in this work, e.g. Placement Test meeting in March and NACADA advising meeting.</p> <p>When: Each meeting</p>	<p>Dissemination: TBA</p> <p>Date of approved document: TBA</p>

UPDATED January 19 2015

			<p>new advising approach before students automatically take a placement test.</p> <p>Mtg. Date: Jan 2015</p>	<p>during Winter/Spring 2015</p>	
<p>Personalized learning is seen as a promising practice to help engage students in the type of learning that is emphasized for College and Career Readiness.</p>	<p>If Oregon students' progress towards high school completion is to improve, every possible tool and requirement should be reviewed and leveraged by OEIB to identify practices that are helping improve outcomes.</p>		<p>Learning from Proficiency Demonstration Sites needs to highlight persistent barriers that the test sites see and policy recommendations that BPST might develop.</p>	<p>What: Bring report from ODE proficiency sites to BPST.</p> <p>What: OEIB staff will convene w/ ACHIEVE, ILN team and state leaders to define message and visual for families about personalized learning and how it connects to 40/40/20 and CCR.</p> <p>When: Spring 2015</p>	

Ver 3.0
2/23/14

BEST PRACTICES AND STUDENT TRANSITIONS SCOPE OF WORK 2014-15

CHARGES: The Best Practices and Student is charged to recommend a research and policy agenda that supports student success, with points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

	K-12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Digital Conversion
Charges	<ul style="list-style-type: none"> Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan 	<ul style="list-style-type: none"> 11-14 policy agenda- recommendations that help remove barriers and support outcomes-based funding models Improved alignment of standards, assessments and credentials across 11-14 	<ul style="list-style-type: none"> Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce 	<ul style="list-style-type: none"> Development of a statewide strategic plan that leverages technology to create and grow engaging learning environments
Metrics	<ul style="list-style-type: none"> Ready for Kindergarten Third Grade Reading proficiency & for English Learners 6th and 9th Grade Not Chronically Absent * 9th grade on track 	<ul style="list-style-type: none"> 4 year high school grad rates 5 year high school completion rates Completion of 3+ college level courses Dual enrollment 	<ul style="list-style-type: none"> Increase in non-white, Hispanic or Non-Native English Educators Educator satisfaction with professional support (TELL survey) 	<ul style="list-style-type: none"> Third grade reading proficiency 6th and 9th grade not chronically absent * 4 year high school grad rates 5 year high school completion rates
MEETING DATES				
9/9/2014	Finalize Recommendations to OEIB and Review Scope of Action for 2014-15 (Updates for these are marked throughout the calendar in BOLD .)			
10/14/14		<ul style="list-style-type: none"> Review Accelerated Learning Committee legislative report and proposed legislation Review and provide feedback on Core to College Alignment Proposal (D1) 	<ul style="list-style-type: none"> Discuss role of BPST related to Disseminating Research and Best Practices Review of Network Portal and Data Collection process for HB 3233 	
11/18/14	<ul style="list-style-type: none"> Update on English Learners transition research (1A1) Discussion of Chronic Absenteeism 	<ul style="list-style-type: none"> Follow up and recommendations on SBAC Alignment with Placement Test Policies (2D1) 		<ul style="list-style-type: none"> Update from ODE on Digital Conversion staffing and strategic plan (4B1)
12/9/14	<ul style="list-style-type: none"> * Review and approve recommendations or next steps English Learners transition (1A1) 	<ul style="list-style-type: none"> Approval of CCR Action Agenda (2B1) Creating a College Going Culture/Educational and Career Planning for Students -Best Practices and next recommendations 	<ul style="list-style-type: none"> TSPC update English Learners standards & Prof Dev for all candidates and next recommendations (3A2) 	

MEETING DATES	K-12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Digital Conversion
1/13/2015	<ul style="list-style-type: none"> Follow up on Chronic Absenteeism next recommendations - 	<ul style="list-style-type: none"> Update HECC Subcommittee Student Success & Interinstitutional Collaboration (C1, C2, C3) Developmental Education Workgroup Recommendations Defining Proficiency and Personalized Learning (ILN Plan) * 5th year proposed recommendations (2B1) 		
2/10/2015		<ul style="list-style-type: none"> Update on Eastern Promise and recommendations (2B1) MOVE Updates on 11-14 Strategic Investments and next recommendations 	<ul style="list-style-type: none"> Review Network Advisory Recommendations and Oregon Educators Network State baseline TELL survey results and use by districts/schools 	CANCELED
3/10/2015	<ul style="list-style-type: none"> Early Learning Transitions and next recommendations (B1) 	<ul style="list-style-type: none"> Review draft 11-14 BPST recommendations 	<ul style="list-style-type: none"> Update on Mentoring, Ed Prep Survey data and next recommendations 	
4/14/2015	<ul style="list-style-type: none"> Review of Closing the Achievement Gap Strategic Investment results and next recommendations 	<ul style="list-style-type: none"> Update from HECC (2A1, 2C1-3, 2D1) and refinement of next recommendations 	<ul style="list-style-type: none"> Update on Educator Quality Strategic Investments related to Culturally Responsive Pedagogy and Practices and next recommendations (3A1-4) MOVE 	
5/12/2015	<ul style="list-style-type: none"> Review of K-12 Strategic Investments 	<ul style="list-style-type: none"> Review of 11-14 Strategic Investment Reports Update on Eastern Promise and recommendations (2B1) 	<ul style="list-style-type: none"> Recommendations related to Educator Preparation Standards (3A1-4) 	
6/9/9/15	<ul style="list-style-type: none"> Early Learning transitions approve recommendaitons Update on EL Strategic Plan, Bi-literacy Seal and Spanish K,1,2 formative assessment (1C1, 1C2) and final recommendations 	<ul style="list-style-type: none"> Update on CCR 11-14 Action Agenda and approval of final recommendations 	<ul style="list-style-type: none"> Review of Educator Quality Strategic Investment Reports Approval of final recommendations related to Educator Quality 	<ul style="list-style-type: none"> Update on Power Up strategic Plan and approval of next recommendations
7/14/2015	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action

NOTE: BPST is planning to host a session at the COSA Seaside Summer Institute on June 18/19 focusing on recommended practices.



particular focus on transition

OEIB Policy/Program Updates
<ul style="list-style-type: none">• HB 3233/3232 and sharing of best practices• SB 755 Minority Teacher Rpt.• SB 222 Accelerated Learning• Best Practices Briefings

Work with Rob and Ben's staff to move each recommendation forward. Schedule updates throughout the year (see items in bold)
<ul style="list-style-type: none">• Review/approve draft format for Best Practices and Research Briefing
<ul style="list-style-type: none">• Best Practices Briefings

OEIB Program/Policy Updates

- Best Practices Briefings

Best Practices Briefings

- Best Practices Briefings
- * Chronic Absenteeism

- Best Practices Briefings

- * Review 2015 Min Teacher Report
- Best Practices Briefings

- Best Practices Briefings

Propose 2015-16 Scope of Action

OREGON STUDENTS HAVE PEP!

Helping
students
plan through
personalized
learning

*Rhonda Barton,
Michelle Hodara, and
Nora Ostler*



Dressed in Portland Trailblazer basketball gear, Blaine has the easy manner and self-assuredness of a senior who knows where he's headed after graduation. "I want to do something mechanical," he says, "so I looked up the steps I need to get there, like experience and training." He shared his plan with his parents and is counting on his dad, who works in a car dealership, to help him take the first steps on his career path as he earns credits at a nearby community college.

As a student at McNary High School in Keizer, OR, Blaine began creating an online Personal Education Plan (PEP) in his freshman year and has revisited it throughout high school. The PEP is part of a process of personalized learning, an Oregon graduation requirement that asks students to examine their personal skills, learn about career clusters, and research educational requirements for the fields in which they have interest. At McNary, the PEP is stored in the national Career Information System (CIS) website where students also track their activities, achievements, and standards met.

Each high school in Oregon—even within the same district—approaches personalized learning differently. At McNary, all freshmen are introduced to the PEP on the day the PSAT is administered. They then devote three class periods during the time slot for grade nine health or physical education classes to working on their plans. As a follow-up, students have two opportunities in grade 10, along with one or two class periods in grade 11, to update their PEPs. Seniors review and complete their plans in the last two months of school.

While McNary Assistant Principal Justin Lieuallen and College Readiness Specialist Cathy McInnis, who works for the Salem-Keizer School District, both think the PEP is a valuable tool in helping students prepare for postsecondary education and careers, both feel the system needs more meat to be truly effective.

"There has to be support and training for those responsible for implementing the plan," notes McInnis. In addition to staff training from an expert, Lieuallen says "there should be consistency [across schools and districts] and accommodations" so students who transfer in their senior year can use a portfolio or other options to fulfill the graduation requirement. Lieuallen lists other steps to make personalized learning more robust: hooking students early; providing regular access to the system (e.g., once a week or more); ensuring everyone does a job shadow; and requiring teachers to offer feedback on students' career plans (or lack thereof).

Identifying the key components of the personalized learning process and how to implement them effectively is a dilemma facing many states. Currently 26 of the 50 states and the District of Columbia mandate a personalized

learning plan for all students, and one state has legislation pending (U.S. Department of Labor, 2013). Of the remaining 24 states that do not require plans for all students, Kansas, New York, and North Carolina require learning plans for certain subsets, including gifted and talented students, English language learners, students considered to be academically "off-track," and those in career and technical education programs.

Building a Plan

While states have various names for the plans and approach implementation differently, most personalized learning includes these common elements:

- **Goal setting.** Personalized learning involves setting three types of goals: personal, academic, and career. Usually these are crafted in collaboration with school staff and parents or guardians. The goals—and how students plan to reach them—should be updated regularly to ensure they remain relevant to students' changing interests.
- **Career development.** In the first stage of personalized learning, students build self-awareness, learn about career opportunities, and start to think about their

Things to Consider in Personalized Learning

Research and best practices suggest three ways to increase the effectiveness of personalized learning:

1. **Make it a student-driven, schoolwide effort.** While adults should be involved, students need to be central in the process, with dedicated time in class or advisory periods to work on their plans. Administrators should provide strong leadership and clear articulation of goals, along with professional development for teachers (often led by counseling staff).
2. **Offer online tools.** Making plans and resources available online improves accessibility, facilitates updating, and allows students to share their plans with others. It also encourages students to use the system after graduation.
3. **Recognize that personalized learning is a long-term process.** Students' interests and goals change over time. While there should be short-term benchmarks built into personalized learning, plans should be regularly updated throughout the student's secondary career.

A Different Approach to Personalized Learning

At Hood River Valley High School in Hood River, OR, as part of their graduation requirements, students must complete an extended application project that is judged by a panel of community volunteers. Projects run the gamut and are connected to students' future goals, such as a student interested in:

- Airplane mechanics (the student built a cockpit with a working control panel)
- Recording engineering (the student created a CD with rap beats)
- Teaching (the student taught a class of fifth-graders a lesson about analogies)
- Welding (the student built a hall tree using recycled materials)

One volunteer judge commented, "In this community, employers are looking for creative thinkers and these projects are examples of what the kids are capable of when they are thinking outside the box."

favorite career cluster. After selecting a cluster (i.e., a group of careers with common themes and similar skill sets), students plan courses and experiences that are aligned with their career aspirations. This leads to a transition phase where students prepare to move from high school to college and careers.

- **Assessments and portfolios/profiles.** Assessments of interests and skills help students understand their strengths, decide what they might like to study after high school, and identify careers that are a good match. Developing a portfolio helps students organize their plans and acts as a record of personal accomplishments and experiences. These archives can come in handy when it's time to apply for college or build a résumé.

Successful Implementation

Research and best practices nationwide show that personalized learning must reflect students' current interests and goals in order to help them select the right courses, choose relevant career learning experiences, and plan for the future. This calls for a flexible and iterative process to accommodate students' changing interests. One state—Vermont—envisions the

personalized learning process as a continuous cycle of identifying goals, planning, doing, assessing, reflecting, revising, and adjusting the student profile (Vermont Agency of Education, 2014).

Another lesson is that students need support and guidance from an adviser and others—including parents—to successfully complete their plans. Research suggests that a whole-school approach works best with counselors training teachers to act as advisers. Many schools also have found that integrating personalized learning activities into student-led parent/teacher conferences helps encourage reviews and updates to plans. Holding frequent advisory periods in which students can work on their plans is another strategy for increasing the plans' usefulness and relevancy. Likewise, providing online access to plans and other web-based tools such as the CIS and Naviance are important in making the personalized learning plan a living document.

Measuring Impact

Although research on the impact of personalized learning is limited, there are a number of studies that report what people think about this process. Qualitative studies show that students, teachers, and parents

believe that personalized learning improves nonacademic skills such as communication and goal setting, long-term planning, motivation, and self-confidence (Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Bullock & Wikeley, 1999; Fox, 2014; Phelps, Durham, & Wills, 2011; Rennie Center, 2011; Solberg, Gresham, & Huang, 2010; Solberg, Phelps, Haakenson, Durham, & Timmons, 2012; Wilkerson, 2010). Other benefits reported include:

- Better understanding of postsecondary and career options
- Greater awareness of how high school courses apply to career goals
- Improved relationships with school staff
- Increased self-awareness of personal, academic, and career interests and strengths or weaknesses
- More engagement in extracurricular activities and more challenging coursework

While students are the main beneficiaries of personalized learning, teachers and parents also report benefits. At McNary, parent Becky Russell has seen the pay-off for her children, as well as for other students. As a volunteer in the school's career center, Russell uses the PEP and CIS website as tools to help students explore colleges they might apply to and investigate course requirements. "When I used the plan with my son who graduated last year, we looked at how much you make in different careers, what courses you need to take in college, and what the prospects are for finding a job in those fields," she recalls. "We also used it to look at how much colleges cost and [all that information] influenced his decisions."

As for the other students she works with, Russell finds the

personalized learning process to be a motivator. “I had so many kids bring up their grades on the computer and see they couldn’t do what they wanted to do with the grades they currently had,” she says. “So, it made a difference in motivating them to improve their grades and take different courses.”

Blaine agrees with Russell’s endorsement of the process: “I’m pretty much done with my plan and it’s helped me look at what I could do and realize I could choose this or that. I can look back and see what I’ve learned and how I’ve changed. That’s why it’s helpful.” **PL**

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CHRONIC ABSENTEEISM STUDY Summary and RFP Status

The Stakes:

- Nearly one in five Oregon students missed 10 percent or more of the school year last year.
- Chronic absenteeism among Oregon students is more prevalent among students with disabilities, communities of color, or from economically disadvantaged families.
- In order to reach Oregon's 100% graduation goal of 40 -40 -20, we must ensure that every student enrolled in school actually attends school on a regular basis. Consistent attendance is key for students to take advantage of educational opportunities and success.

Definition: school attendance less than 90% of the school days per month

Systemic Challenges:

- Variations in school and district attendance reporting methodologies
- Underreporting of number of students not in attendance.
- Barriers and solutions are complex and vary from family to family and community to community

Partners: The complexity of the issue requires a broad spectrum of partners

- Portland State University
- EcoNorthwest
- Children's Institute
- Oregon Department of Education
- All Hands Raised (RAC)
- Oregon Health Authority
- Chalkboard Project
- Oregon Department of Human Services
- Upstream Health
- Coalition of Communities of Color

Study Objectives:

- Identify the root causes of chronic absenteeism through literature review and community engagement
- Assess data on attendance, collection methodologies and indicator benchmarks
- Hold Community Forums: pilot forums currently underway

Forum Site Selections:

- Southern region: Klamath, Medford, Ashland
- Salem/Keizer, Marion and Polk Counties



- Multnomah and East Counties
- Pendleton, Umatilla, Morrow and Union Counties
- Beaverton, Tualatin, Tigard and Hillsboro School Districts
- Southern coast, Coos Bay
- Confederated Tribes of the Warm Springs
- Bend and LaPine School Districts

Goals of the Chronic Absenteeism Focus:

- Reduce / eliminate barriers to school attendance; all students reach benchmarks and graduation rates increase.
- Increase family and community knowledge on the importance of students attending school.
- Increase family and community engagement.
- Improve reporting to ensure all students are identified and served.
- Identify effective practices to combat chronic absenteeism from across the state and leverage them to formulate impactful policies and investments.

OEIB Regional Achievement Collaborative Framework ***Draft***

Background

The Oregon Education Investment Board (OEIB), directly or through the Oregon Department of Education, has funded collaborative partnerships focused on improving key educational outcomes (RACS, STEM Hubs, Early Learning Hubs). Each collaborative is focused on coordinating regional communication and partnerships, improving key student outcomes, building capacity and sustainability for change, and encouraging and supporting local and statewide multi-sector engagement.

The Regional Achievement Collaboratives (RACs) pilot investments were developed by the OEIB to establish and fund existing partnerships designed to encourage and enhance connections that go beyond the classroom and between P-20 educational entities, communities, and local businesses/industries. The goal of the RACs as an OEIB strategy is to build off of regional assets, needs, and expertise to find solutions to tackle locally-defined issues related to student outcomes. There are currently 13 RACs that provide the following coverage in Oregon:

- All Hands Raised Partnership: Multnomah County
- Career and College Ready RAC: Tillamook County
- Willamette RAC: Yamhill, Polk, and Marion Counties
- Mid-Valley Mid-Coast Partnership: Lincoln, Benton, and Linn Counties
- Connected Lane County: Lane County
- Douglas County Partners for Student Success: Douglas County
- Southern Oregon Success: Josephine and Jackson Counties
- Columbia Gorge Regional Center of Innovation: Skamania, Klickitat, Hood River, Wasco, Sherman, Gilliam, and Wheeler Counties
- Central Oregon Better Together: Jefferson, Deschutes, and Crook Counties
- Klamath Promise Initiative: Klamath County
- Eastern Oregon Collaborative: Morrow, Umatilla, and Union Counties
- Poverty to Prosperity: Grant, Harney, Baker, and Malheur Counties
- Coos Curry RAC: Coos and Curry Counties

Given the unique programmatic foci of each of the RACs, the OEIB has developed a collaborative framework to describe the relationships between OEIB support strategies, RAC strategies and program outcomes, OEIB outcomes, and impacts on the state. The strategies and outcomes in the framework below (Figure 1) were identified based on consultations with RACS leaders.

Figure 1. Collaborative Framework Portraying OEIB Support Strategies to the RACs and Associated Outcomes ***DRAFT***

OEIB RAC Support Strategies	RAC Strategies	RAC Program Outcomes	OEIB Outcomes*	Oregon Impacts
1. Build relationships and trust to improve feedback loop between policy and practice	<ul style="list-style-type: none"> Communicate regional needs, assets and barriers to policy makers 	<ul style="list-style-type: none"> Leaders of collaboratives help drive policy agenda 	<ul style="list-style-type: none"> Barriers relevant to regional contexts are addressed in state policy agenda 	<ul style="list-style-type: none"> Progress on P-20 Achievement Compact metrics Educational equity Stable and healthy families Improved employability of Oregon graduates Strong economy and thriving communities
2. Invest in RAC backbone infrastructure	<ul style="list-style-type: none"> Provide structure to form connections across P-20 educational system Provide multi-sector partners the opportunity for shared learning about regional issues Form collaboratively, a shared vision for action to address a common agenda 	<ul style="list-style-type: none"> A backbone infrastructure with clearly defined roles and responsibilities is maintained Leadership includes partners from multiple sectors and across the P-20 continuum Leadership includes partners from culturally and linguistically diverse backgrounds Partners implement an aligned plan of action to address a common agenda 	<ul style="list-style-type: none"> Aligned vision, policies, strategies, and investments across the learning continuum Efficient statewide leveraging of resources to maximize impact of multiple, coordinated efforts in locally sensitive ways 	
3. Provide collaborative organizational support	<ul style="list-style-type: none"> Coordinate regional efforts to reduce service gaps and overlaps in programming 	<ul style="list-style-type: none"> Regional efforts aligned to reduce service gaps and overlaps in programming 	<ul style="list-style-type: none"> Seamless transitions for learners between education systems 	
	<ul style="list-style-type: none"> Leverage resources by collaborating across sectors to address common issues 	<ul style="list-style-type: none"> Sustained financial and in-kind support from partners and external sources 	<ul style="list-style-type: none"> Education system designed for individual and community prosperity 	
	<ul style="list-style-type: none"> Motivate and empower communities to take action on local issues Regularly employ multi-level communication channels to engage external and internal audiences 	<ul style="list-style-type: none"> Increased community awareness of barriers outside the realm of education that affect learner progress Increased community awareness of the links between education and regional prosperity 	<ul style="list-style-type: none"> Education system designed for individual and community prosperity 	
4. Provide support and training in implementing equity lens in collaborative work	<ul style="list-style-type: none"> Use the equity lens in collaborative work 	<ul style="list-style-type: none"> Needs and assets specific to learners of color and those in poverty are identified and addressed 	<ul style="list-style-type: none"> Widespread use of equity lens to support learners of color and those in poverty 	
5. Foster RAC learning networks	<ul style="list-style-type: none"> Use peer-learning networks of collaboratives across the state to build capacity and local knowledge 	<ul style="list-style-type: none"> Tools and resources related to best and promising practices of collaboratives in Oregon are shared within and across regions 	<ul style="list-style-type: none"> Increased body of knowledge regarding effective and evidence-based practices in Oregon 	
6. Provide collaborative support for data, research, and evaluation	<ul style="list-style-type: none"> Facilitate data-driven decision-making to help communities identify and address regional needs and assets Implement accountability measures that identify outcomes and measure impacts Regularly collect, analyze, and share data with stakeholders Use data in an iterative process to inform and refine regional efforts 	<ul style="list-style-type: none"> Structures and processes in place to support ongoing learning related to collaborative efficiency and effectiveness Collaborative plan is focused on improving outcomes 	<ul style="list-style-type: none"> Increased body of knowledge regarding effective and evidence-based practices in Oregon 	

* The RACs, together with other OEIB strategies, collectively contribute to meeting the OEIB outcomes.

STEM Hub Shared Outcomes Framework* - DRAFT

Shorter-Term Outcomes (1-2 years)

Longer-Term Outcomes (3-5 years)

Student Outcomes (Disaggregated by Student Characteristics)

Increase participation in inquiry-based activities

Increase positive STEM identity and motivation

Increase participation in out-of-school STEM experiences and programs, especially for students of color and/or in poverty

Increase STEM career awareness

Increase college and career readiness**

Increase digital literacy and quantitative reasoning skills

Increase students taking STEM-related elective courses

Increase access to, and participation in, undergraduate research opportunities and internships

Increase math and science achievement scores

Increase high school graduation rates

Increase early college credit in STEM subjects

Increase college-going rates, particularly for students of color and in poverty

Decrease postsecondary enrollments in remedial mathematics

Increase postsecondary STEM certificates and degrees, particularly for women and students of color

K-16 Formal and Informal Educator and Administrator Outcomes

Increase time allocated for science instruction in elementary school

Increase interactions between educators and STEM professionals in classrooms, workplaces, and the community

Increase educator access to high-quality STEM professional development and resources

Increase educator access to high-quality professional development on digital literacy and quantitative reasoning

Increase availability of high-quality instructional materials and resources that support and promote effective STEM education

Increase educator pedagogical content knowledge in STEM subjects

Increase educator understanding of how STEM content is applied in STEM fields

Increase educator confidence in teaching digital literacy and quantitative reasoning skills

Increase educator confidence in teaching STEM subjects

Increase educator use of inquiry-/problem-based learning approaches

* Whether outcomes are short-term or longer-term may depend on the developmental stage of the collaborative.

** See College and Career Readiness Definition for Oregon (adopted April 8, 2014 by the OEIB)

Shorter-Term Outcomes (1-2 years)

Community Outcomes

Increase parental and community awareness of the value of STEM education and career opportunities

Increase parental and community support for STEM education programs

Increase partnerships between educational institutions and local stakeholders/businesses

Increase availability and access to community-based out-of-school STEM programs

Workforce Outcomes

STEM Hub Infrastructure Outcomes

Governance includes high-level leadership from multiple sectors and community stakeholders, including workforce development, industry, and P-20 education

Leadership includes partners from culturally and linguistically diverse backgrounds

Partners implement an aligned plan of action to address a common agenda

STEM Hub plan includes regular monitoring of data focused on improving outcomes

Longer-Term Outcomes (3-5 years)

Increase the number of Oregonians filling STEM-related jobs in Oregon

Increase alignment of degree and certificates with high-wage, high-demand jobs

An efficient and effective backbone infrastructure with clearly defined roles and responsibilities is maintained

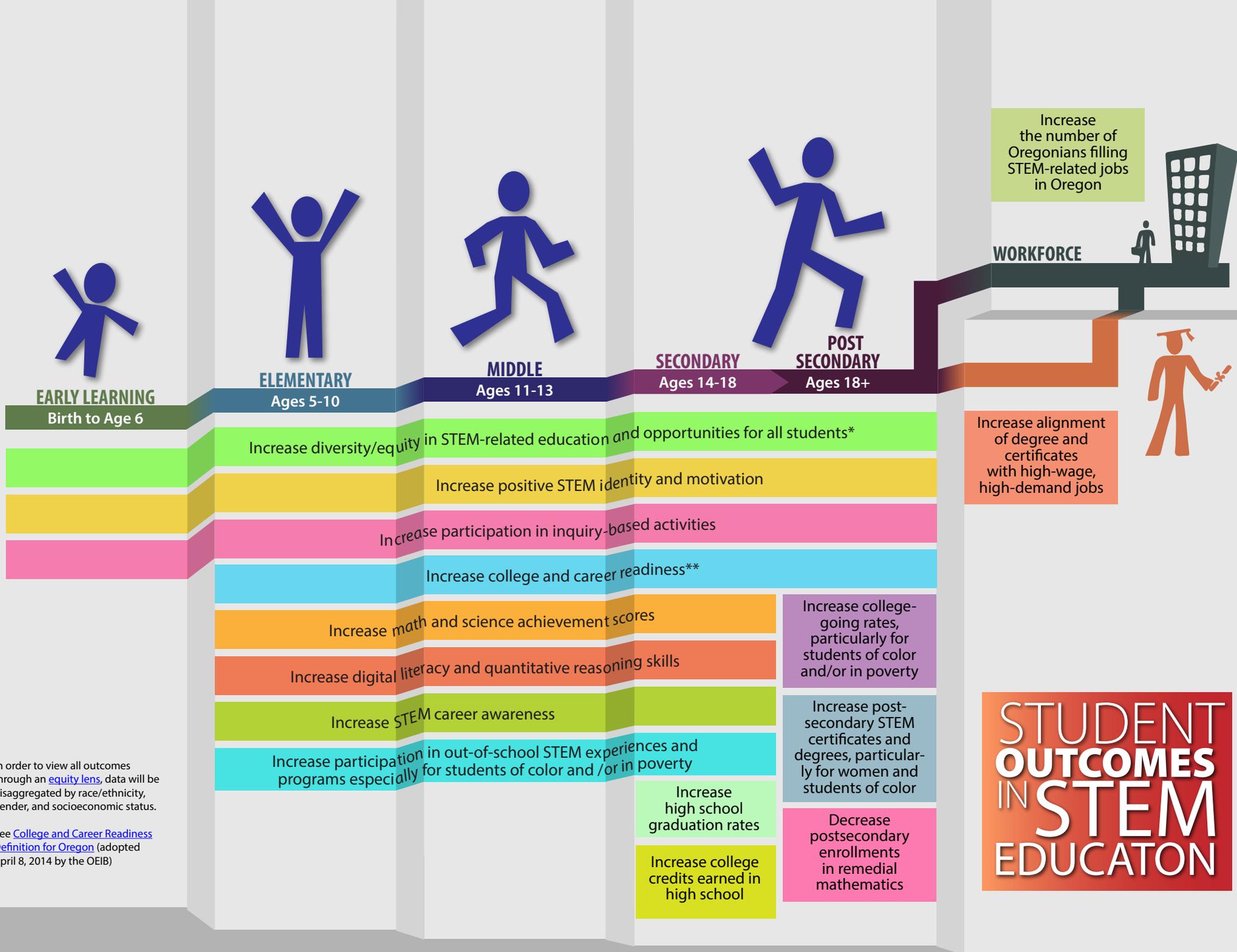
Regional efforts are aligned to reduce service gaps and overlaps in STEM education programming to improve outcomes

Sustained human, financial, and in-kind support from partners and external sources

Structures and processes are in place to share data and support ongoing learning related to STEM Hub efficiency and effectiveness

System-Level Support Strategies

Build relationships and trust to improve feedback loop between policy and practice	Sustained investment in STEM Hub backbone infrastructure and programs	Build STEM Hub capacity through organizational support	Provide support and training in implementing the equity lens in STEM Hub work	Foster cross-STEM Hub learning networks	Provide support for communication and community outreach	Provide STEM Hub support for data, research, and evaluation	Advocacy for ongoing STEM education investments
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* In order to view all outcomes through an [equity lens](#), data will be disaggregated by race/ethnicity, gender, and socioeconomic status.

** See [College and Career Readiness Definition for Oregon](#) (adopted April 8, 2014 by the OEIB)

Early Learning Division/Oregon Department of Education Shared Work: From Birth to Third Grade

Shared vision: Children ready for school and succeeding by third grade.

- More children “on track” at school entry and reading on grade level by third grade.
- Fewer children with untreated developmental delays or chronic absenteeism.
- More children in schools where race and income based reading gaps are eliminated by third grade.

1. Alignment of early childhood standards across early childhood and K-3.

What	Why	Who	Progress	Remaining work	Barriers
Align early childhood standards with K-3 standards.	Child development is a continuous process and aligned standards allow consistency in instruction through age 8, and allow for continuous gains from pre-K through third grade.	ODE/ELD	Adoption of statewide standards for 0-3 Adoption of statewide standards for 3 – 5 year olds. Early childhood standards for each developmental stage aligned.	Alignment crosswalk/analysis between ECE standards and K-3.	Once articulation/alignment work is completed, to make the standards meaningful educators will need time and resources to ensure adequate training and adjusted instructional practices across both systems.
Statewide implementation of the kindergarten assessment based on early childhood standards.	Allows the state to see a snapshot of school readiness and to drive early childhood investments toward populations and school catchment areas that need more support.	ODE/ELD	Implemented	Assessment is implemented, with more work to do to improve how data is used to inform decision making.	Need for continued support to school districts in implementation. Need for timely turnaround of information from state, to schools, to educators.

2. Early screening and identification of developmental delay, paired with intervention and supports for children and families.

What	Why	Who	Progress	Remaining work	Barriers
Implementation of statewide developmental screening tool.	<p>Early identification/diagnosis of a delay makes a tremendous difference in supporting a child’s developmental progress.</p> <p>Even when a delay is not identified, the screening process allows parents time to engage with their child and learn about how to support on track health and development.</p>	ELD/OHA	<p>Universal developmental screening tool adopted by ELC and OHA.</p> <p>Shared accountability across the health and early learning system for universal developmental screening.</p> <p>Training for providers (both medical and early childhood) in progress.</p>	Complete statewide provider training and implementation of online tool.	Lack of a coordinated way to share information across health/early learning systems and providers.
Ensure families are connected to services that meet developmental needs of children based on results of screening.	Once a need or risk factor is identified, it’s critical children receive early intervention to address their needs and support family health/child health and school readiness. The sooner an intervention occurs in a child’s development, the more effective it can be.	<p>ODE: Early Intervention/Early Childhood Special Education</p> <p>ELD: Home visiting and respite services.</p> <p>OHA: Home visiting and public health services.</p>	Services exist to support intervention, coordination efforts have begun at both state and local level. Common outcomes identified for home based services.	Increase coordination at the state and local level, including the adoption of a common intake form and referral protocol.	<p>Lack of a coordinated/consistent way to conduct service referral and follow up.</p> <p>Need for interventions and supports far outstrips funding available for service.</p>
Connect early childhood positive behavior supports with response to intervention.	Early positive behavior support implementation improves kindergarten readiness for both social/emotional health and approaches to learning – two components of our state early learning framework.	ODE/ELD	Piloting this approach in Multnomah County through the Kindergarten Partnership and Innovation Fund. Age 3 to grade 3 literacy initiative work.	Determine if this is a strategy that ODE/ELD have a real interest in and capacity to take state wide.	Funding and capacity to implement with fidelity.

	Early Response to Intervention will increase identification accuracy and early support for children with learning challenges.				
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3. Aligned practices and approaches to support children and families through the transition to kindergarten.

What	Why	Who	Progress	Remaining work	Barriers
Coordinated/aligned approach to summer transition activities between the two systems including: identification of children who would benefit, stronger connection between ECE providers and summer-school/Kindergarten teachers, and supports for parent engagement.	Children who need and get additional support in the summer before kindergarten/for the first weeks after kindergarten start do better in the early grades of elementary school than similar peers who do not. Additionally, programming that engages families in how to support their children through the transition into formal schooling have shown positive impacts on school readiness and third grade reading.	ODE/ELD	Piloting all of these strategies on a small scale across the state through Kindergarten Partnership and Innovation Fund. A key component of the age 3 to grade 3 literacy initiative.	Capture early lessons learned from the pilot and tie together more seamlessly with the larger reading initiative under way.	Coordination across ECE and K-3 takes time; there are financial and time barriers child care workers that are hard to overcome; there are time barriers for kindergarten teachers that are hard to overcome; lack of cohesive data base to use to identify kids and track progress.
Shared professional development and alignment of instructional practices across K-3 and early learning.	Similar to aligned standards, aligned instructional practices create a smoother educational experience for young children – critical during the early years of development.	ODE/ELD	Some shared professional development currently being piloted and tested through Kindergarten Partnership and Innovation Fund. Key component of age 3 to	Connect this work more cohesively to school improvement plans/early literacy initiative. Learn from districts and ESDs piloting this	Similar barriers re: time for child care/other ECE providers and elementary teachers to meet and connect.

			grade 3 literacy initiative.	work to see what is scale-able.	
Develop and pilot a mixed delivery model for Pre-K that includes elementary schools, family and center based child care providers, community based organizations and existing OPK/Head Start grantees.	Children who have access to high quality pre-K do better in the early grades of elementary school and later in life, however, in Oregon only about 10% of our three and four year olds are in state funded pre-K programs. Expanding the model to include more children, in a wider variety of settings could increase the number of children ready for school at kindergarten entry.	ELD	Competing for a federal grant that would fund this mixed delivery model at \$15mm a year.	If successful and receive grant, pilot approach in four communities and adjust to ensure it's a good fit for Oregon.	Have to get the grant first. Sustainable state funding/ a state level commitment to funding pre-K for more 4-year-olds through a mixed system is unclear.



BUILDING AN EARLY LEARNING SYSTEM

MARCH 10, 2015

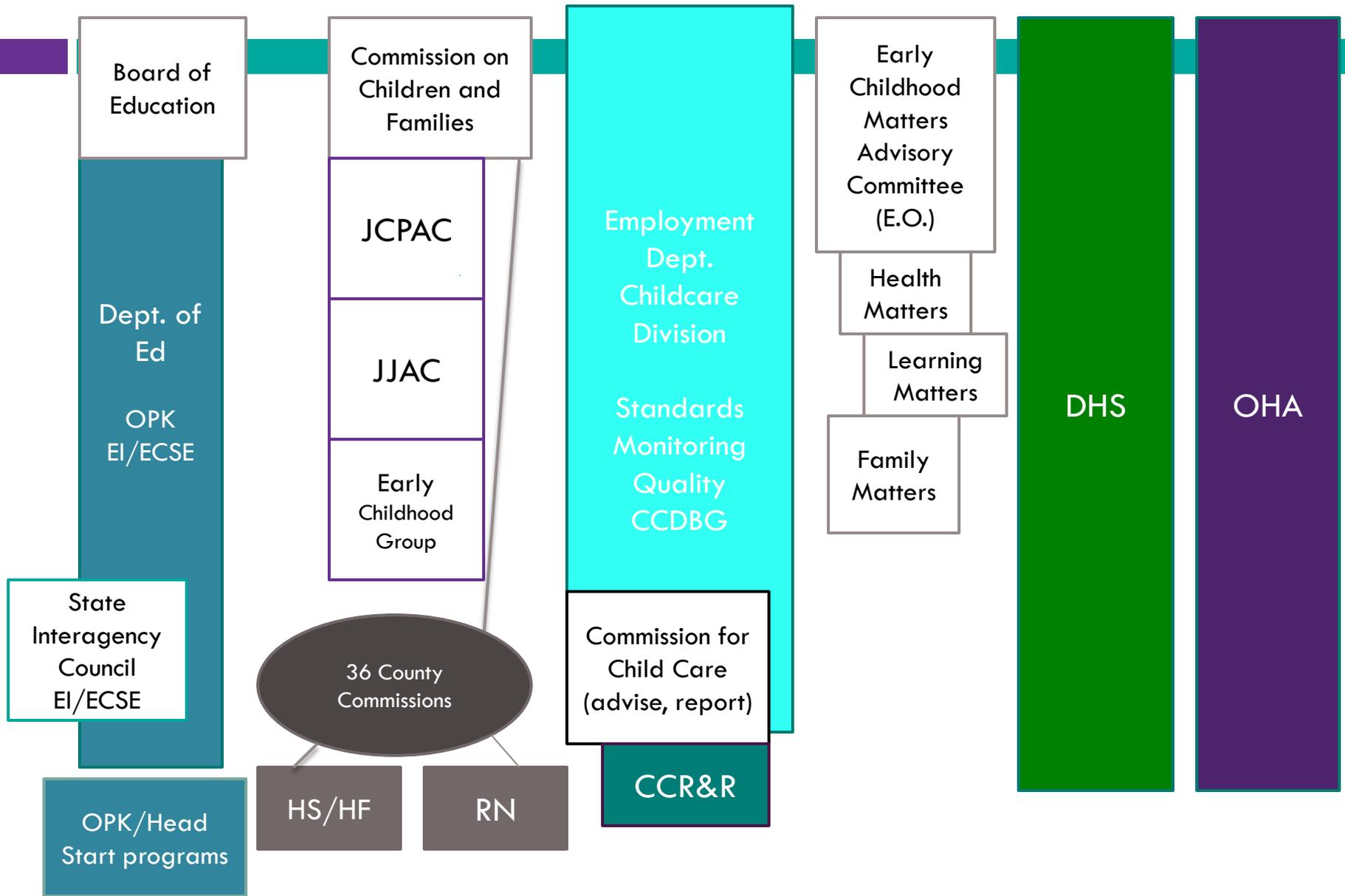
Megan Irwin, Sarita Amaya, Liz French

Overview

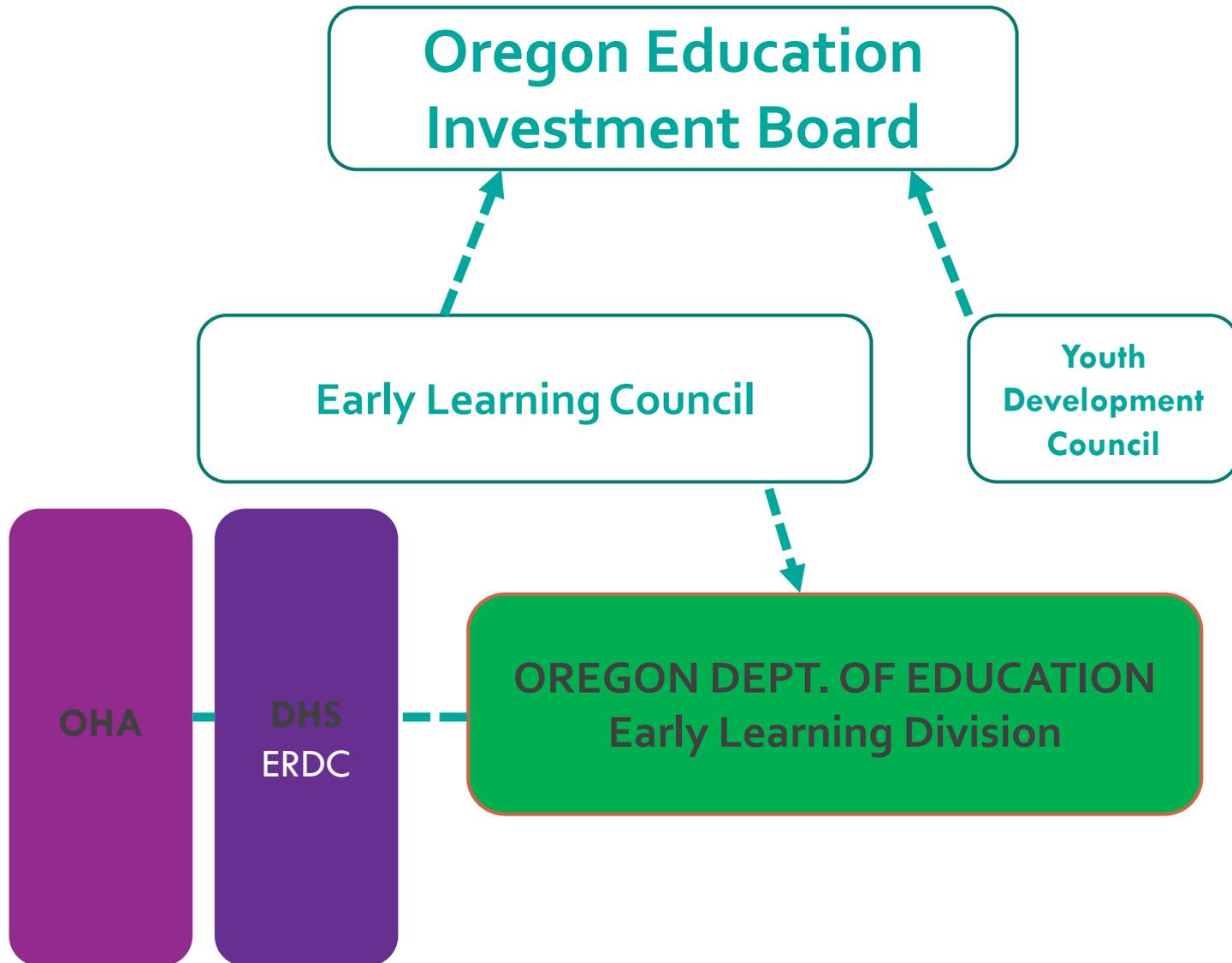
- Building a system in the early learning context
- Highlights of work to build and connect systems
 - Early Learning Hubs
 - Age 3 to Grade 3
 - Kindergarten Assessment
 - Equity Lens



Oregon's Historical Early Learning System



New Early Learning Structure



Early Learning Division Mission



The Early Learning Division supports all of Oregon's young children and families to learn and thrive.

Early Learning Division's Goals

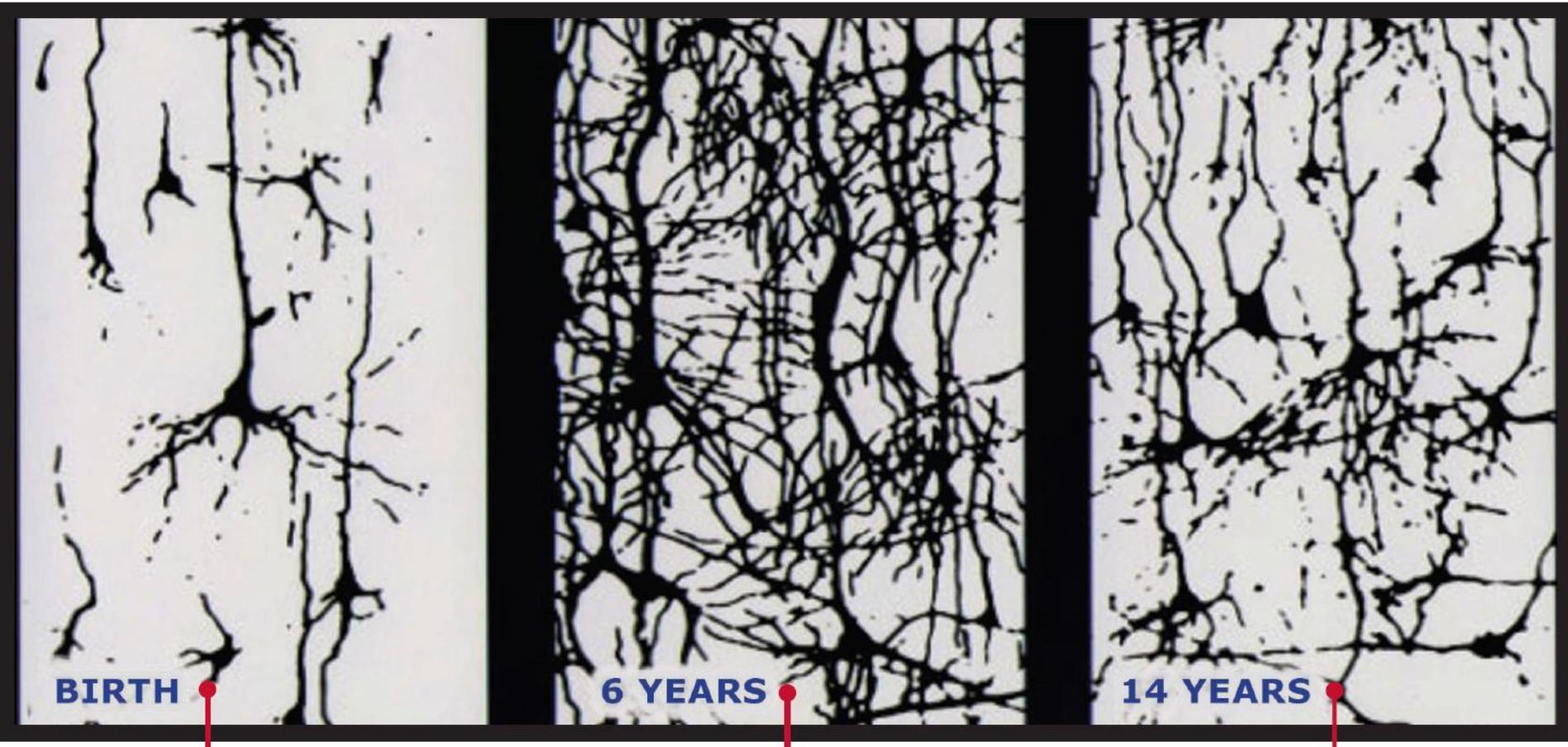
- Children arrive at kindergarten ready to succeed.
- Families are healthy, stable and attached.
- The Early Learning System is coordinated, aligned and family-centered.



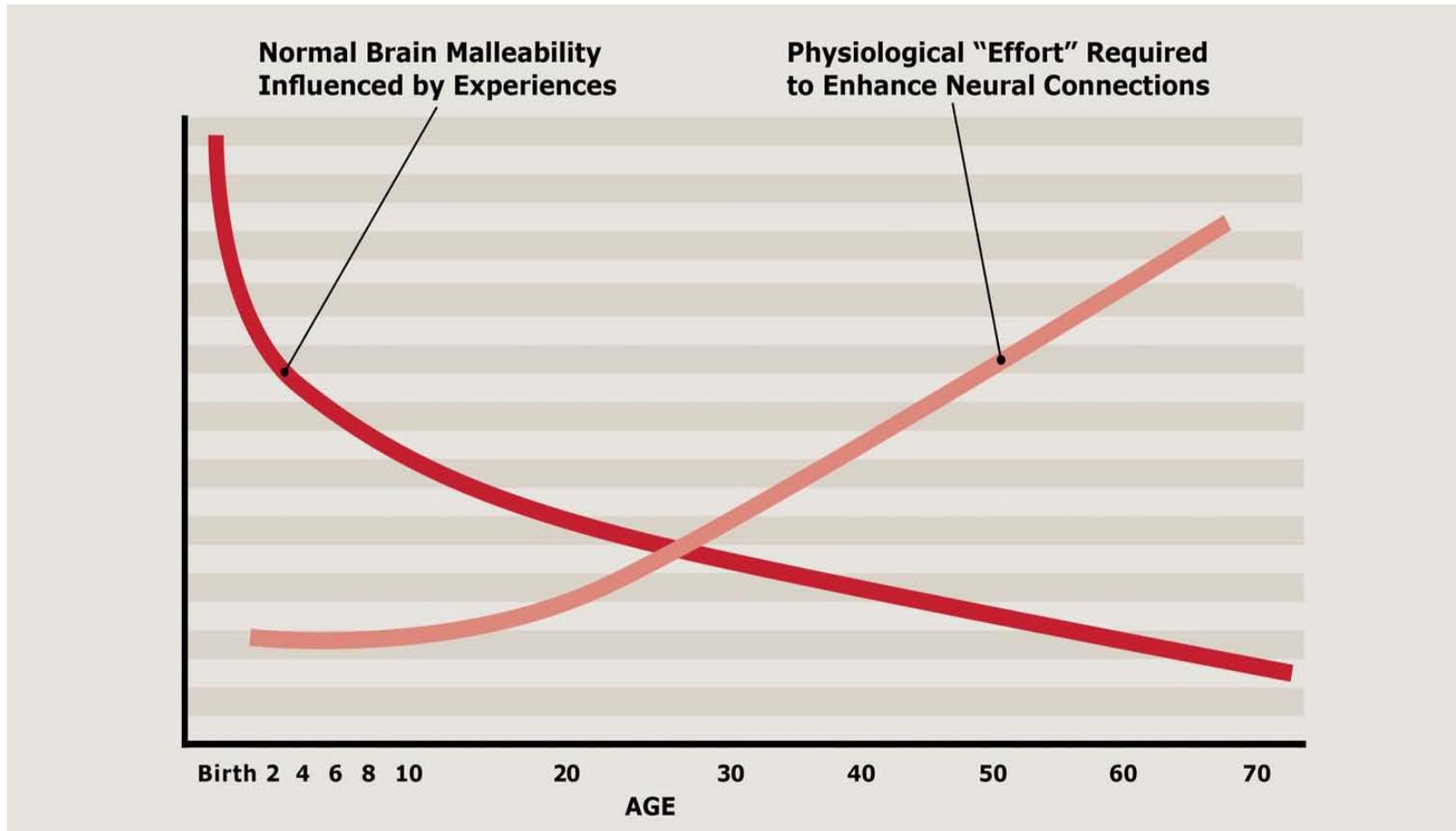
Customers

- 230,000 children under age 5.
- 45,000 children born a year – half born on Medicaid.
- ~25% of Oregon's under five population exposed to well recognized risk factors.
- More than 4,500 formal child care and early learning and development program providers.
- 60% of children 5 and under in some type of child care.

Evidence for Early Learning



Evidence for Early Learning



2. Identify the needs of these children and their families.

1. Identify the populations of children most at risk of arriving at kindergarten unprepared for school.



3. Work across sectors to connect children and families to services and support that will meet their needs.

4. Account for Outcomes collectively across the system.

Age 3 to Grade 3 Literacy

Systemic Support

Extended Time for Learning

Professional Development

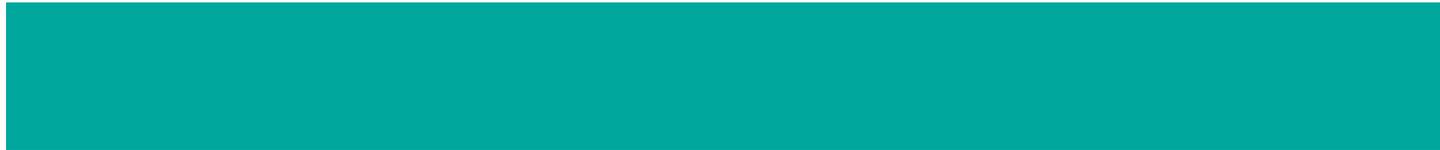
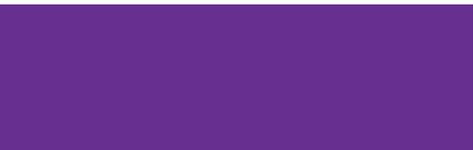
Culturally Responsive
Curriculum

Early Transitions



- How do we support Prenatal through 3 years old?

KINDERGARTEN ASSESSMENT



Oregon's Kindergarten Assessment

BRIEF HISTORY

- 2012
 - HB 4165 directs Early Learning Council and ODE to jointly develop a kindergarten readiness assessment to pilot in Fall 2012 and implement statewide in fall 2013
 - Fall 2012: Pilot and Pilot Evaluation
- 2013
 - March 8, 2013: Statewide assessment adopted into rule
 - Spring 2013: Accommodations Panel
 - Fall 2013: First Statewide Administration and Reporting
 - Winter 2013: Reporting Interpretive Panel
- 2014
 - Fall 2014: Second Statewide Administration and Reporting
 - Winter 2014: Kindergarten Content and Assessment Advisory Committee formed
- 2015
 - Winter 2015: Kindergarten Content and Assessment Advisory Committee convened
 - Fall 2015: Third Statewide Administration and Reporting
 - Fall 2015: Field Test

Oregon's Kindergarten Assessment

GOALS

1. To provide local and statewide information to state-level policy makers, communities, schools, and families about the literacy, math, self-regulation, and interpersonal skills of entering kindergarteners.
2. To provide essential information on Oregon's entering kindergarteners' strengths and to identify gaps in key developmental and academic skills to inform early learning and K-12 systems' decisions and to target instruction, professional development, resources, and supports on the areas of greatest need.
3. To provide a consistent tool to be used across the state to identify opportunity gaps in order to inform schools, districts, early learning hubs, communities, and policy-makers about how to allocate resources to the communities with the greatest need and to measure progress in the years to come.

Oregon's Kindergarten Assessment

GUIDING PRINCIPLES

- Measure skills that are predictive of 3rd grade literacy
- Maintain equating with 2013 baseline to the extent possible
- Follow ODE's Equity Lens belief
- Align with Early Learning Framework
- Minimize burden to student and assessor (training and administration)
- Minimize cost

Oregon's Kindergarten Assessment

2014-15 SEGMENTS

- Early Literacy (direct assessment)
 - ▣ English Letter Names
 - ▣ English Letter Sounds
 - ▣ Spanish Letter Names
 - For Spanish-speaking English Language Learners
- Early Math (direct assessment)
 - ▣ Number Relationships and Operations
 - ▣ Number Concepts and Quantities
 - ▣ Patterns
- Approaches to Learning (observational assessment)
 - ▣ Self-regulation
 - ▣ Interpersonal Skills

Kindergarten Content and Assessment Advisory Committee

COMMITTEE COMPOSITION

- 24 Members of the Committee
- Committee members have expertise in:
 - Early Learning (70%)
 - Assessment (60%),
 - Research (40%),
 - Kindergarten (33%),
 - Grades 1-3 (20%), and
 - English Language Learners (10%).
- Two thirds of Committee members had teaching experience
 - Members have taught all grades Pre-K through Higher Ed
 - Members have taught all subject areas

Kindergarten Content and Assessment Advisory Committee

OBJECTIVES

1. Recommend modifications to the letter name and letter sound measures to reduce floor effect (to be implemented through a field test Fall 2015).
2. Recommend an additional measure(s) that address(es) early language/vocabulary (to be field tested Fall 2015).
3. Recommend best practices for interpretation of the 2014 Kindergarten Assessment data at the hub, district, school, and student levels.
4. Recommend best practices for interpretation of the results of the early Spanish literacy measure from Fall 2014 assessment.

Kindergarten Content and Assessment Advisory Committee

OUTCOMES

1. Adjustments to Letter Names and Letter Sounds will be part of operational field test in fall 2015
2. New measure of Language Development will be field tested with 2,000 students in fall 2015
3. Revised report interpretation guidelines were released with the 2014 data in January
 - ▣ Revised goals of the KA
 - ▣ Revised appropriate uses of the data
 - ▣ Revised cautions in interpreting the results
4. Follow up collaboration between ISAA-2 and Equity unit around the Spanish Literacy assessment is in progress

Kindergarten Assessment

USES OF THE RESULTS

- Statewide Reports Used to:
 - Identify opportunity gaps
 - Inform decision making in allocating resources to the communities with the greatest need
 - Measure statewide progress
- District and School Reports Used to:
 - Inform instructional decisions
 - Target professional development, resources and supports on the areas of greatest need
 - Initiate outreach to families
- Early Learning Hub Reports Used to:
 - Target resources, supports, and cross-sector community-based strategies that support early learning

Kindergarten Assessment

CAUTIONS IN INTERPRETING THE RESULTS

- Not the only measure of skills
 - The KA measures very specific skills that are predictive of later academic success
 - Scores should not be viewed as the only measure of students' competencies and strengths
- Not to measure individual growth
 - Results provide a snapshot of entering kindergarten students in a given year
- Not to make placement decisions
 - Children cannot pass or fail the kindergarten assessment

EARLY LEARNING COUNCIL EQUITY SUBCOMMITTEE

Report & Toolkit

Goal



- The Early Learning Council has directed the Early Learning Council Equity Subcommittee to align all early learning policy and practice with the Oregon Equity Lens through the development of an early learning equity toolkit.

Categories



- Culturally Responsive Practice
- Early Learning Operating Systems
- Data & Resource Allocation

Culturally Responsive Practice

- Comprehensively address power relationships through the acknowledgement that culture informs how we communicate, shapes the way we receive information, and frames the thinking process of groups and individuals.
 - ▣ Culturally Responsive Pedagogy
 - ▣ Culturally Responsive Community Engagement
 - ▣ Culturally Responsive Leadership

Early Learning Operating systems

- Establish equity-informed systems that will sustain Oregon's early learning organizations and their abilities to produce positive outcomes for all Oregon children, with a special focus on our most historically underserved.

Data & Resource Allocation



- Data is used to inform decision-making about how and where funding is allocated to close gaps in achievement and ensure quality of care for all Oregon children, with a special focus on our most historically underserved.

Next Steps



March 18
Early Learning Council
Presentation

Discussion

2014
Alumni and Employer
Survey

Oregon Association of Colleges for Teacher
Education

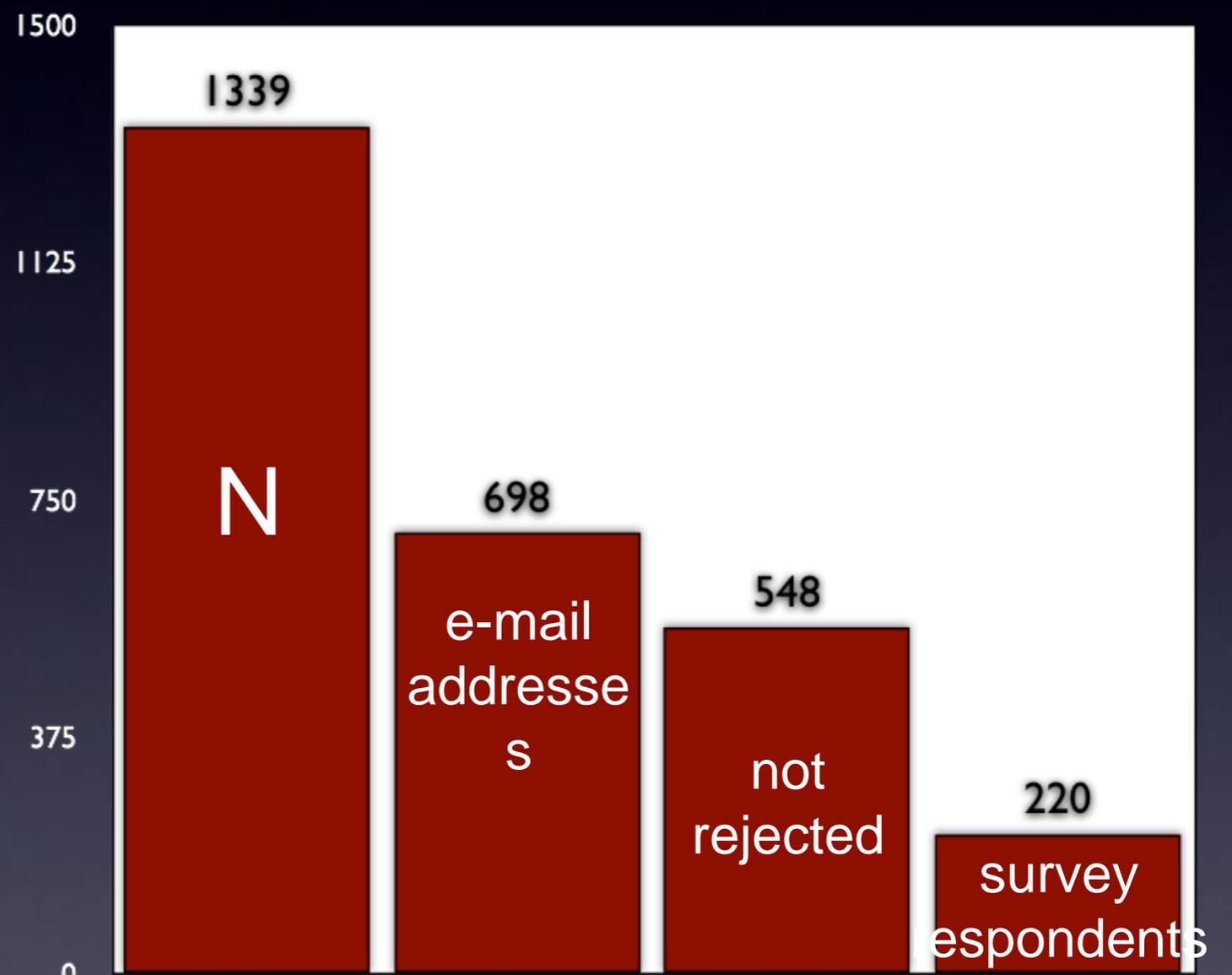
Population

- Oregon teachers
- Completed preparation in 2012 or 2013 in Oregon
- Their employers

- Pilot testing November 2013
- Contact information available mid-May 2014
- Phone campaign late summer 2014

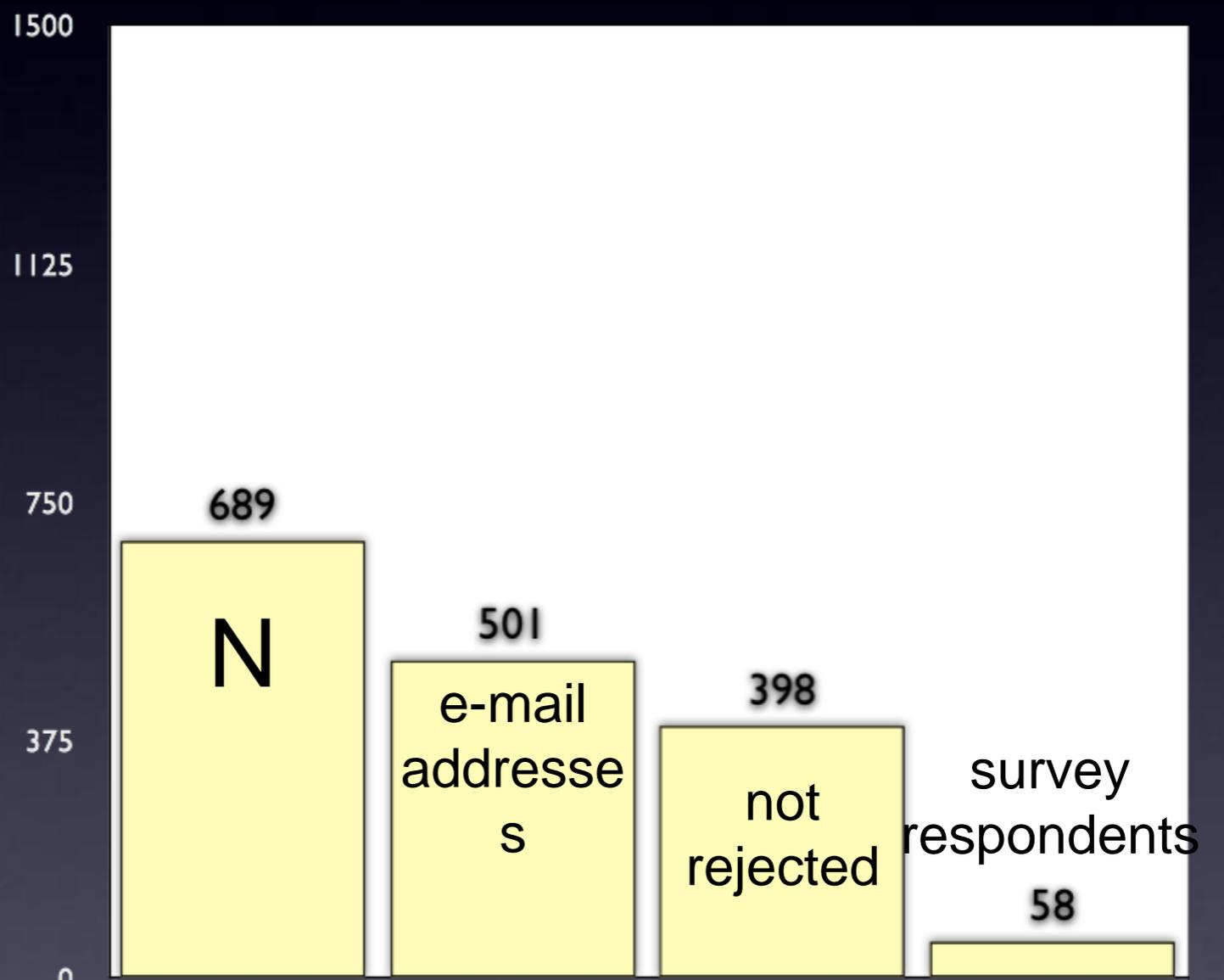
Teacher Response

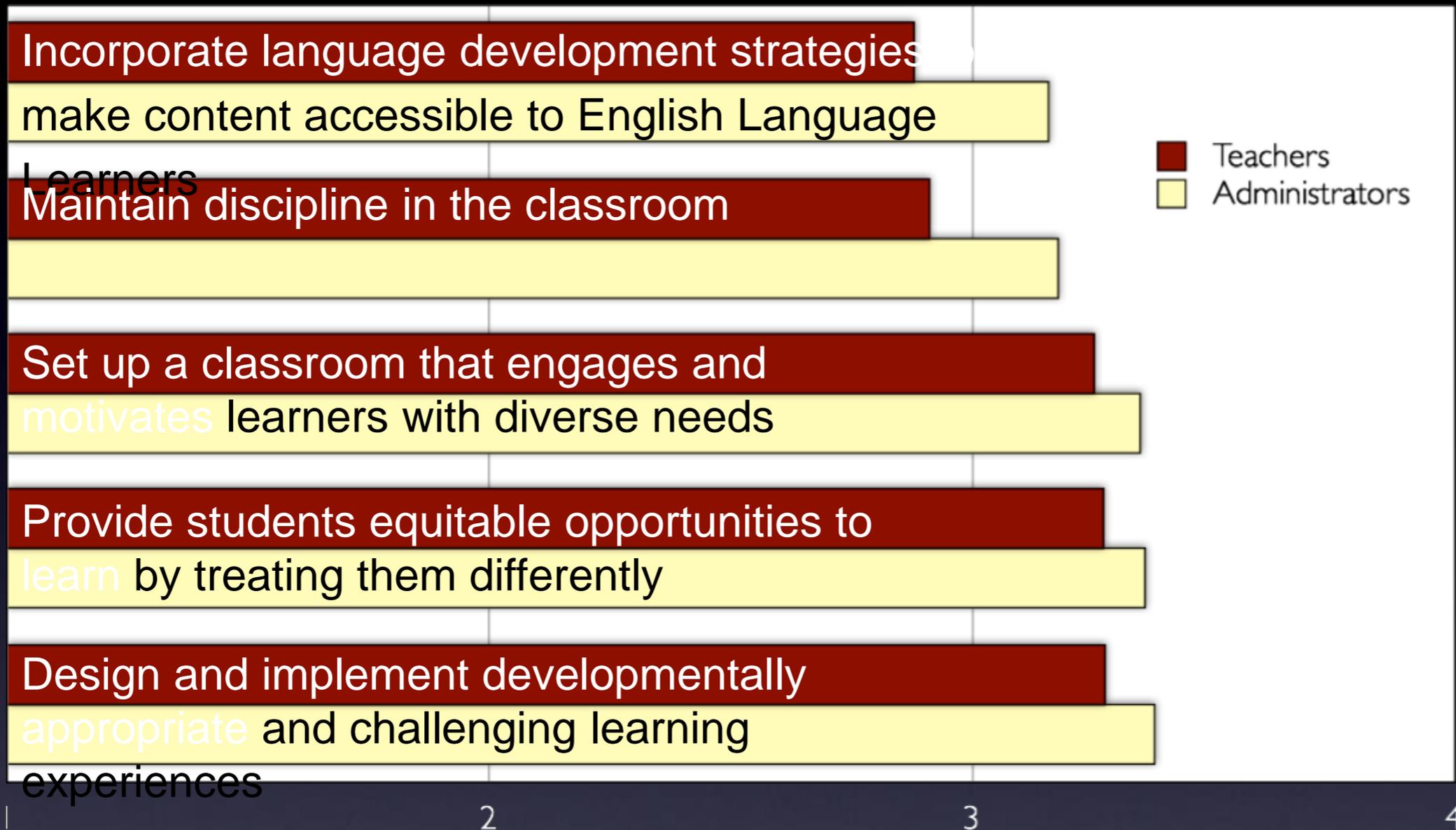
- Teachers = 1,339
- No teacher e-mail = 48%
- NDN = 22%
- 16% population response



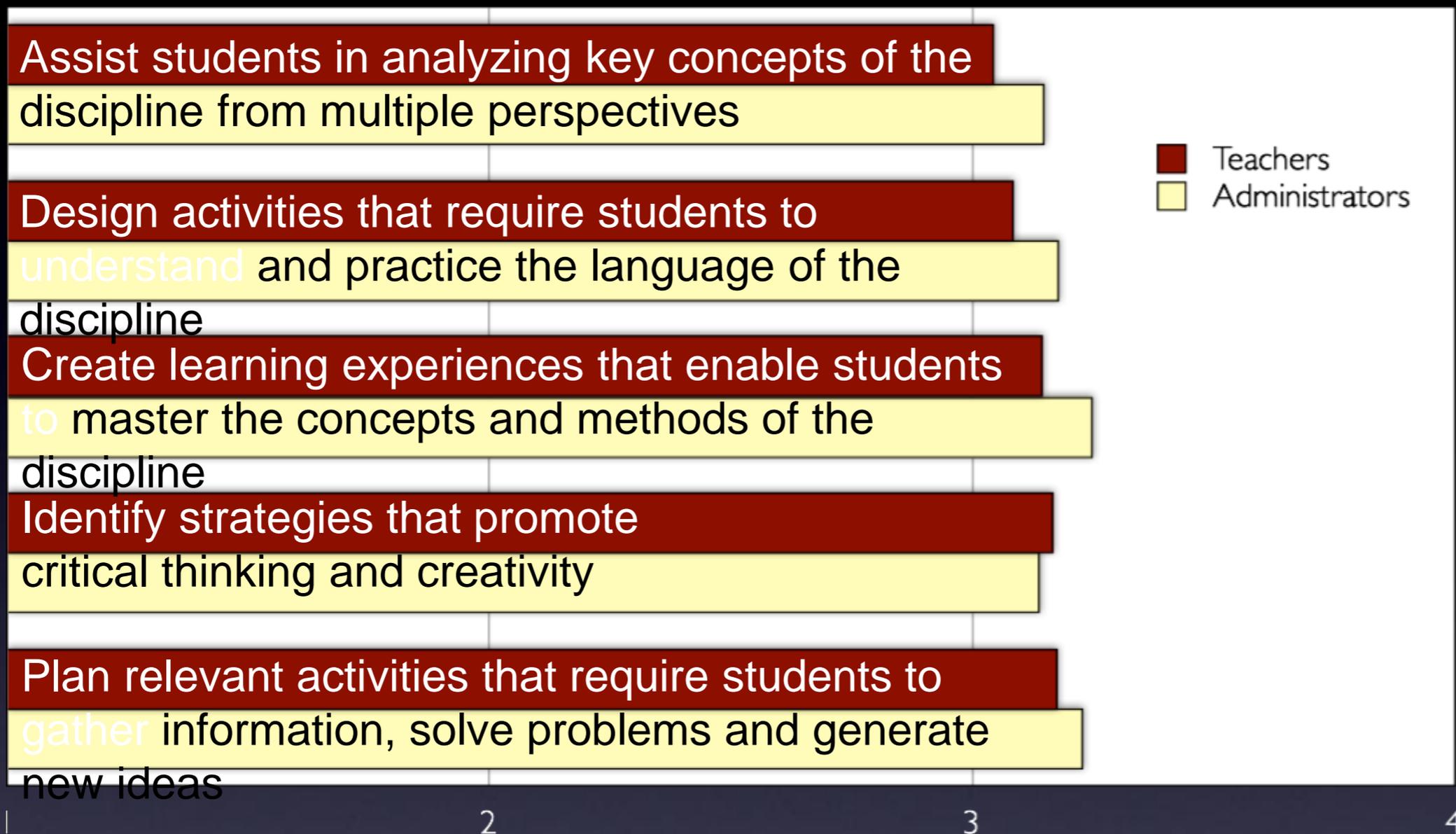
Administrator Response

- 1 teacher = 1 survey
- Administrators = 689
- No admin e-mail = 27%
- NDN = 21%
- 94 surveys submitted

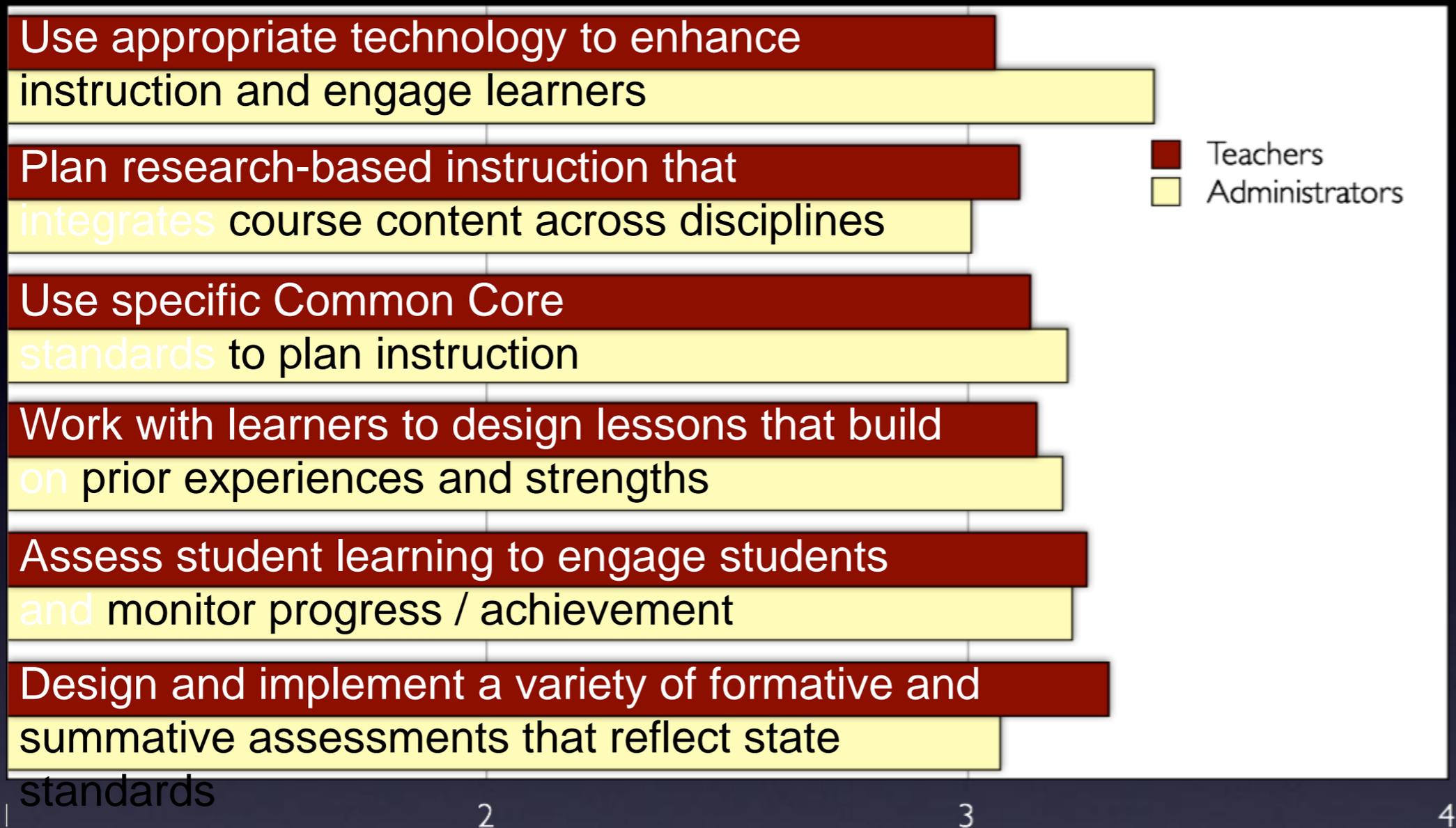




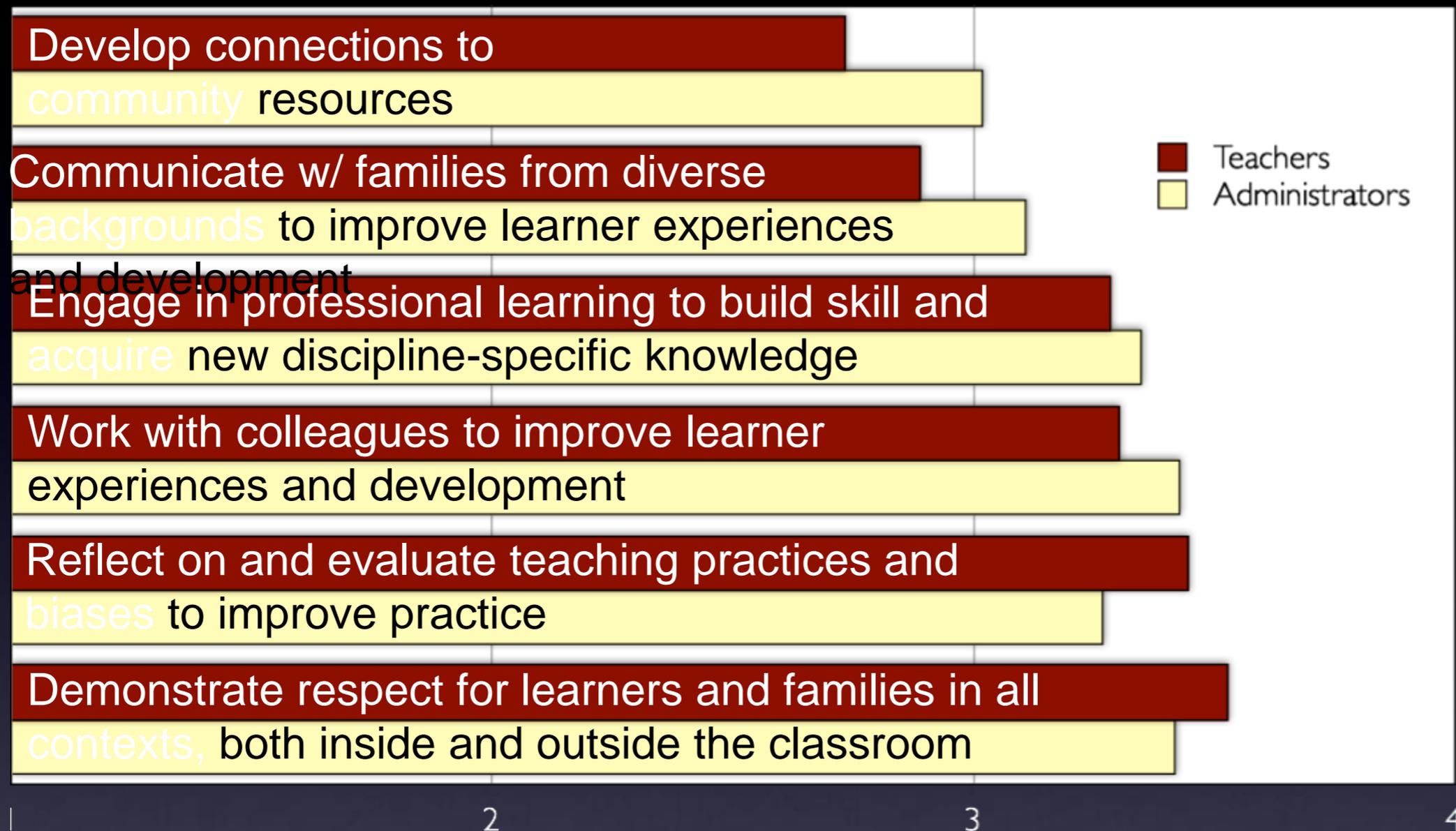
Learner and Learning



Content Knowledge



Instructional Practice



Professional Responsibility

Improvement nt

- Language development
- Discipline
- Family communication
- Community resources
- Research-based interdisciplinary lessons
- Standards-based assessments

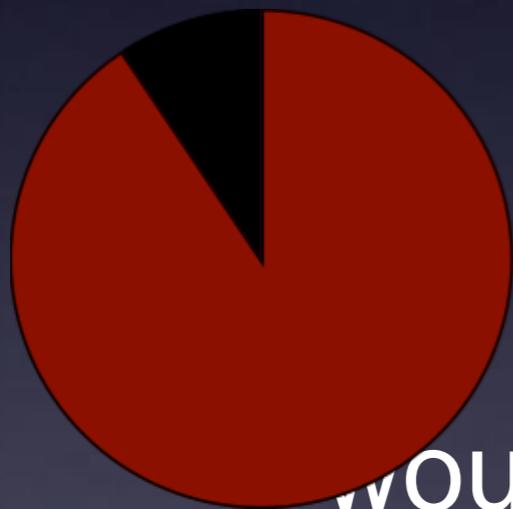
Improvement nt

- Language development
- Discipline
- Family communication
- Community resources
- Research-based interdisciplinary lessons
- Standards-based assessments

Strengths

- Work with colleagues
- Respect for learners and families
- Reflective practice

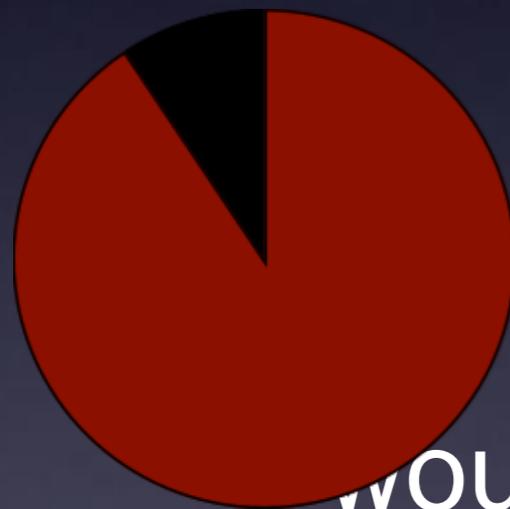
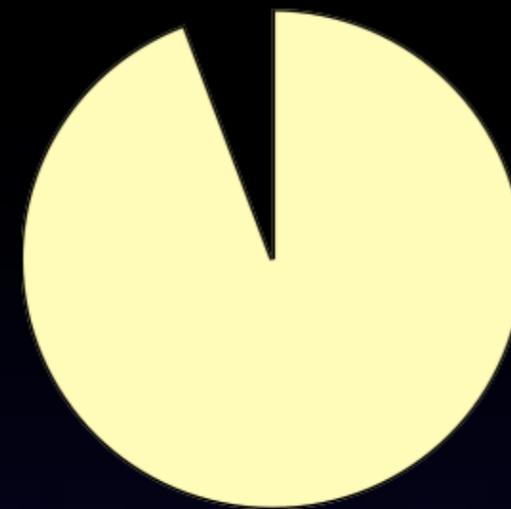
Knowing what they
know now . . .



91% of teachers

would become a teacher again

94% of administrators
would hire the teacher again



91% of teachers
would become a teacher again

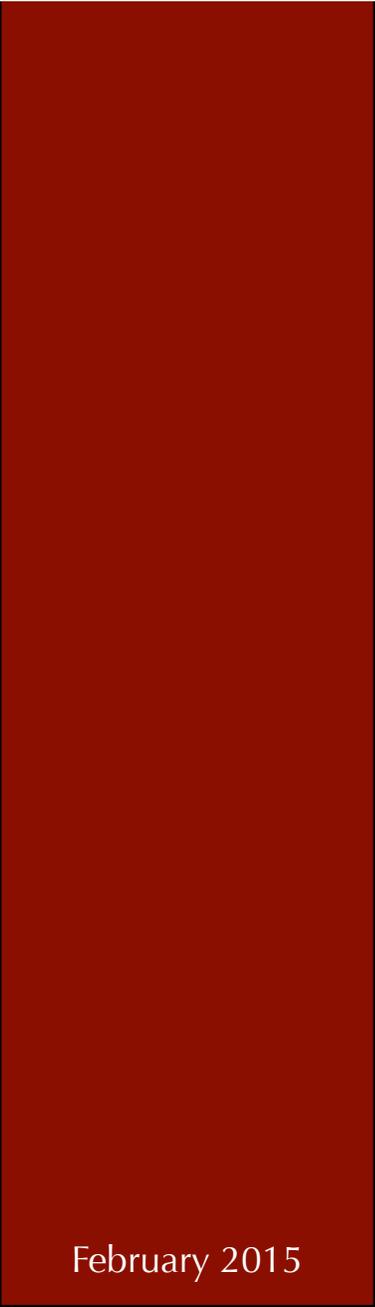
Next Steps

- Institutional reflection
- Revise scales
- Implementation partnerships



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

Survey of PK-12 School Administrators



February 2015

Survey of PK-12 School Administrators

OACTE Alumni and Employer Survey

February 2015

Oregon Association of Colleges for Teacher Education

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

OACTE Alumni and Employer Survey Advisory Team:

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Mark Girod, Western Oregon University

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Executive Summary

Teaching is a tough profession, especially in the first years on the job. To evaluate the extent that new teachers in Oregon are starting their jobs prepared to help all students achieve, the Oregon Association of Colleges for Teacher Education (OACTE) undertook a unified effort to elicit feedback from recent alumni of all of Oregon's teacher preparation programs and their employers. This study's purpose is to help leaders at Oregon's teacher preparation institutions and their statewide regulatory and affiliated boards prioritize where program enhancement is most needed at this time.

This report focuses on administrators' survey responses.

All school principals who employed at least one new teacher who graduated from one of Oregon's teacher preparation institutions in 2012 or 2013 were invited to complete the survey. Due to challenges in timing and contact information responses from administrators were limited.

There were 94 viable surveys submitted by 58 individual administrators from 32 school districts throughout the state. The administrators who responded to the survey employed alumni from 17 of Oregon's 19 colleges and universities that offer teacher preparation programs.

Teacher Preparation in Oregon

Administrators were asked how well prepared they thought specific teachers were to perform a number of job duties expected under the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, standards required by the Oregon Teacher Standards and Practices Commission for all Oregon-approved educator preparation programs. The ten Standards are presented in four categories, measured with four corresponding multi-item scales.

The *Learner and Learning* category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. On average, administrators indicated new teachers were best prepared, among the five scale items, to design and implement developmentally appropriate and challenging learning experiences. They were least prepared to incorporate language development strategies to make content accessible to English Language Learners. The overall scale average for the Learner and Learning Standards was higher than the overall average for the other three categories of Standards.

The teaching Standards in the *Content Knowledge* category describe the expectations for teachers to demonstrate they have a deep and flexible understanding of their discipline

and its relationship to other fields and contexts. Among the five items developed to measure the Content Knowledge Standards, administrators thought their new teachers were, on average, best prepared to create learning experiences that enable students to master the concepts and methods of the discipline. Administrators thought their new teachers were least well prepared to identify strategies that promote critical thinking and creativity.

The Standards included in the *Instructional Practice* category describe the expectations for teachers to integrate assessment, planning and instructional strategies into their teaching. Administrators thought, on average, new teachers were best prepared to use technology to enhance instruction and engage learners. Conversely, new teachers were least well prepared to plan research-based instruction that integrates course content across disciplines. Teachers were rated lowest on this item among all 22 items across all four scales to measure teacher preparation for the InTASC Model Core Teaching Standards.

The Standards measured by the *Professional Responsibility* category describe expectations for teachers' continuous improvement, including collaboration and leadership development. Responses from administrators indicated that, on average, new teachers were best prepared to work with colleagues to improve learner experiences and development, the highest-rated item among all 22 measures of teacher preparation for the InTASC Model Core Teaching Standards.

Administrators thought their new teacher was least well prepared, among the six items, to develop connections to community resources.

Most administrators (90 percent) thought the teacher upon whom they were reflecting was prepared to succeed as a first-year teacher. Similarly, nearly all administrators were satisfied with the new teacher (95 percent), and would hire the teacher again (94 percent).

Partnerships and Support

All but one administrator surveyed indicated their district provides some type of support to help new teachers succeed. The vast majority indicated their district supports collaboration between new teachers and other teachers.

Twenty-three administrators (40 percent) reported their school was in a formal partnership with one or more of Oregon's educator preparation institutions. While school/university partnerships may have served more than one purpose, two-thirds (65 percent) of the existing partnerships were for clustering the partner program's student teachers at the same school site. A number of administrators whose schools had not entered into a partnership with any of Oregon's teacher preparation programs cited reasons why partnering with a teacher preparation institution might be beneficial, including better communication and expectations in advance of placements, more bilingual student teachers, and simply being able to host more student teachers.

Conclusions

Overall, the reflections of administrators about their new teachers suggest that Oregon's teacher preparation institutions are providing them with a solid foundation to support Oregon's young learners.

In general, new teachers were not quite as well prepared for the Instructional Practice and Content Knowledge areas as they were for the Learner and Learning and Professional Responsibility focus areas.

More specific concerns brought forth by administrators concentrate on using assessments and standards, and on the increasing need to support multilingual / multicultural learners and teachers. These issues raised by school administrators are reflective of ongoing social and political changes in Oregon and across the nation. The observations and opinions shared by school administrators will assist OACTE in ensuring that all new teachers are ready to support all of Oregon's students amidst these challenges.

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Oregon teachers have a tough job.

Students coming into Oregon's dynamic classrooms shoulder greater expectations to perform than ever. The rich cultures, experiences, and abilities they bring into their classrooms mean that no one instructional approach will help all students in a classroom achieve in the same way. Teachers must be agile and adept at discerning students' needs, learning styles, communication patterns, and inspirations. In support of Oregon's learners, leaders of Oregon's teacher training programs have come together to ensure new teachers are ready to help all their students succeed.

Recent changes in curriculum standards intended to improve outcomes for students in PK-12 education have been followed closely by changes in the standards expected of practicing teachers. The Interstate Teacher Assessment and Support Consortium (InTASC), a body of the Council of Chief State School Officers (CCSSO), outlined a set of guidelines describing practices that have been found to support student learning across all disciplines and grade levels. These guidelines are known as the InTASC Model Core Teaching Standards. Successful teachers should be able to demonstrate the performances, knowledge, and dispositions described by the new Standards.

The InTASC Model Core Teaching Standards were adopted by the CCSSO in 2011. In turn, the Oregon Teacher Standards and Practices Commission (TSPC) now requires Oregon's

teacher preparation programs to prepare teachers-in-training to meet these Standards by the time they are ready to apply for a teaching license. Likewise, the Oregon Department of Education (ODE) has adopted rules that require the performance of practicing teachers to be evaluated using these Standards. Subsequent adaptation of the Standards to the curricula in Oregon's 19 teacher preparation programs has been an emerging process.

To evaluate the extent that new teachers in Oregon are starting their jobs prepared to help all students achieve, the Oregon Association of Colleges for Teacher Education (OACTE) undertook a unified effort to elicit feedback from recent alumni of all of Oregon's teacher preparation programs and their employers. Two surveys were developed to map a battery of questions to the ten InTASC Model Core Teaching Standards and to identify specific areas for program development. Administrators were asked to reflect on the preparation of a specific new teacher; teachers were asked to reflect on their own experiences after beginning a new job in their own classrooms.

This evaluation assumes that curriculum adaptation is an evolutionary process. Some of the new teaching Standards may not have been fully integrated at all institutions by the time the alumni in the study population completed their educator credentials. This study's purpose is to help leaders at Oregon's teacher preparation institutions and their

statewide regulatory and affiliated boards prioritize where program developments are most needed at this time.

Additionally, recent changes made by the Council for the Accreditation of Educator Preparation (CAEP), the accreditation body for Oregon's teacher preparation programs,¹ require postsecondary teacher preparation institutions to maintain strong relationships with PK-12 schools. To inform decisions and shape activities and that can improve relationships with Oregon's schools, administrators were also asked about their partnerships with colleges and universities.

This report focuses on administrators' survey responses.

Procedures and Sample

All school principals who employed at least one new teacher² who graduated from one of Oregon's teacher preparation institutions in 2012 or 2013 were invited to complete the survey. Survey administration followed standard protocols, however challenges in timing and contact information attenuated the potential response.

Surveys were distributed to building administrators via e-mail. Contact information was provided by the Teacher Standards and Practices Commission, with employment information TSPC received from the Oregon Department of Education. As a thank you to participants, administrators who completed the survey were offered a \$5.00 e-gift card to Powell's Books online, and one administrator was selected at random to receive an additional \$50 e-gift card.

Some administrators employed more than one new teacher from the classes of 2011-12 and 2012-13. Administrators received one e-mail invitation for each new teacher in their building. Anticipating that busy administrators would have little time to reflect on teachers' experiences outside of the normal performance evaluation process, administrators were encouraged to forward each survey link to another administrator or senior teacher in the building.

Among the 1,339 alumni employed as educators in Oregon there were 689 unique administrators, of whom 501 (73 percent) had e-mail addresses available. An estimated 103 (21 percent) e-mail addresses were rejected as

¹ While not all postsecondary teacher preparation programs in Oregon are accredited by CAEP, the Teacher Standards and Practices Commission reviews all programs.

² Teachers enrolled in district substitute pools with no other teaching positions were not included in the survey population.

non-deliverable, resulting in an estimated 398 invitations delivered.³ Assuming that all e-mails that were not rejected were delivered to an active in-box, approximately a third (30 percent) of new teachers in Oregon’s schools had a building administrator who received an invitation to complete the survey. Fourteen administrators from 13 different school districts responded directly to the evaluation consultant indicating they were not employed in the school of record, and/or that they did not know the teacher(s) in question.

The survey was intended to be conducted during March and April of 2014. However, due to lack of availability of contact information surveys were distributed in late May 2014, approximately three and a half weeks prior to the close of the academic year for Oregon’s public schools.

There were 94 viable⁴ surveys submitted by 58 individual administrators from 32 school districts throughout the state. Few administrators forwarded the survey link to someone else who was also familiar with the teacher’s work. Among those who did forward the survey it appears the same individual may have received all survey

invitations in most instances. Two-thirds (66 percent) of respondents submitted just one survey, while two respondents submitted five surveys.

Administrator Response		
Number of Responses Submitted	Frequency	Percent
One	38	65.52%
Two	9	15.52%
Three	8	13.79%
Four	1	1.72%
Five	2	3.45%
Total	58	100.00%

Results should be interpreted with caution. Survey findings are only generalizable to the extent that they are representative of the overall population of administrators who employed new teachers from Oregon’s teacher preparation programs. No statistical tests were conducted due to the difficulty in estimating generalizability when the response rate is low, and bias that can be introduced when responses are grouped as in the present survey design.

³ The estimate of non-deliverable e-mail messages is imprecise at best, dependent on the algorithms and tracking procedures of the mail service, and the reasons messages are not delivered. Further, this estimate does not include messages that were delivered to inactive or unused e-mail accounts or filtered by a user’s personal mail client, which leave no evidence whether or not the messages are received.

⁴ Surveys were considered viable if the respondent completed the first section of the survey about the pre-service preparation of a specific teacher. Some administrators did not supervise the teacher on record, and thus bypassed questions about teacher preparation and proceeded directly to questions about school-university partnerships.

Several measures can be taken to improve the response rate in future years. Obtaining administrators' contact information much earlier in the academic year and administering the survey between February and April, when administrators' schedules are not occupied with end-of-year activities would improve the response rate. Complete contact information for all administrators would also improve the response rate. Moreover, accurate contact information and accurate employment information (for both teachers and administrators) would improve the rate of response. Given the willingness for individuals to submit multiple surveys, the likelihood that administrators would respond may increase with a different survey design, wherein each administrator receives a single survey invitation that asks her or him to reflect upon multiple new teachers. Additionally, another major survey of Oregon teachers and

administrators was conducted in spring 2014. Administrators may have experienced survey fatigue by the time they received the survey invitation from OACTE.

Most respondents (80 percent) were school principals. While half of respondents described their school's community character as a town or rural, some were described as more than one type of community by different administrators.⁵

The administrators who responded to the survey worked with alumni from 17 of Oregon's 19 colleges and universities that offer teacher preparation programs. Only Multnomah University and Warner Pacific College were not represented among the responses.

⁵ For example, Salem-Keizer School District was described as town or rural, suburban, and urban, while Woodburn School District was described as both town or rural as well as suburban.

Administrator Survey Population and Response Rate by Educator Preparation Institution				
Institution	2012 & 2013 Graduates Employed as Oregon Teachers	Percent of Survey Population	New Teachers Reviewed by Survey Respondents	Percent of Response
Concordia University - Oregon	99	7.39%	5	5.32%
Corban University	21	1.57%	1	1.06%
Eastern Oregon University*	74	5.53%	8	8.51%
George Fox University	94	7.02%	3	3.19%
Lewis and Clark College*	94	7.02%	6	6.38%
Linfield College	15	1.12%	2	2.13%
Marylhurst University	16	1.19%	1	1.06%
Multnomah University	7	0.52%	0	0.00%
Northwest Christian University	19	1.42%	1	1.06%
Oregon State University*	111	8.29%	9	9.57%
Pacific University	87	6.50%	9	9.57%
Portland State University*	215	16.06%	12	12.77%
Southern Oregon University*	106	7.92%	7	7.45%
University of Oregon*	83	6.20%	7	7.45%
University of Phoenix - Oregon	23	1.72%	3	3.19%
University of Portland	36	2.69%	3	3.19%
Warner Pacific College	8	0.60%	0	0.00%
Western Oregon University	150	11.20%	11	11.70%
Willamette University	81	6.05%	6	6.38%
Total	1339	100.00%	94	100.00%

** Indicates at least one respondent reviewed more than one alumnus from the institution. The 94 responses were submitted by 58 individual administrators.*

Teacher Preparation in Oregon

Administrators were asked how well prepared they thought specific teachers were to perform a number of the job duties expected under the InTASC Model Core Teaching Standards, as well as their overall satisfaction with the teachers' preparation. The purpose of these questions was not to review the job performance of new teachers. Rather, these questions were intended to reflect teachers' pre-service preparation so that institutional leaders can target areas for program development. Thus, it was important for an experienced colleague to respond, even if that colleague was not in a supervisory role.

Administrators shared their reflections regarding the preparation of 88 new teachers they worked with or supervised. Two-thirds (63 percent) of administrators had worked with the teacher for less than a year but for at least five months. The remainder (38 percent) worked with the teacher for more than a year. No one had worked with the teacher for fewer than five months. Nearly all respondents (97 percent) indicated that the teacher had been assigned to teach in the areas where she or he was authorized or endorsed.⁶

The ten InTASC Model Core Teaching Standards are categorized into four sections: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. Each of the ten Standards is complex. The Standards were not designed to be able to measure discrete actions (e.g., the number of times in a day the teacher provides individual attention to a student). Rather, the Standards were established to provide a set of expectations for general behaviors, habits, practices, knowledge, beliefs, and assumptions that research has found are linked with effective teaching. In short, the expectations are conceptual. There is no one set of questions or observations that could measure everything a teacher could do to demonstrate he or she is meeting the Standards. For this reason four multi-item scales were developed to measure each of the four InTASC categories of Core Teaching Standards. Administrators were asked to rate on a four-point scale how well prepared the teacher was to perform 22 general practices expected of effective teachers.

⁶ This response from administrators differs somewhat from information reported by teachers themselves, wherein 13 percent of respondents indicated they were teaching all or some of their classes in areas in areas where they were not authorized or endorsed.

Learner and Learning Standards

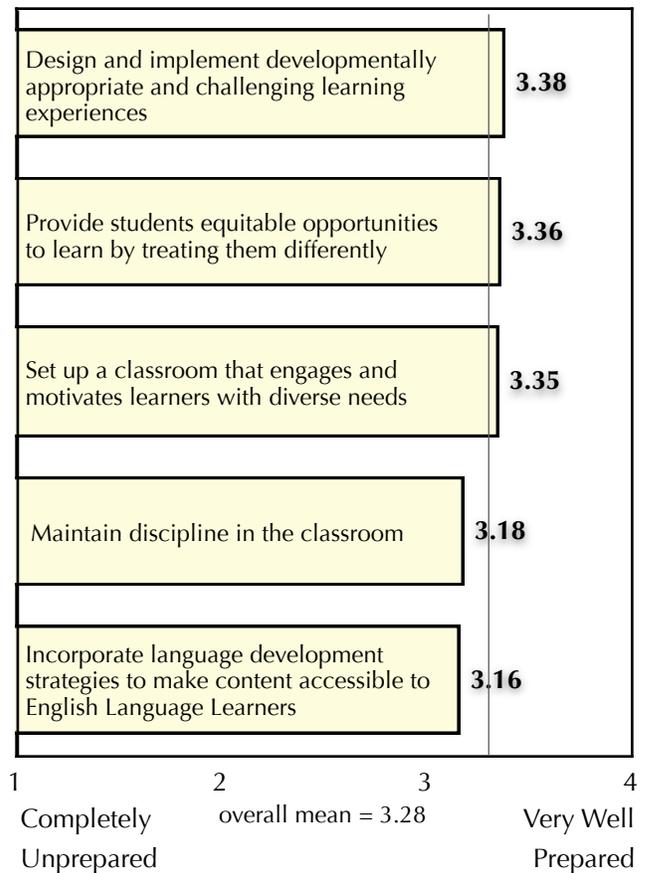
The Learner and Learning category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. Five items were developed to measure the Learner and Learning Standards.

On average, new teachers were best prepared to design and implement developmentally appropriate and challenging learning experiences, among the five scale items. They were least prepared to incorporate language development strategies to make content accessible to English Language Learners.

Nearly all (90 percent) administrators rated the teacher they were reflecting upon three or four on a four-point scale—suggesting new teachers were well prepared—to provide students with equitable opportunities to learn by treating them differently and to design and implement developmentally appropriate and challenging learning experiences.

One in five respondents (19 percent), however, thought the new teacher was not as well prepared (rated one or two) to incorporate language development strategies to make the course content accessible to English Language Learners.

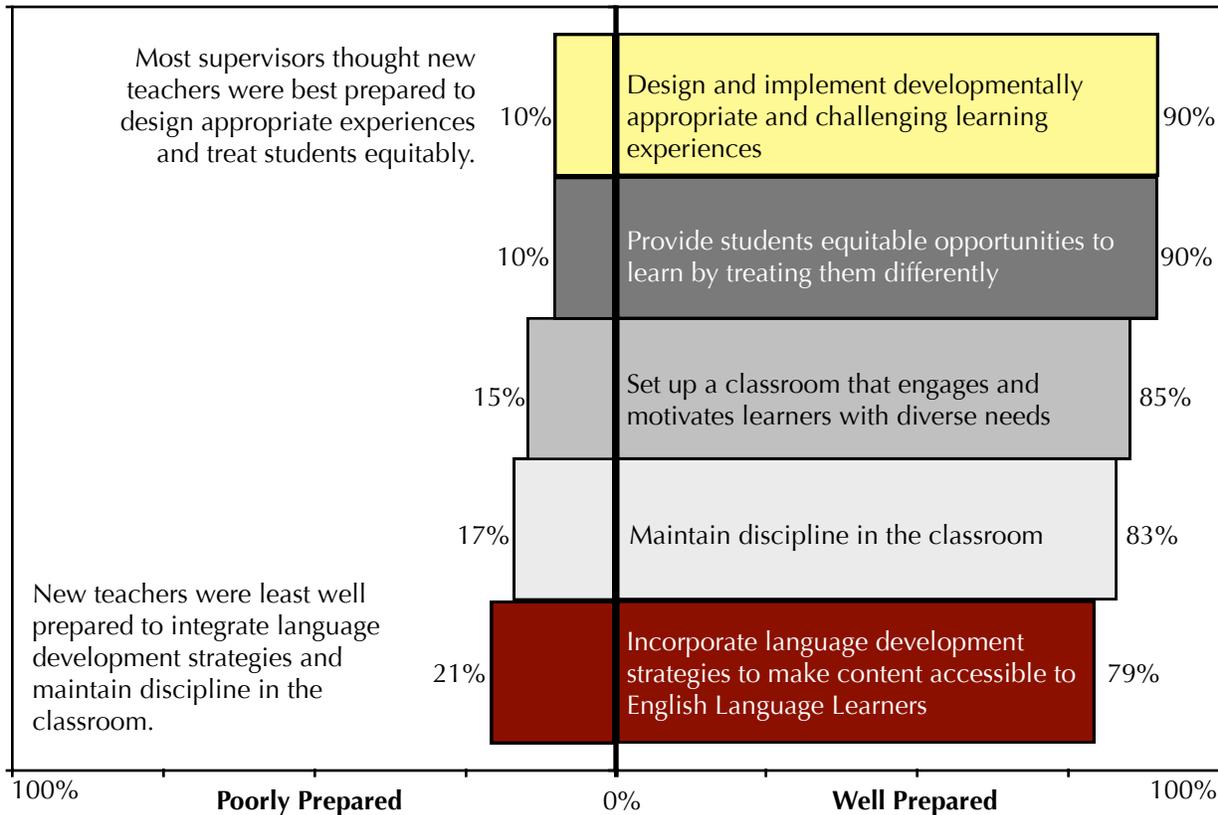
Learner and Learning Scale Means



The overall scale average for the Learner and Learning Standards was higher than the overall average for the other three categories of Standards, suggesting that administrators may believe that new teachers are better prepared to perform the expectations under Learner and Learning than the other InTASC Standards.

Learner and Learning Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



Content Knowledge Standards

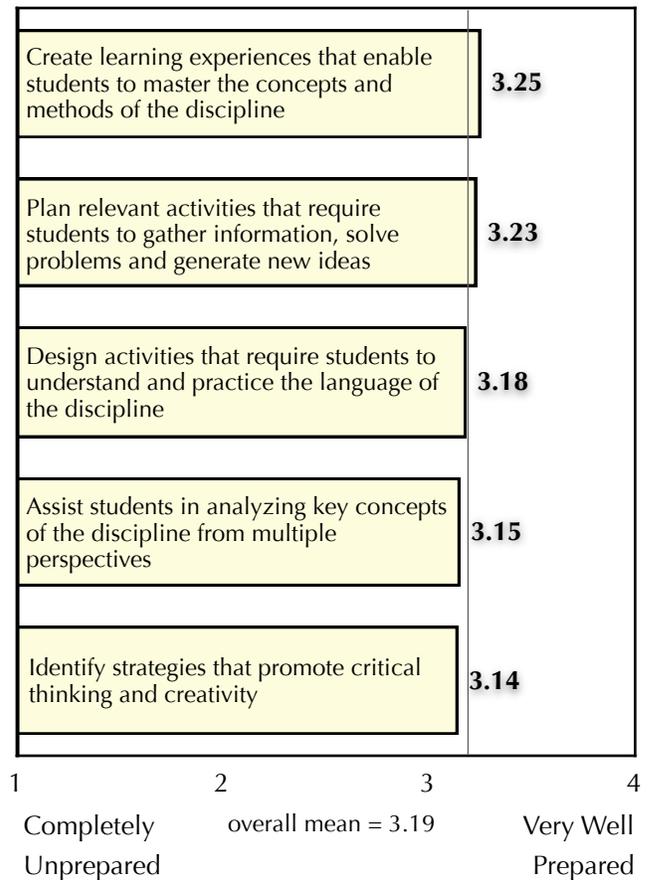
The teaching Standards in the Content Knowledge category describe the expectations for teachers to demonstrate they have a deep and flexible understanding of their academic discipline and its relationship to other fields and contexts. Five items were developed to measure the Content Knowledge Standards.

Among the five items to measure the Content Knowledge Standards, administrators thought their new teachers were, on average, best prepared to create learning experiences that enable students to master the concepts and methods of the discipline. Administrators thought their teachers were least well prepared to identify strategies that promote critical thinking and creativity.

Most administrators (87 percent) thought their new teachers were well prepared (rated three or four on a four-point scale) to create learning experiences that enable students to master the concepts and methods of the discipline.

One in five (20 percent) responses submitted indicated that new teachers were not as well prepared (rated one or two) to identify strategies that promote critical thinking and creativity. Nearly as many (19 percent) indicated teachers were not as well prepared to design activities that require students to understand and practice the language of the discipline.

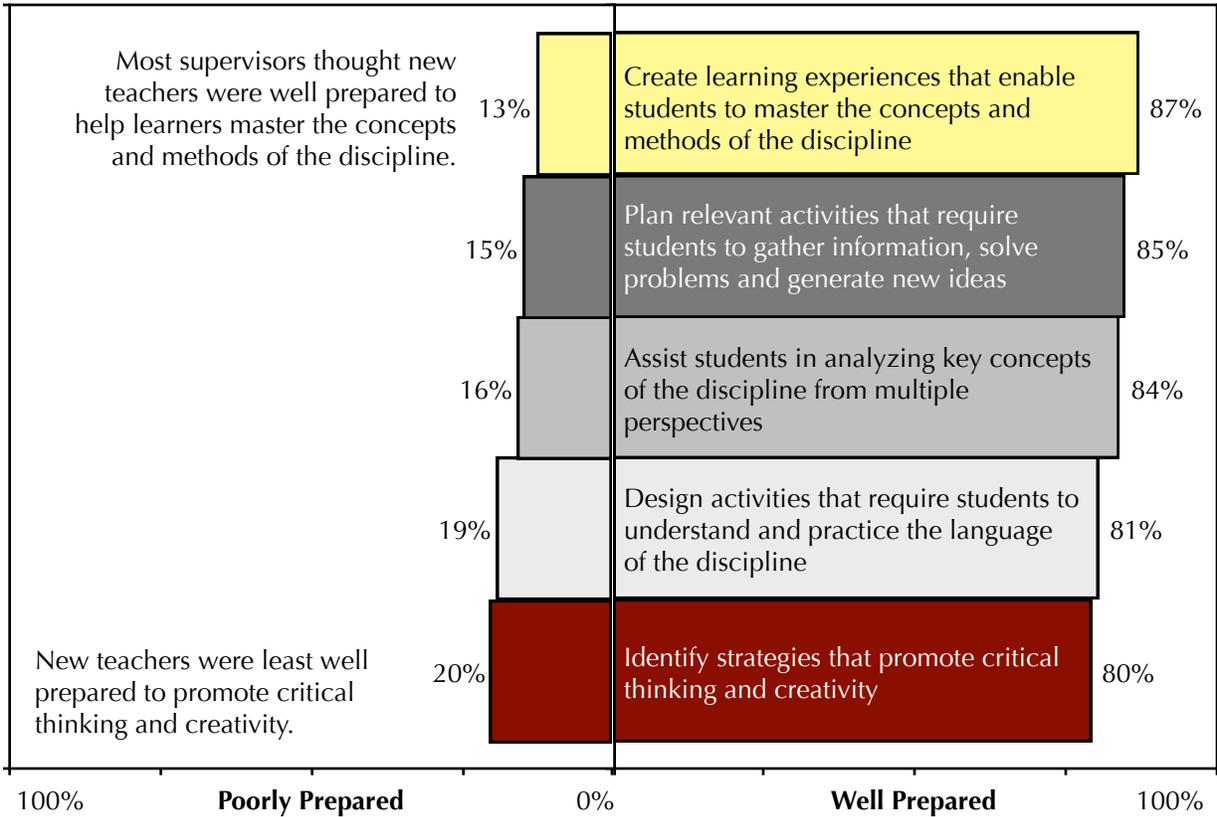
Content Knowledge Scale Means



The overall average for the Content Knowledge scale was the second lowest among all four of the scales measuring the InTASC categories, suggesting that new teachers may not have been as well prepared to perform Content Knowledge expectations as the Learner and Learning or the Professional Responsibility expectations.

Content Knowledge Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



Instructional Practice Standards

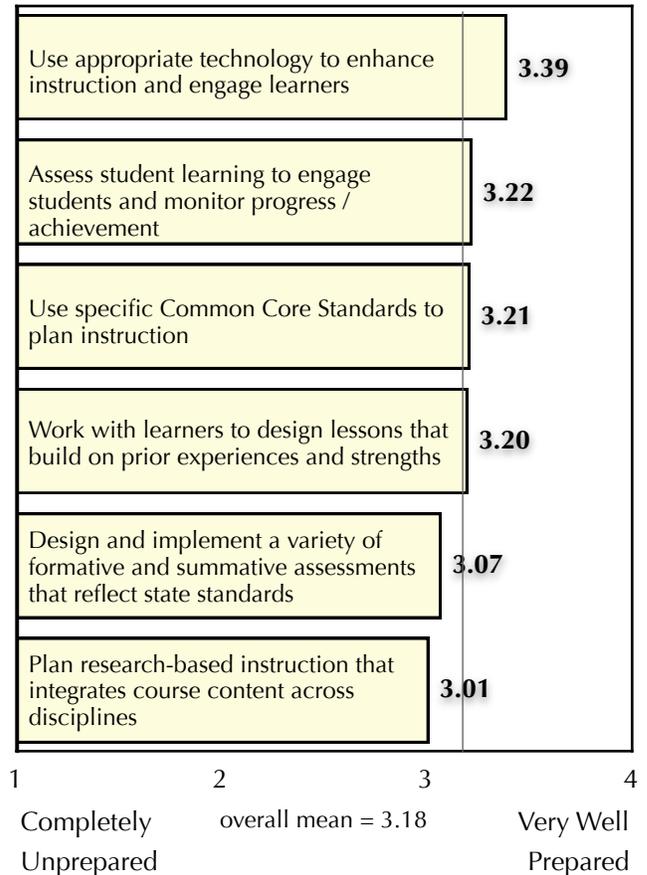
The Standards included in the Instructional Practice category describe the expectations for teachers to integrate assessment, planning, and instructional strategies into their teaching. Six items were developed to measure the Instructional Practice Standards.

Administrators thought, on average, new teachers were best prepared to use technology to enhance instruction and engage learners. Conversely, new teachers were least well prepared to plan research-based instruction that integrates course content across disciplines.

More than 90 percent of administrators thought new teachers were well prepared (rated three or four) to use appropriate technology to enhance instruction and engage learners and to use specific Common Core State Standards to plan instruction.

Among all 22 items across all four scales to measure teacher preparation for the InTASC Standards, the fewest administrators indicated the teacher they were reflecting on was well prepared to plan research-based instruction that integrates course content across disciplines, with more than one in four (23 percent) providing a rating of one or two. Nearly as many (21 percent) indicated new teachers were not well prepared to design and implement a variety of formative and summative assessments that reflect state standards.

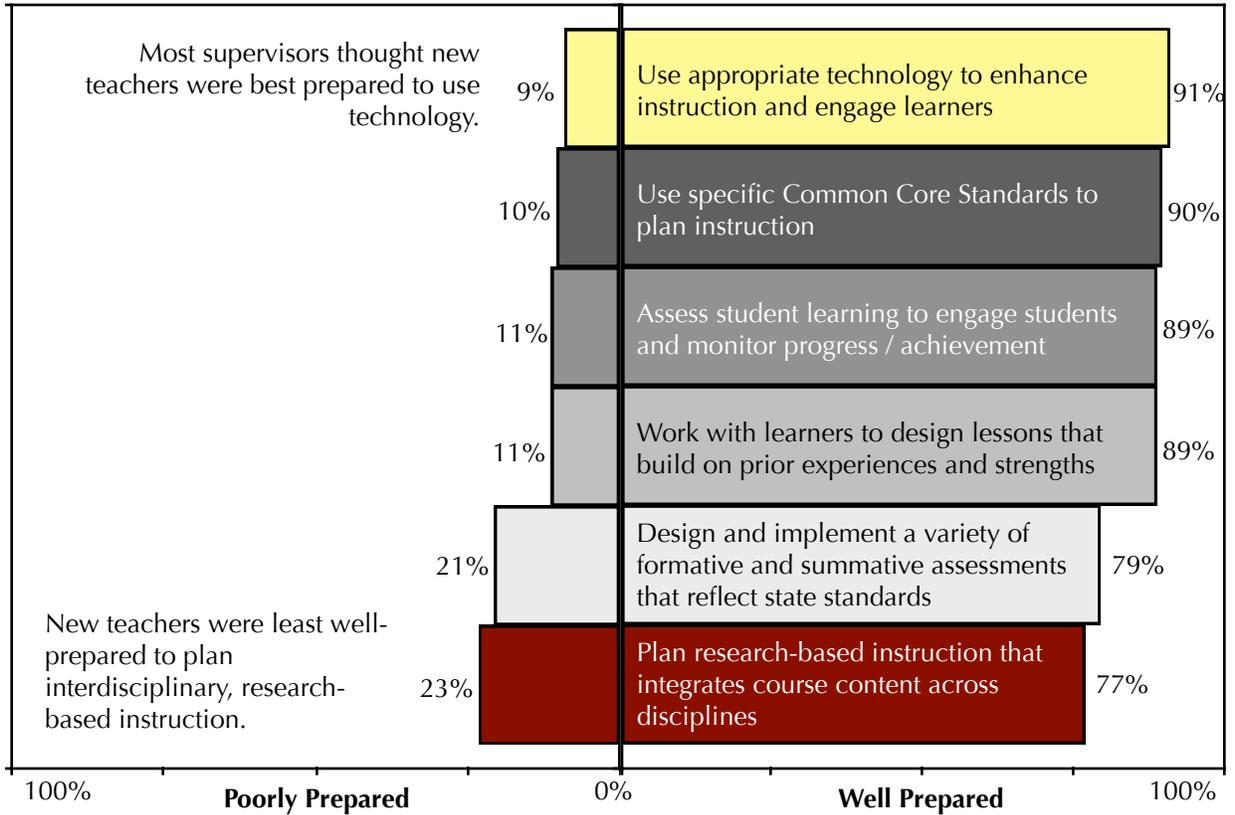
Instructional Practice Scale Means



While almost all administrators thought new teachers were well prepared to perform four of the six expectations of the Instructional Practice Standards, the overall scale mean was lower than the other three scales to measure preparation for the InTASC Standards. Teachers may not have been quite as well prepared for these expectations in relation to those measured by the other categories of Standards.

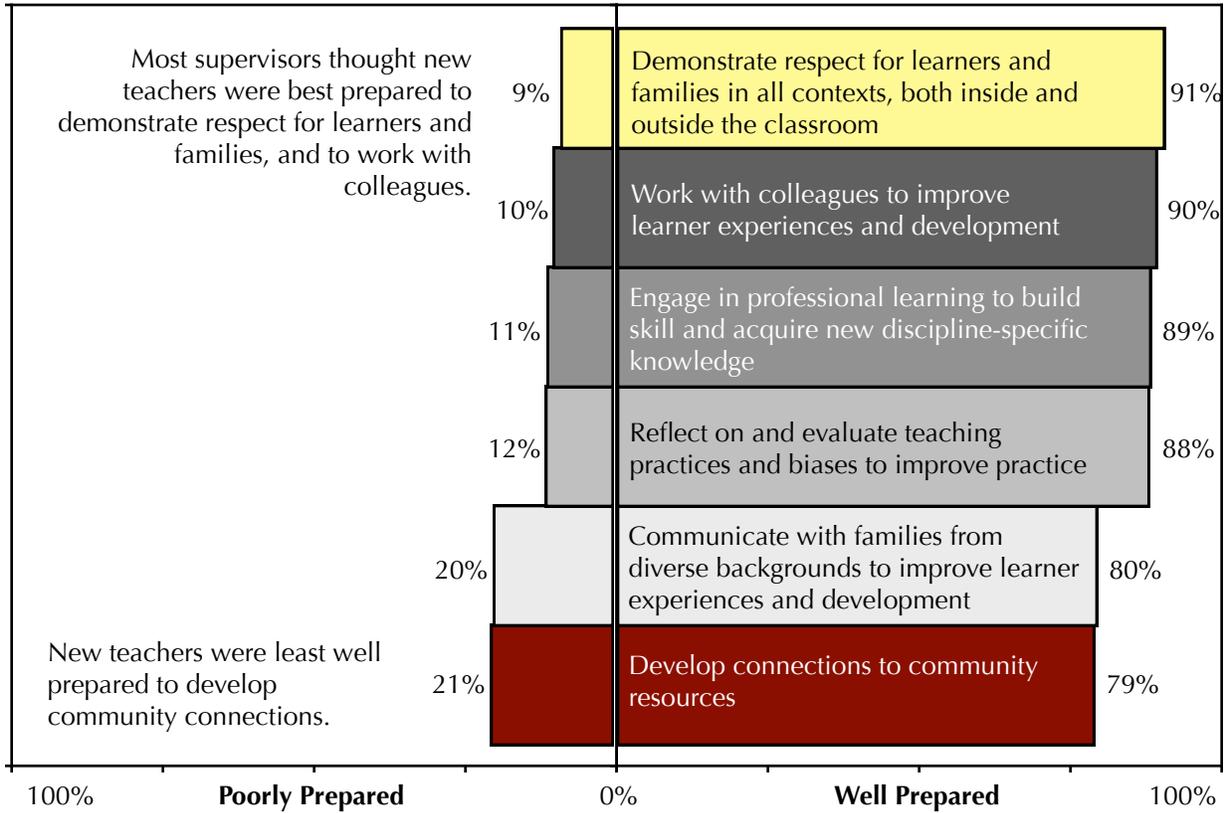
Instructional Practice Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



Professional Responsibility Standards

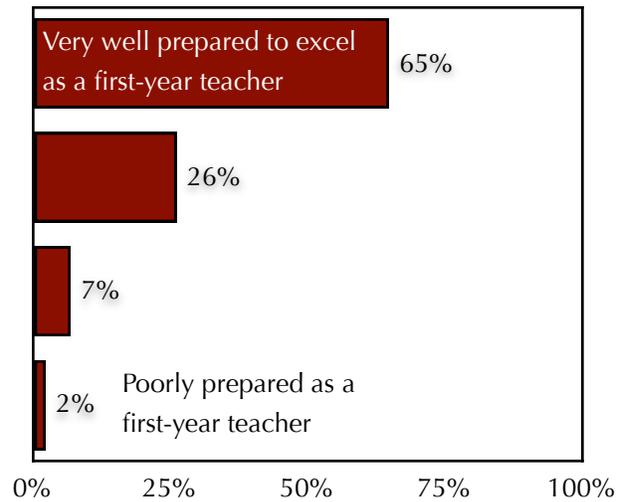
Percent of Administrators who thought New Teachers were Well or Poorly Prepared



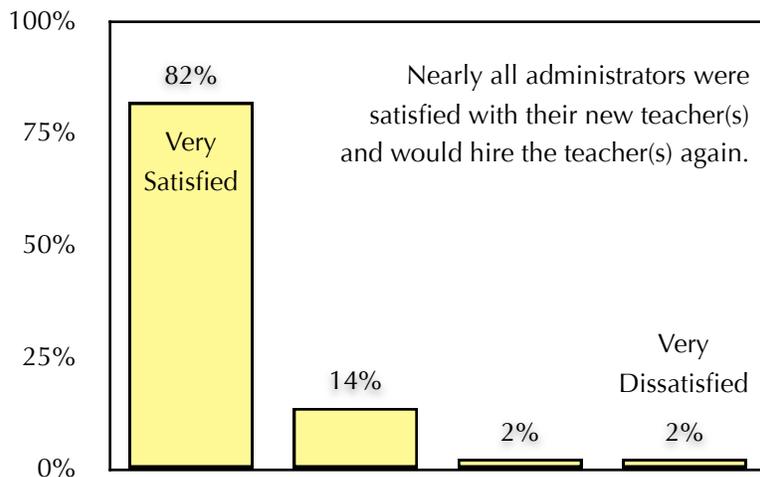
Overall Teacher Preparation and Satisfaction

Most administrators (90 percent) thought the teacher upon whom they were reflecting was well prepared (rated three or four on a four-point scale) to succeed as a first-year teacher. Similarly, nearly all administrators were satisfied with the new teacher (95 percent), and would hire the teacher again (94 percent).

Overall New Teacher Preparation



Administrators' Overall Satisfaction with New Teachers



Partnerships and Support

Administrators were asked about the type of support their district provides to new teachers and their formal partnerships with postsecondary colleges of education.

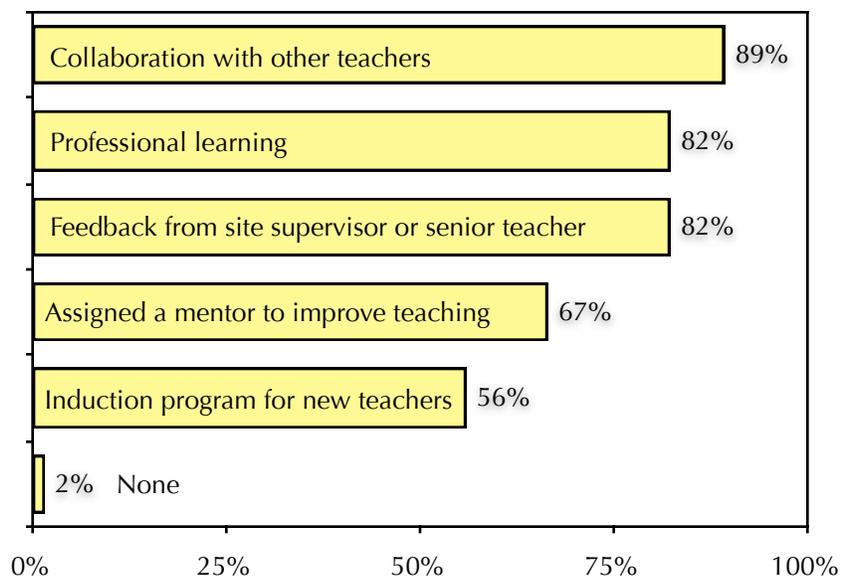
New Teacher Support

All but one administrator surveyed indicated their district provides some type of support to help new teachers succeed. The vast majority (89 percent) indicated their district supports collaboration between new teachers and other teachers. Two-thirds (67 percent) of administrators indicated their district assigns mentors to new teachers, and over half (56 percent) of districts have an induction program, two types of programs that can make a meaningful difference in new teacher

success and retention. Other types of support for new teachers included regular instructional coaching, professional learning community groups, and weekly professional development sessions for all school staff.

Administrators were asked what kind of assistance they would like from Oregon's educator preparation institutions in ensuring new teachers have adequate support. Administrators offered many suggestions, including specific topics or areas for assistance such as mentoring, classroom assistance, data and assessment, working with diverse populations, practical application of theory, working with other educators and para-educators, Common Core State Standards, families, and coordinating student teacher placements.

District Support for New Teacher Success



PK-12/Postsecondary Partnerships

Twenty-three administrators (40 percent) reported their school was in a formal partnership with one or more of Oregon’s educator preparation institutions. While school/university partnerships may have served more than one purpose, two-thirds (65 percent) of the existing partnerships were for clustering the partner program’s student teachers at the same school site.

Administrators indicated that other purposes for their school’s partnership included receiving practicum students for as many as three years, and that their teachers received additional pay for hosting a student teacher.

Administrators whose schools had not entered into a partnership with any of Oregon’s teacher preparation programs specified that the decision to enter into formal partnerships is not within their purview, or simply that no one had approached them. Other administrators expressed that the additional time and effort was a burden, that they had limited capacity at the school, and that the school’s location deters prospective partners.

A number of administrators, however, cited reasons why partnering with a teacher preparation institution might be beneficial. Several suggested improvements in student teacher placements, including better communication and clearer expectations in advance of placements, more bilingual

Purpose of School/University Partnerships		
	Frequency	Percent
Clustering of student teachers from partner’s program at the school site	15	65%
Partner provides coaching for mentors or classroom supervising teachers	12	52%
Partner provides professional development activities	9	39%

Among administrators whose schools were in partnership with one or more teacher preparation programs, three thought their school was not getting what it needed from the partnership. Two specifically cited a need for more bilingual teachers. Another requested better qualified student teachers, while still another administrator recommended greater skill in research-based practices, a sentiment reflected in administrators’ observations of the Instructional Practice expectations.

student teachers, and simply being able to host more student teachers. Other reasons partnering with teacher preparation institutions might be beneficial for PK-12 schools included maintaining current practice, direct support for teachers, and better coordination regarding hiring expectations.

Future Preparation

Administrators were asked what they believed Oregon's teacher preparation programs should be preparing for in the future. Many administrators expressed the importance of working with standards, specifically the Common Core State Standards and the Smarter Balanced Assessments. Some cited the need to integrate these Standards into all content areas and for all populations. Others discussed using Standards in planning, understanding and using assessments, and developing rubrics, as well as using data and assessments for instructional feedback and decision making.

There was also a great deal of emphasis on working with diverse populations and the need for culturally responsive instruction. Some expressed a need for culturally responsive instruction, and equitable instruction based on any number of conditions that students experience. In particular, some administrators drew attention to the need to support multilingual students and students with disabilities.

Other areas that Oregon's teacher preparation programs should be preparing for include classroom management, technology, language and literacy, specific teaching techniques, learner engagement, and pre-service training such as student teaching programs. In addition, administrators cited the impact of poverty, working with external programs, and collaboration.

A few administrators raised additional concerns, including testing, both the new testing required of student teachers as well as an incoming generation of teachers who grew up during a high stakes testing environment. Other concerns included special education compliance and concern that postsecondary faculty spend adequate time in PK-12 classrooms. Some of these thoughts may warrant additional exploration.

Conclusions

Overall, the reflections of administrators suggest that Oregon's teacher preparation institutions are providing new teachers with a solid foundation to support Oregon's learners. Evaluated on a four-point scale, the average score of every item to measure preparation for the InTASC Model Core Teaching Standards fell between three and four. For six of the 22 items, at least 90 percent of administrators thought their new teacher was well prepared. While programs are preparing new teachers well in most areas, there is room for improvement.

In general, new teachers were not quite as well prepared for the Instructional Practice and Content Knowledge areas as they were for the Learner and Learning and Professional Responsibility focus areas. Open-ended comments may explain how to bolster teachers' preparation for these aspects of their jobs. Administrators requested that teachers have more opportunities to apply and make tangible the theories taught in the university

classroom. Other suggestions around student teacher placements imply that stronger relationships and communication with host schools could help clarify expectations and provide more, higher quality pre-service classroom experience for new teachers.

Increasing the emphasis on coordinated practicum experiences will require greater collaboration between Oregon's teacher preparation institutions and its PK-12 schools. With far more PK-12 schools than teacher preparation institutions, it should come as no surprise that a number of respondents have never been asked about their interest in forming a partnership with a college or university. Given that there was one concern about the school's location, it may be useful for leaders at OACTE to identify current PK-12/Postsecondary partnerships throughout the state to ensure that administrators from schools that might be overlooked have an opportunity to discuss how partnering might be mutually beneficial.

More specific concerns raised by administrators concentrate on using assessments and standards, and on the increasing need to support multilingual /

multicultural learners and teachers. Evidence from administrators suggests that Oregon's teacher preparation programs are already supporting teacher development in these areas. Nearly all administrators thought their new teachers were prepared to provide students equitable opportunities to learn, to demonstrate respect for learners and families, and to use the Common Core Standards for lesson planning. Teachers could be better prepared, however, for the challenges of language development, communicating with families, and designing appropriate assessments that are aligned with state standards.

These issues raised by school administrators reflect the way teachers and administrators experience ongoing social, economic, and political changes in Oregon. The standards and priorities will continually evolve. Demographic and economic shifts will continue into the foreseeable future. The observations and opinions shared by school administrators will assist OACTE in ensuring that all new teachers are ready to support all of Oregon's students amidst these challenges.

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Appendix

Summary Data Tables

Survey Population and Response Rate						
Institution	Total 2011-12 & 2012-13 Alumni	Percent of all Oregon Alumni	Teachers in Survey Population	Percent of Survey Population	New Teachers Reviewed by Survey Respondents	Percent of Responses
Concordia University - Oregon	302	9.23%	99	7.39%	5	5.32%
Corban University	75	2.29%	21	1.57%	1	1.06%
Eastern Oregon University*	179	5.47%	74	5.53%	8	8.51%
George Fox University	268	8.19%	94	7.02%	3	3.19%
Lewis and Clark College*	208	6.36%	94	7.02%	6	6.38%
Linfield College	58	1.77%	15	1.12%	2	2.13%
Marylhurst University	52	1.59%	16	1.19%	1	1.06%
Multnomah University	37	1.13%	7	0.52%	0	0.00%
Northwest Christian University	46	1.41%	19	1.42%	1	1.06%
Oregon State University*	242	7.39%	111	8.29%	9	9.57%
Pacific University	196	5.99%	87	6.50%	9	9.57%
Portland State University*	415	12.68%	215	16.06%	12	12.77%
Southern Oregon University*	198	6.05%	106	7.92%	7	7.45%
University of Oregon*	223	6.81%	83	6.20%	7	7.45%
University of Phoenix - Oregon	47	1.44%	23	1.72%	3	3.19%
University of Portland	159	4.86%	36	2.69%	3	3.19%
Warner Pacific College	69	2.11%	8	0.60%	0	0.00%
Western Oregon University	341	10.42%	150	11.20%	11	11.70%
Willamette University	158	4.83%	81	6.05%	6	6.38%
Total	3273	100.00%	1339	100.00%	94	100.00%

* Indicates at least one respondent reviewed more than one alumnus from the institution. The 94 responses were submitted by 58 individual administrators.

Respondents	
District	Frequency
Astoria SD 1	1
Bend-La Pine Administrative SD 1	5
Bethel SD 52	1
Brookings-Harbor SD 17	1
Centennial SD 28J	1
Central SD 13J	2
Corbett SD 39	1
Douglas County SD 4	1
Eagle Point SD 9	4
Eugene SD 4J	5
Greater Albany Public SD 8J	4
Hermiston SD 8	7
Hillsboro SD 1	2
Jefferson County SD 509J	1
McMinnville SD 40	5
Medford SD 549	2
Milton-Freewater Unified SD 7	3
North Clackamas SD 12	7
Oregon Department of Education	2
Oregon Trail SD 46	1
Portland Public SD 1J	3
Redmond SD 2J	1
Salem-Keizer SD 24J	19
Sherwood SD 88J	1
Silver Falls SD 4J	1
South Umpqua SD 19	2
Springfield SD 19	2
Three Rivers SD	1
Tillamook SD 9	1
Umatilla SD 6	1
Vernonia SD 47J	1
Woodburn SD 103	5
Total	94

Employer Position		
Position	Frequency	Percent
Principal	47	80%
Other	6	10%
Assistant Principal	5	8%
Department Chair	1	2%
Total	59	100%

School's Community Character		
Institution	Frequency (Individuals)	Percent
Suburban	20	33%
Town or Rural	30	50%
Urban	10	17%
Total	60	100%

How long have you worked with {TEACHER}?		
	Frequency	Percent
Five months to one year	55	63%
Longer than one year	33	38%
Total	88	100%

Is {TEACHER} assigned to teach in an area that she or he is licensed or endorsed?		
	Frequency	Percent
Yes	85	97%
No	1	1%
Some classes, but not all	1	1%
Don't know	1	1%
Total	88	100%

InTASC Model Core Teaching Standards

Learner and Learning Scale Items

New Teacher Preparation for Learner and Learning Standards Incorporate Language Development Strategies to Make Content Accessible to English Language Learners		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.44%
2	15	18.29%
3	33	40.24%
4 - Very Well Prepared	32	39.02%
Total	82	100.00%
Don't Know	6	

New Teacher Preparation for Learner and Learning Standards Maintain Discipline in the Classroom		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.41%
2	12	13.64%
3	39	44.32%
4 - Very Well Prepared	34	38.64%
Total	88	100.00%

New Teacher Preparation for Learner and Learning Standards Set up a Classroom that Engages and Motivates Learners with Diverse Needs		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	12	13.64%
3	30	34.09%
4 - Very Well Prepared	45	51.14%
Total	88	100.00%

New Teacher Preparation for Learner and Learning Standards Provide Students Equitable Opportunities to Learn by Treating them Differently		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	7	8.05%
3	36	41.38%
4 - Very Well Prepared	42	48.28%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Learner and Learning Standards Design and Implement Developmentally Appropriate and Challenging Learning Experiences		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	8	9.09%
3	36	40.91%
4 - Very Well Prepared	43	48.86%
Total	88	100.00%

Content Knowledge Scale Items

New Teacher Preparation for Content Knowledge Standards Identify Strategies that Promote Critical Thinking and Creativity		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	16	18.18%
3	38	43.18%
4 - Very Well Prepared	32	36.36%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards Design Activities that Require Students to Understand and Practice the Language of the Discipline		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	15	17.05%
3	36	40.91%
4 - Very Well Prepared	35	39.77%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards Assist Students in Analyzing Key Concepts of the Discipline from Multiple Perspectives		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.41%
2	11	12.50%
3	44	50.00%
4 - Very Well Prepared	30	34.09%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards Plan Relevant Activities that Require Students to Gather Information, Solve Problems, and Generate New Ideas		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.15%
2	12	13.79%
3	40	45.98%
4 - Very Well Prepared	34	39.08%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Content Knowledge Standards Create Experiences that Enable Students to Master the Concepts and Methods of the Discipline		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	9	10.34%
3	41	47.13%
4 - Very Well Prepared	35	40.23%
Total	87	100.00%
Don't Know	1	

Instructional Practice Scale Items

New Teacher Preparation for Instructional Practice Standards Plan Research-Based Instruction that Integrates Course Content Across Disciplines		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.49%
2	17	19.77%
3	42	48.84%
4 - Very Well Prepared	24	27.91%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Instructional Practice Standards Design and Implement a Variety of Formative and Summative Assessments that Reflect State Standards		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	16	18.39%
3	43	49.43%
4 - Very Well Prepared	26	29.89%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Instructional Practice Standards Work with Learners to Design Lessons that Build on Prior Experiences and Strengths		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	8	9.09%
3	48	54.55%
4 - Very Well Prepared	30	34.09%
Total	88	100.00%

New Teacher Preparation for Instructional Practice Standards Assess Student Learning to Engage Students and Monitor Progress / Achievement		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	0	0.00%
2	10	11.36%
3	49	55.68%
4 - Very Well Prepared	29	32.95%
Total	88	100.00%

New Teacher Preparation for Instructional Practice Standards Use Specific Common Core State Standards to Plan Instruction		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.16%
2	8	9.30%
3	49	56.98%
4 - Very Well Prepared	28	32.56%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Instructional Practice Standards Use Appropriate Technology to Enhance Instruction and Engage Learners		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.15%
2	7	8.05%
3	36	41.38%
4 - Very Well Prepared	43	49.43%
Total	87	100.00%
Don't Know	1	

Professional Responsibility Scale Items

New Teacher Preparation for Professional Responsibility Standards Develop Connections to Community Resources		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.45%
2	15	17.24%
3	46	52.87%
4 - Very Well Prepared	23	26.44%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Professional Responsibility Standards Communicate with Families from Diverse Backgrounds to Improve Learner Experiences and Development		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.19%
2	16	19.05%
3	40	47.62%
4 - Very Well Prepared	27	32.14%
Total	84	100.00%
Don't Know	4	

New Teacher Preparation for Professional Responsibility Standards Reflect on and Evaluate Teaching Practices and Biases to Improve Practice		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.33%
2	8	9.30%
3	41	47.67%
4 - Very Well Prepared	35	40.70%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Professional Responsibility Standards Engage in Professional Learning to Build Skill and Acquire New Discipline-Specific Knowledge		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	9	10.23%
3	36	40.91%
4 - Very Well Prepared	42	47.73%
Total	88	100.00%

New Teacher Preparation for Professional Responsibility Standards Work with Colleagues to Improve Learner Experiences and Development		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	7	8.05%
3	30	34.48%
4 - Very Well Prepared	48	55.17%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Professional Responsibility Standards Demonstrate Respect for Learners and Families in All Contexts, Inside and Outside the Classroom		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	7	7.95%
3	34	38.64%
4 - Very Well Prepared	46	52.27%
Total	88	100.00%

Overall Preparation and Satisfaction

Overall, how well prepared was {TEACHER} to perform his or her job effectively?		
All Institutions		
	Frequency	Valid Percent
1 - Poorly prepared as a first-year teacher	2	2.27%
2	6	6.82%
3	23	26.14%
4 - Very well prepared to excel as a first-year teacher	57	64.77%
Total	88	100.00%

How satisfied are you with the overall performance of {TEACHER}?		
All Institutions		
	Frequency	Valid Percent
Very Dissatisfied	2	2.27%
Somewhat Dissatisfied	2	2.27%
Somewhat Satisfied	12	13.64%
Very Satisfied	72	81.82%
Total	88	100.00%

If you had to do it over again would you still hire or recommend hiring {TEACHER}?		
All Institutions		
	Frequency	Valid Percent
No	3	3.41%
Yes	83	94.32%
Unsure	2	2.27%
Total	88	100.00%

Partnerships with Teacher Preparation Programs

In what ways does your district provide support to beginning teachers to help them succeed?		
	Frequency	Percent
Collaboration with other teachers	51	89%
Professional Learning	47	82%
Feedback from site supervisor or senior teacher	47	82%
Assigned a mentor to improve teaching	38	67%
Induction program for new teachers	32	56%
NA - No support for new teacher success provided	1	2%

What is the purpose of the partnership(s)?		
	Frequency	Percent
Clustering of student teachers from partner's program at the school site	15	65%
Partner provides coaching for mentors or classroom supervising teachers	12	52%
Partner provides professional development activities	9	39%

InTASC Model Core Teaching Standards

Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Acronyms

AACTE: American Association of Colleges for Teacher Education

CAEP: Council for the Accreditation of Educator Preparation

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

ELL: English Language Learner

ESL: English as a Second Language

ESOL: English Speakers of Other Languages

InTASC: Interstate Teacher Assessment and Support Consortium

OACTE: Oregon Association of Colleges for Teacher Education

ODE: Oregon Department of Education

TSPC: Teacher Standards and Practices Commission

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

Survey of Beginning Teachers

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

February 2015

Survey of Beginning Teachers

OACTE Alumni and Employer Survey
February 2015

Oregon Association of Colleges for Teacher Education

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

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Executive Summary

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

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

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

Sample Characteristics

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

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

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

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

Teacher Preparation in Oregon

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

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

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

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

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

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

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

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

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

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

Conclusions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures

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

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

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

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

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

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

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

Sample Characteristics

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

Teacher Preparation

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

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

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

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

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

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

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

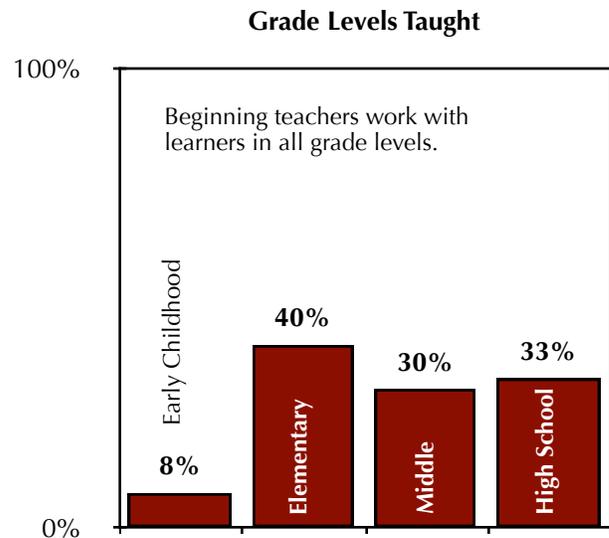
Current Position

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

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

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

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



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

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

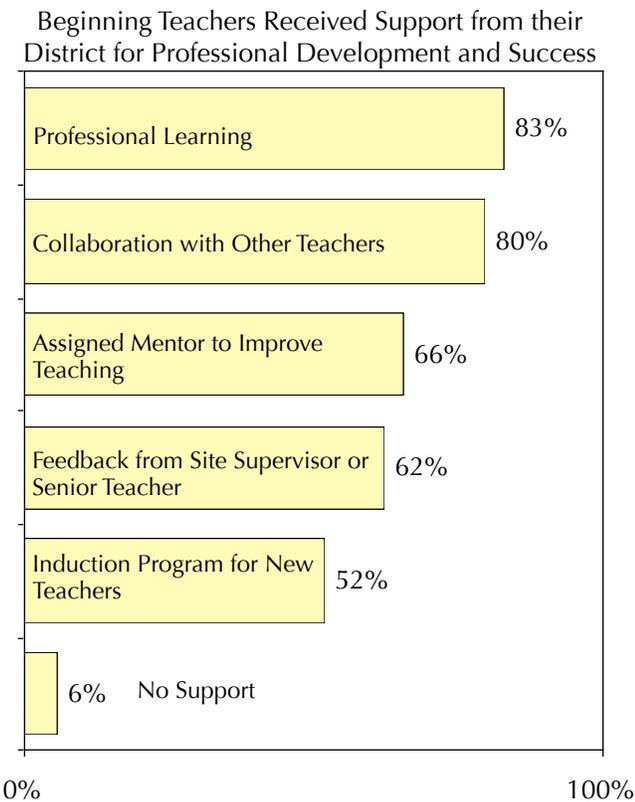
⁴ While policies vary from district to district, it was assumed that all respondents in the survey population had held a position as a long-term substitute or contracted teacher to be included in records identifying them as “regular school district employees,” even if they were no longer employed in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

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

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

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

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



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

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

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

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

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

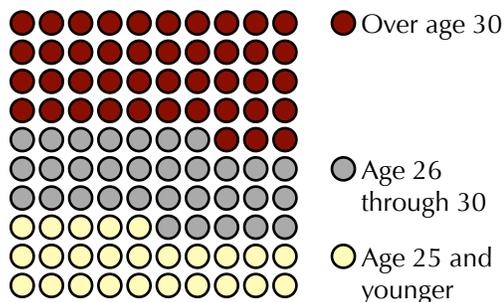
Several teachers could have benefitted from additional support with issues and activities not directly related to the students in their new classrooms: school policies, procedures and logistics; navigating the bureaucracy; learning to manage paperwork and record-keeping; and the politics of a school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

I did not learn how a school district works.

Demographics

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

Beginning Teacher Age
New teachers have differing life experiences.



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

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

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

New Teacher Preparation and Satisfaction

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

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

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

Learner and Learning Standards

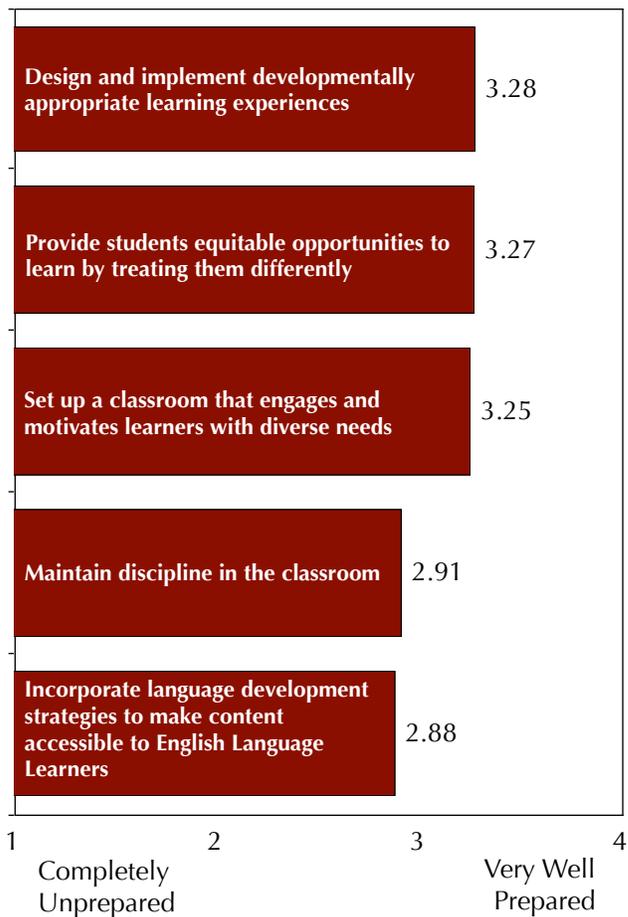
The Learner and Learning category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. Five items were developed to measure these Standards.

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

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

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

Learner and Learning Scale Means



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

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

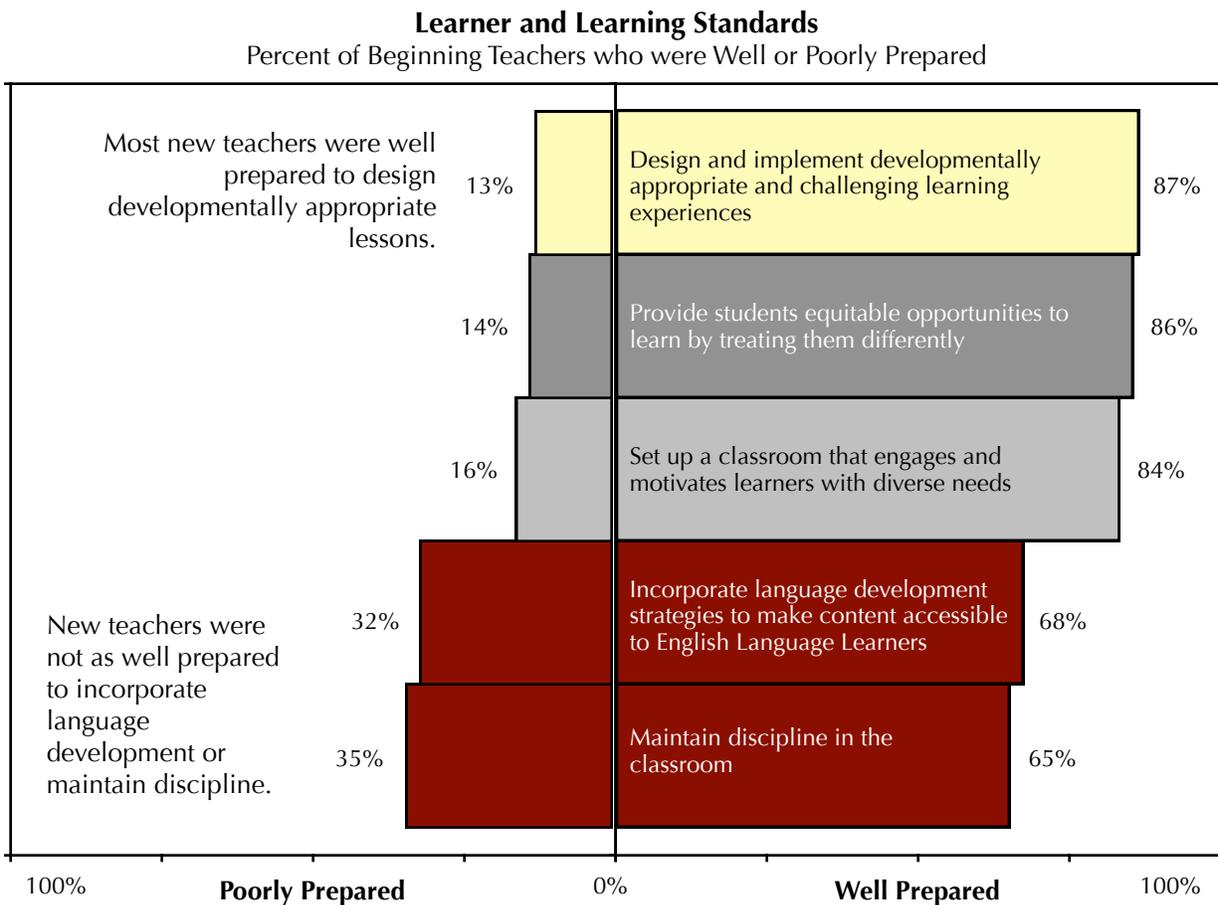
I wish I had learned more about classroom management. During student teaching, the students already knew the rules and procedures.

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

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

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

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



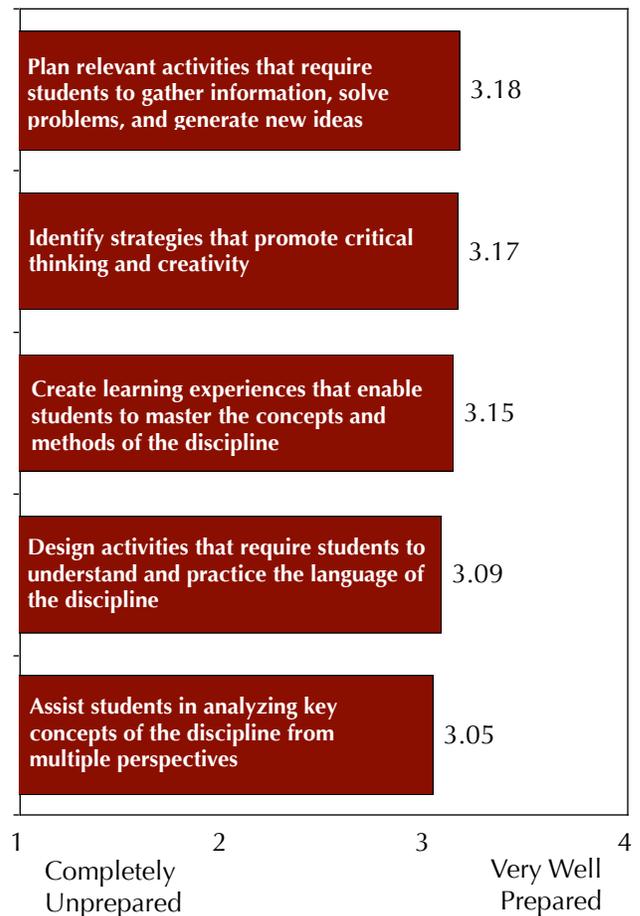
Content Knowledge Standards

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

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

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

Content Knowledge Scale Means



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

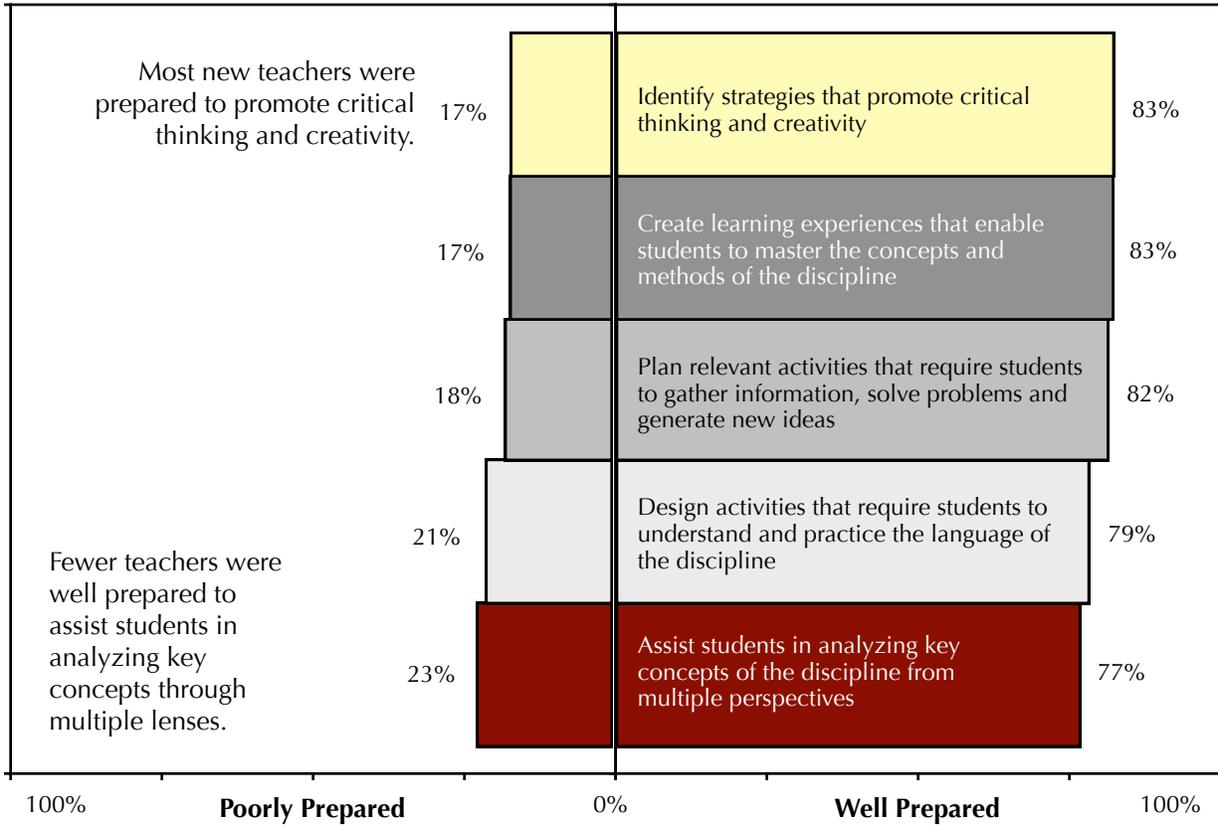
In open-ended feedback a number of new teachers suggested that more preparation in content-specific coursework would have been beneficial; others suggested content-specific professional development workshops.

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

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

Content Knowledge Standards

Percent of Beginning Teachers who were Well or Poorly Prepared



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

Instructional Practice Standards

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

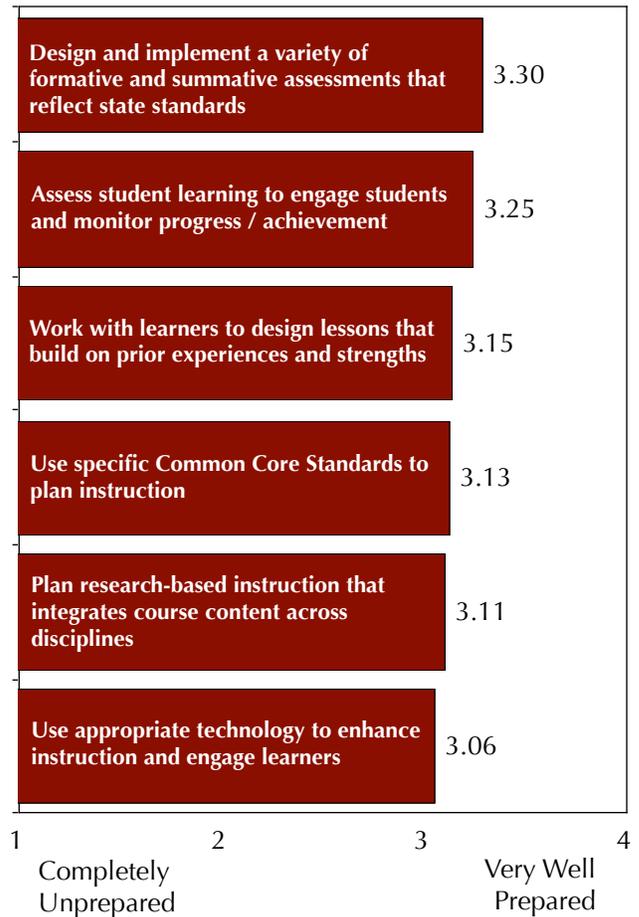
Among the six items developed to measure Instructional Practice, on average teachers thought they were best prepared to design and implement a variety of formative and summative assessments that reflect state standards.

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

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

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

Instructional Practice Scale Means



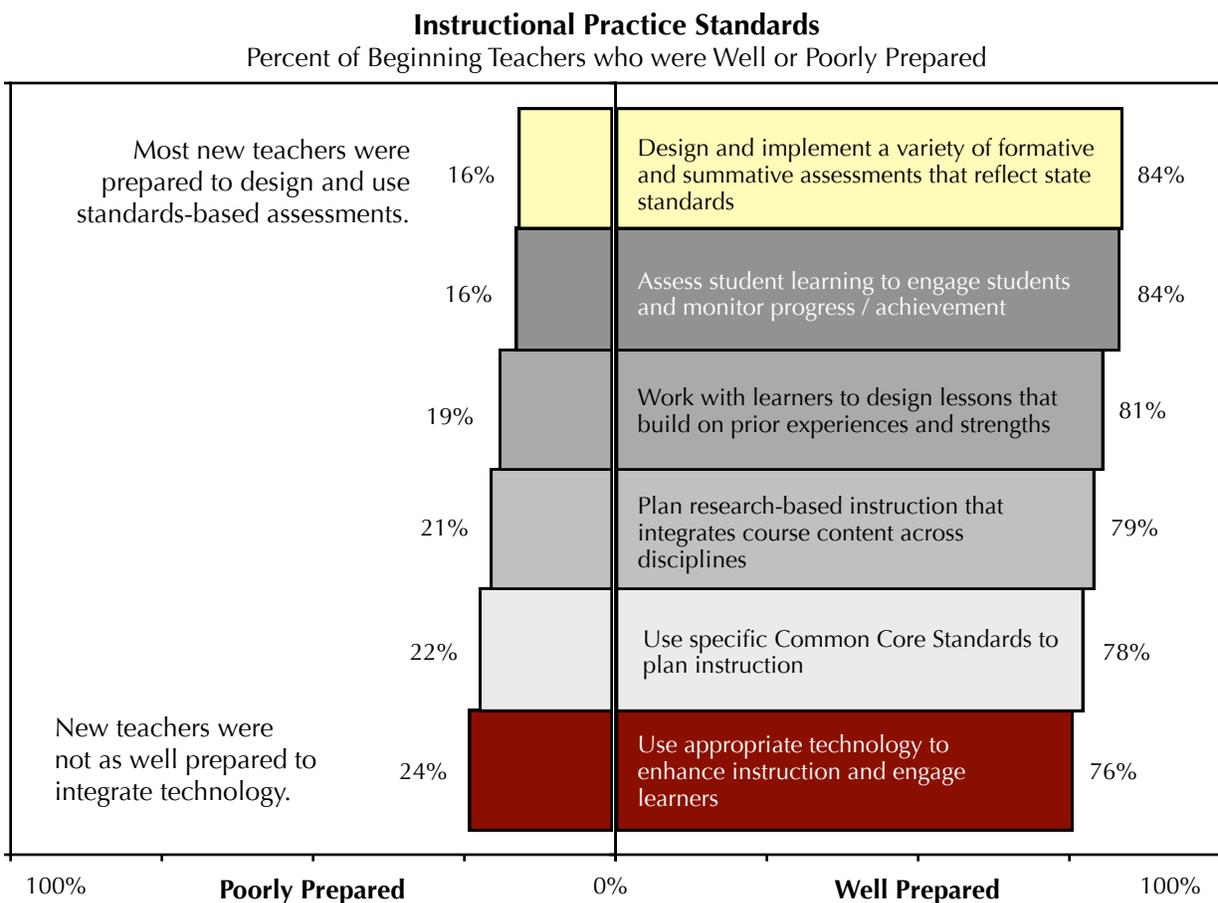
Similarly, a number of teachers could have benefitted from additional preparation in developing and using appropriate goals and evaluating students' progress, especially in the context of their diverse needs.

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

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

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

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



Professional Responsibility Standards

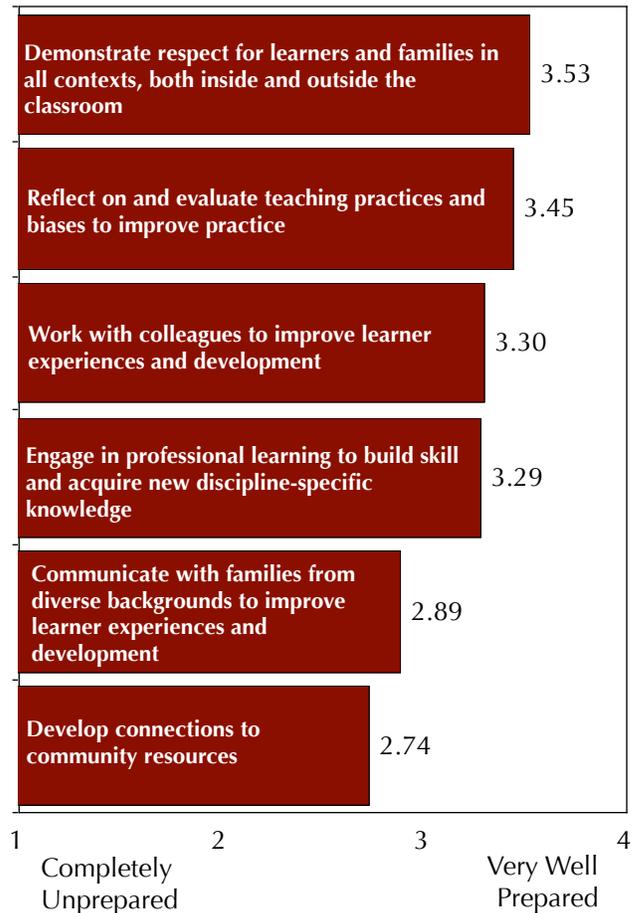
The Professional Responsibility category of Standards lays out the expectations of teachers for continuous improvement, including collaboration and leadership development. Six items were developed to measure teachers' thoughts on how well they were prepared to meet the Professional Responsibility Standards.

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

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

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

Professional Responsibility Scale Means



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

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

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

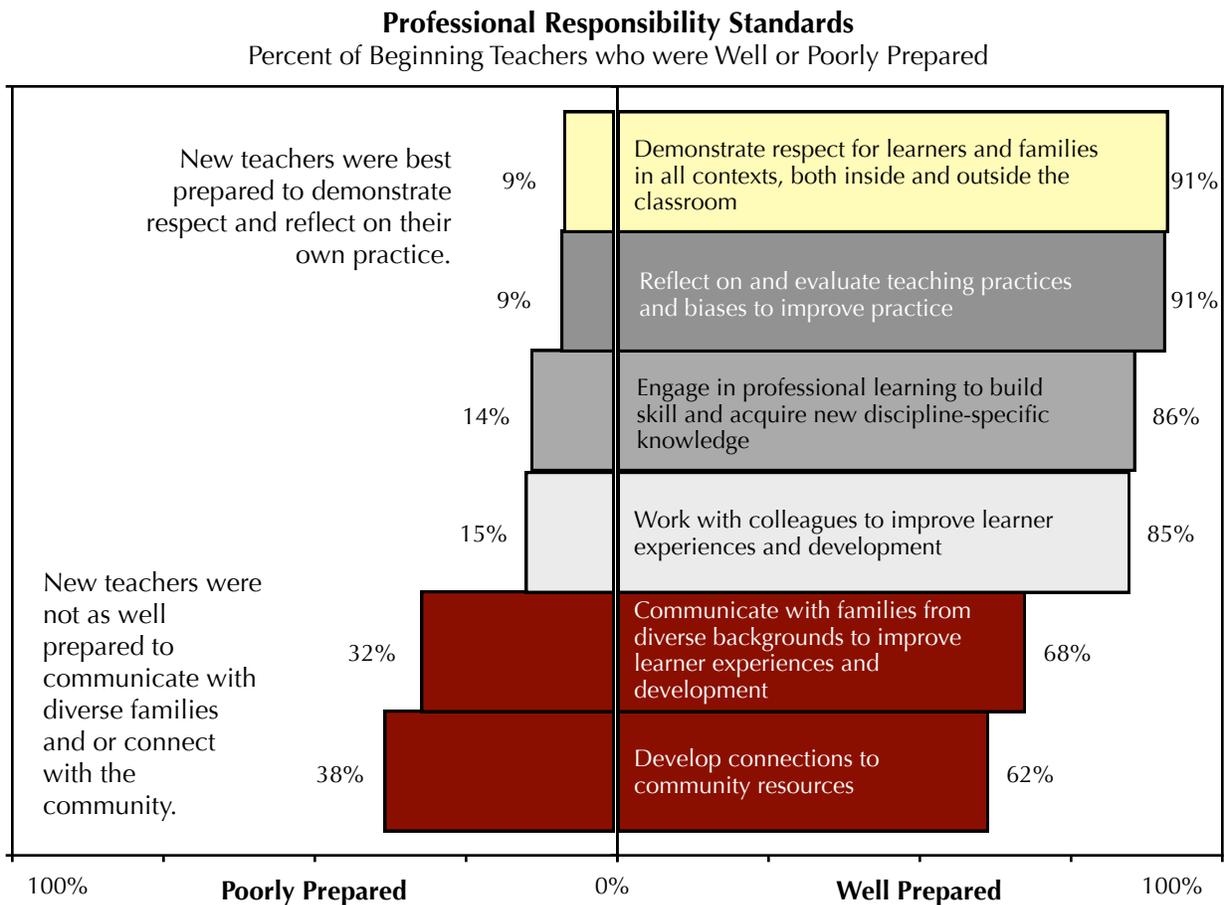
their first year, some thought their educator preparation programs helped them learn how to collaborate. Others, however, indicated they needed additional support for collaboration in their pre-service training.

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

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

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

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



Teacher Satisfaction with Educator Preparation Institution

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

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

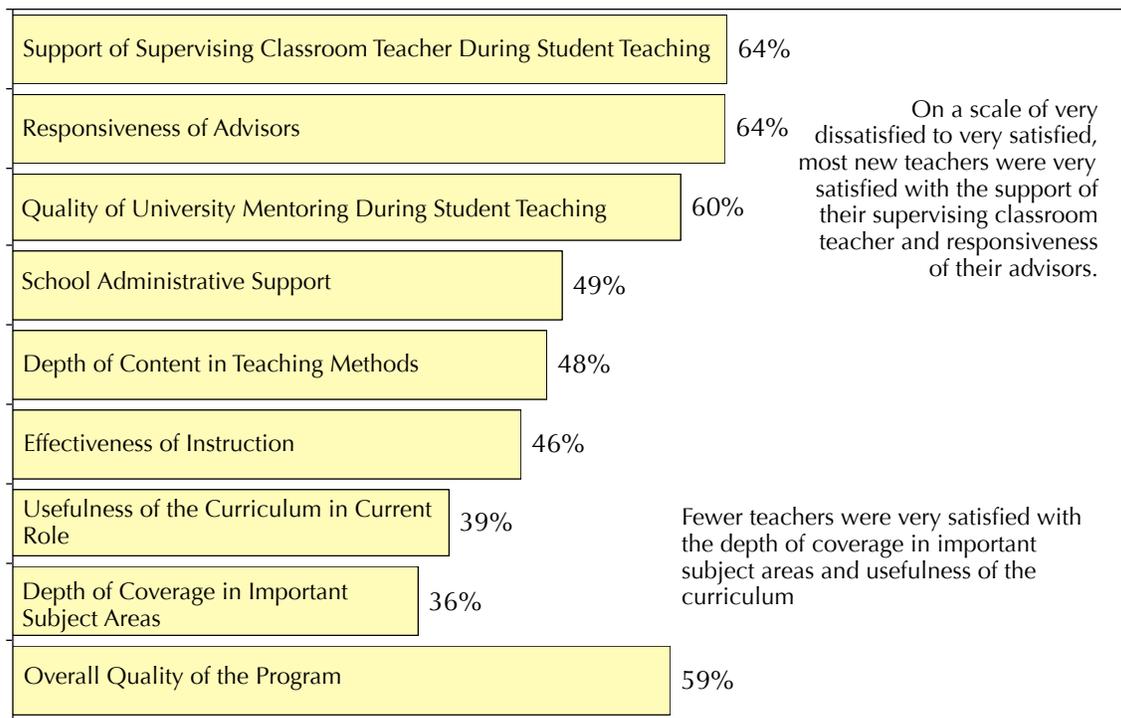
More specifically, two-thirds of respondents were very satisfied with the support they received from their supervising classroom teacher during their student teaching experience (64 percent), and with the responsiveness of their programs' advisors (64 percent).

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

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

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

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



0%

100%

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

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

Being in the classroom made it more real.

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

There is nothing like hands-on training.

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

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

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

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

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

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

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

Overall Preparation and Retention

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

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

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

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

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

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

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

Overall, most comments intimated that beginning teachers were enthusiastic about

their new profession, though some included qualifying remarks.

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

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

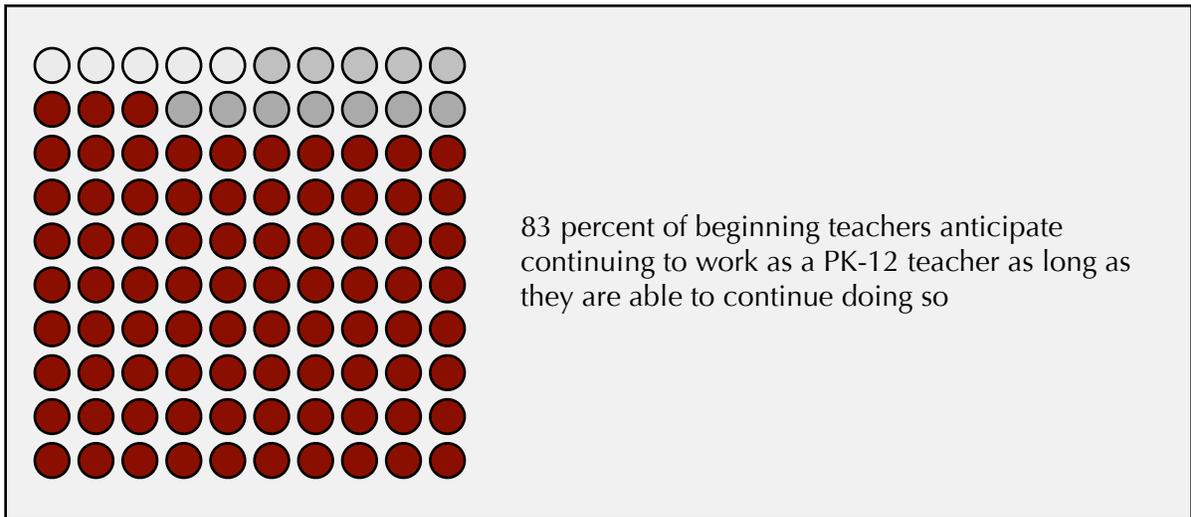
Unfortunately, it is hard to cobble a life with what is a low salary compared to the expenses accrued to be a teacher.

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

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

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

Beginning Teacher Retention



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

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

Conclusions

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

specific areas where changes could bolster their early success.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix

Summary Data Tables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

InTASC Model Core Teaching Standards

Learning and Learning Scale

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

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

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

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

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

Content Knowledge Scale

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

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

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

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

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

Instructional Practice Scale

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

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

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

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

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

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

Professional Responsibility Scale

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

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

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

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

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

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

Overall Preparation

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

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

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

Satisfaction with Teacher Preparation Program

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

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

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

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

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

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

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

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

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

Early Support for Success from Employing District

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

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

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

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

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

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

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

Retention in Teaching

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

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

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

Teacher Demographics

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

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

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

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

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

Identifies as Person with a Disability		
	Frequency	Percent
No	199	98.03%
Yes	4	1.97%
Unsure	3	1.48%
Total	203	100.00%

InTASC Model Core Teaching Standards

Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Acronyms

AACTE: American Association of Colleges for Teacher Education

CAEP: Council for the Accreditation of Educator Preparation

CCSS: Common Core State Standards

CCSSO: Council of Chief State School Officers

ELL: English Language Learner

ESL: English as a Second Language

ESOL: English Speakers of Other Languages

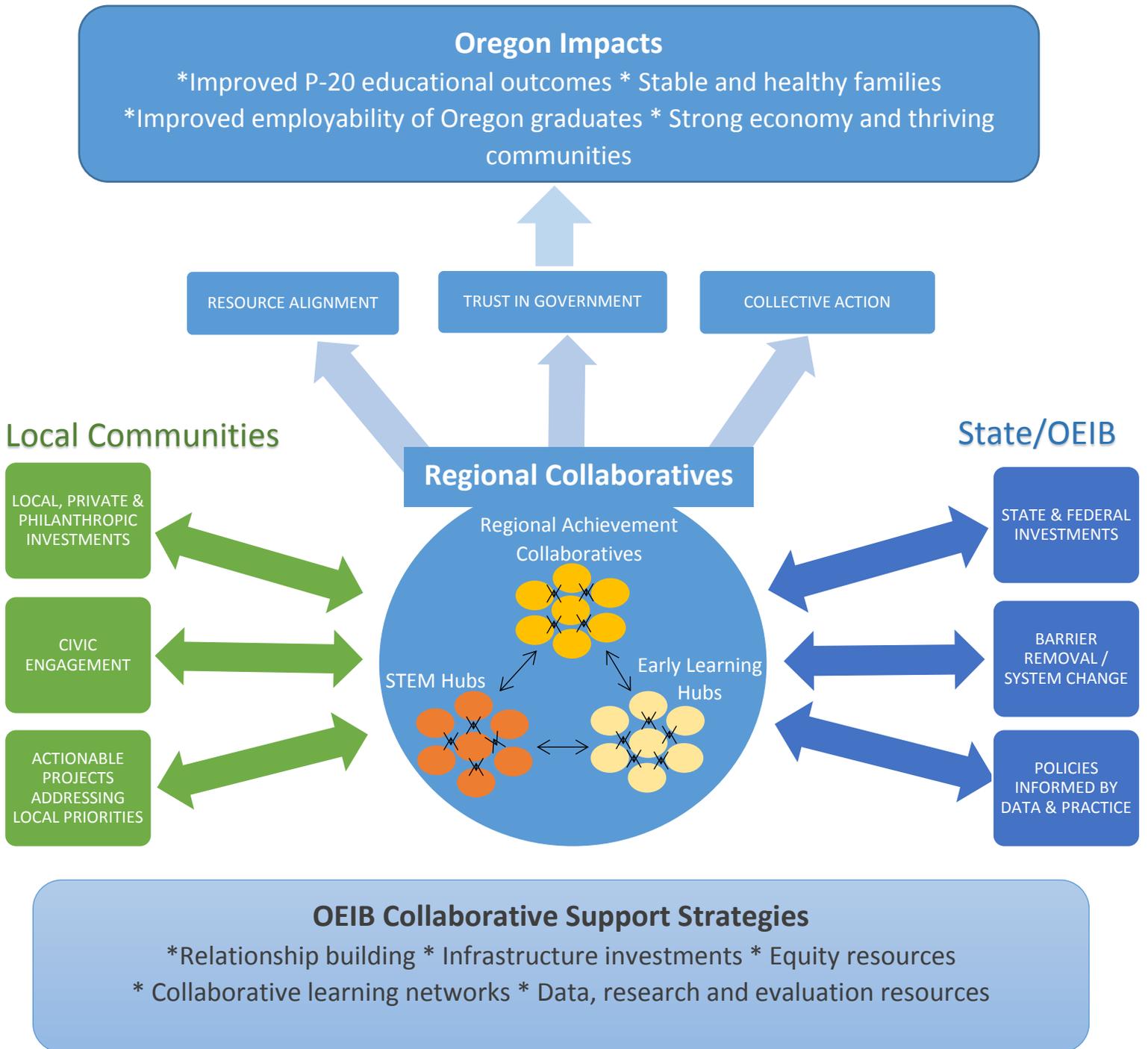
InTASC: Interstate Teacher Assessment and Support Consortium

OACTE: Oregon Association of Colleges for Teacher Education

ODE: Oregon Department of Education

TSPC: Teacher Standards and Practices Commission

Draft Framework for Oregon's Regional Collaboratives



OREGON MENTORING PROGRAM

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November 25, 2014

ODE Mentoring Program Goals

- ▶ INCREASE student learning and growth
- ▶ IMPROVE instructional practices
- ▶ INCREASE retention of beginning teachers and administrators



History and Background

The Beginning Teacher and Administrator Mentorship Program was:

- established by the 2007 Legislature through HB 2574
- expanded in the 2013 legislative session with HB 3233, the Network for Quality Teaching and Learning
- designed to support activities related to an evidence-based mentorship program for beginning teachers and administrators

Mentoring Video

- http://youtu.be/f_fiTqhoCJM

Oregon Mentoring Project

Background

In 2007, the Oregon Legislature passed HB 2574 authorizing the Oregon Department of Education (ODE) to establish a beginning teacher and administrator mentoring program. The Oregon Mentoring Project was started to provide support to beginning teachers, principals, and superintendents. In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. The Oregon Mentoring Program is an important component of this work. It is designed to support activities related to an evidence-based mentorship program for beginning teachers and administrators. The grants fund individual school districts or consortia comprised of school districts, ESDs, and universities. Grant-in-Aid has been allocated yearly from 2008-2015.

House Bill 2574

SECTIONS 1-3: ORS 329.795:

The State Board of Education shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor. Any district is eligible to participate in the mentorship program. A school district may enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate a joint mentorship program.

SECTION 5: ORS 329.805 (revised in the 2013 legislative session):

The Department of Education shall distribute grants-in-aid to qualifying school districts to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district shall receive annually an amount that is aligned with evidence-based best practices. If the funds are insufficient for all eligible proposals, the Department of Education shall award grants on a competitive basis, taking into consideration geographic and demographic diversity.

Licensed beginning educators working at least halftime (.5 FTE) and in their first or second year of teaching/administration are eligible to receive grant funded services from a trained mentor. The legislation requires a minimum of 90 contact hours between mentors and beginning mentees throughout the year and training for mentors. Grant funds are used to support ongoing district mentoring activities that provide assistance to beginning teachers and administrators throughout the year.

During the 2007-2008 planning year, the Teaching Research Institute at Western Oregon University (WOU/TRI) conducted a research review of mentoring programs and successful practices. Based on their report, ODE worked with the New Teacher Center (NTC) based in Santa Cruz, CA to provide mentor training. NTC offers a research based mentoring program dedicated to improving student learning by accelerating the effectiveness of beginning teachers and school leaders. NTC currently is working in over fifteen states, and came highly recommended by individuals both within and outside of Oregon.

School Districts Funded with Grant-in-Aid

The first year of the 2007-2009 biennium was spent planning and developing the foundation of the Oregon Mentoring Program. The \$5 million allocation was distributed in the 2008-2009 school year. In the 2009-2011 biennium, the \$5 million allocation was distributed over both school years. Due to economic changes and discussions with key stakeholders, ODE determined districts would have greater need in the first year, so approximately two-thirds of the funds were allocated in 2009-10, leaving one-third for 2010-11 school year. In the 2011-2013 biennium, the \$5.17 million dollar allocation was distributed according to the guidelines established in HB5020. Projects received 50% of the allocation in 2011-12 with the remaining funding to provide for evaluation and allocations for the second year of the program. In 2012-13, the remaining grant-in-aid was allocated to recipient districts/consortia. In 2013, the Oregon Education Investment Board proposed key strategic investments to revitalize the education profession and the establishment of a Network of Quality Teaching and Learning. The Beginning Teacher and Administrator Mentoring Program was one of the strategic initiatives funded through HB 3233 receiving \$9.6 million over the 2013-15 biennium.

Funding levels are impacted each year by the number of applying/participating districts and the number of corresponding beginning teachers and administrator in the districts. Priority points are awarded to applicants whose proposals include evidence of matching funds (e.g. local funds, private grants, Title IIA) from other sources to supplement and/or sustain the program.

The following table shows the Project/Consortia agency, participating districts, and Grant-in-Aid allocated since the inception of the grant (2007-2009, 2009-2011, 2011-2013, and 2013-2015) to date.

2007-2009		
Project/Consortia	Districts	Grant in Aid
Beaverton Consortium	Beaverton, Banks, Gaston, Vernonia, St. Helens	\$740,000.00
Clackamas Consortium	Canby, Oregon City, Estacada, Gladstone Lake Oswego, West Linn-Wilsonville	\$400,000.00
Douglas ESD	Winston Dillard, Elkton, South Umpqua, Glide, Oakland, Camas Valley	\$139,086.00
Hillsboro SD Consortium	Hillsboro, Forest Grove Sherwood (Administrators only) Beaverton (Administrators only)	\$765,000.00
Klamath Co. SD	Klamath Co. SD	\$355,000.00
Lane Co. SD	Lane Co. SD	\$159,959.00

Lincoln Co. SD	Lincoln Co. SD	\$205,000.00
Salem-Keizer SD	Salem-Keizer SD	\$847,572.00
Southern Oregon ESD	Southern Oregon ESD/Districts: Three Rivers, Ashland, Medford, Grants Pass, Eagle Point, Central Point, Klamath Falls City, Phoenix-Talent, Butte Falls, Prospect	\$320,000.00
	Harney ESD/Districts: Harney Co. SD 3, Diamond	
	Lake ESD/Districts: Plush, Lake Co., COIC, South Coast ESD/Districts: Coquille, Myrtle Point, Port Orford-Langlois, Coos Bay, North Bend, Central Curry, Reedsport	
	South Lane SD, Creswell, North Douglas joined SOESD consortium in 2009-2010	
Umatilla-Morrow ESD Consortium	Athena-Weston, Echo, Helix, Hermiston, Ione, Milton-Freewater, Morrow Co., Pendleton, Pilot Rock, Stanfield, Ukiah, Umatilla	\$290,000.00
Willamette ESD Consortium	Amity, Cascade, Central, Falls City, Jefferson, Mt. Angel, North Marion, Perrydale, Sheridan, Silver Falls, Yamhill Carlton, YCEP	\$493,287.00
2009-2011		
Project /Consortia	Districts	Grant in Aid
Beaverton Consortium	Beaverton, Banks, Gaston, Vernonia, St. Helens	\$530,993.00
Clackamas Consortium	Canby, Oregon City, Estacada, Gladstone Lake Oswego, West Linn Wilsonville	\$211,282.00
David Douglas SD	David Douglas SD	\$205,542.00
Hillsboro SD Consortium	Hillsboro, Forest Grove Sherwood (Administrators only) Beaverton (Administrators only)	\$728,797.00
Lincoln Co. SD	Lincoln Co. SD	\$160,542.00
Salem-Keizer SD	Salem-Keizer	\$1,427,846.00
Southern Oregon ESD Consortium	Southern Oregon ESD/Districts: Three Rivers, Ashland, Medford, Grants Pass, Eagle Point, Central Point, Klamath Falls City, Phoenix-Talent, Butte Falls, Prospect	\$781,787.00
	Harney ESD/Districts: Harney Co. SD 3, Diamond	
	Lake ESD/Districts: Plush, Lake Co., COIC	
	South Coast ESD/Districts: Coquille, Myrtle Point, Port Orford-Langlois, Coos Bay, North Bend, Central Curry, Reedsport	

	South Lane SD, Creswell, North Douglas joined SOESD consortium in 2009-2010	
Willamette ESD Consortium	Amity, Cascade, Central, Falls City, Jefferson, Mt. Angel, North Marion, Perrydale, Sheridan, Silver Falls, Yamhill Carlton, YCEP Districts from Linn-Benton-Lincoln ESD region were included in 2009-2010; Alsea, Central Linn, Corvallis, Greater Albany, Harrisburg, Lebanon, Monroe, Philomath, Santiam Canyon, Scio, Sweet Home	\$610,542.00
2011-2013		
Project/Consortia	Districts	Grant in Aid
Beaverton	Banks, Beaverton, Gaston, St Helen	\$453,000.00
Jefferson County SD	Jefferson County	\$165,000.00
Lebanon SD	Lebanon	\$50,000.00
Lincoln County SD	Lincoln County	\$376,850.00
North Coast Mentoring Consortium	Astoria ,Jewell, Knappa, Seaside, Tillamook, Warrenton-Hammond	\$90,000.00
N. Willamette Valley Consortium - WA Co. Consortium Beginning Educator Mentor Project	Beaverton, Forest Grove, Gaston, St. Helens, West Linn- Wilsonville	\$445,000.00
Parkrose SD	Bend-LaPine, Camas Valley, Canby, Clatskine, Central Linn, Condon,, Coos Bay, Corvallis, Crane Union, Creswell, Harney, Huntington, Knappa, LaGrande, Lebanon, Medford, Morrow, Mt Angel, Nestucca, Oregon Trail, Paisley, Parkrose, Riverdale, Sherwood, Sisters, St Helens, Wallowa, West Linn- Wilsonville, Winston-Dillard	\$170,000.00
Portland Public SD	Portland Public	\$610,000.00
Salem-Keizer/Woodburn Consortium	Salem-Keizer SD, Woodburn	\$1,126,850.00
Southern Oregon ESD	Ashland, Grants Pass	\$95,000.00
Washington County Consortium	Beaverton (Administrators), Forest Grove, Hillsboro, Tigard Tualatin	\$401,500.00
West Linn-Wilsonville	West Linn-Wilsonville	\$63,000.00

The Oregon Department of Education has awarded the following entities Oregon’s 2013-2014 Mentoring Grant for Beginning Teachers and Administrators **(due to a reduction in funding the districts in parenthesis withdrew from the consortium/program)**:

2013-2015		
Project/Consortia	Districts (due to a reduction in funding the districts in parenthesis withdrew from the consortium/program)	Grant in Aid (per year)
Clackamas Education Service District	Oregon Trail SD, Oregon City SD, Molalla River SD, Colton SD (2013-15: Canby SD, Lake Oswego SD, Estacada SD, Gladstone SD)	\$249,800.00
Columbia Gorge Education Service District	Hood River SD, North Wasco County SD (2013-14: North Wasco County SD 2013-15: Glide SD, Joseph Charter School, Spray SD 2014-15: Dufur SD, Port Orford/Langlois SD)	\$190,400.00
Corvallis, OSU, Philomath, Albany, Lebanon SDs (COPAL)	Lebanon SD, Albany SD, Philomath SD, Corvallis SD	\$280,000.00
David Douglas School District	David Douglas SD	\$76,000.00
Lake County Education Service District	Lake County SD, Paisley Public Charter SD, North Lake SD (2013-15: Plush SD, Adel SD 2013-14: North Lake)	\$80,000.00
Lane Education Service District	South Lane SD, Bethel SD, Fern Ridge SD, Junction City SD, Lowell SD, Mapleton SD, Marcola SD, McKenzie SD, Oakridge SD, Siuslaw SD, Springfield Public Schools (2014-15: Blachly SD, Creswell SD)	\$ 546,000.00
Lincoln County School	Lincoln County SD	\$ 178,600.00

District		
McMinnville School District	McMinnville SD	\$ 111,800.00
Mid-Willamette Valley Consortium/Salem-Keizer School District	Cascade SD, Central SD, Dallas SD, Jefferson SD, Mt. Angel SD, North Santiam SD, Silver Falls SD, Woodburn SD, Salem-Keizer SD	\$ 1,279,200.00
Portland Public Schools	Portland Public SD	\$ 619,000.00
Reynolds School District – District Opted Out	(Reynolds SD)	(\$ 71,000.00)
Roseburg Public Schools/ Douglas County SD #4	Sutherlin SD, Douglas County SD -Roseburg	\$ 91,400.00
South Lane School District	Crow-Applegate-Lorane SD, North Douglas SD, Pleasant Hill SD, South Lane SD	\$78,800.00
Southern Oregon Mentor Consortium/ Southern Oregon Education Service District	Medford SD, Klamath Falls City Schools, Ashland SD, Three Rivers SD, Phoenix-Talent Schools, Klamath County SD (2013-15: Central Point SD 2014-15: Rogue River SD)	\$569,200.00
Tillamook School District #9	Astoria SD, Neah-Kah-Nie SD, Nestucca Valley SD, Tillamook SD, Jewell SD	\$156,000.00
Washington County Consortium/ Hillsboro School District	Beaverton SD, Forest Grove SD, St. Helens SD, West Linn-Wilsonville SD, Hillsboro SD (2014-15: Gaston SD)	\$480,200.00

Statewide Impact

The following table shows the number of districts and educators served during the past six years.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Consortia/ School Districts Funded:	11 Consortia/ Districts	8 Consortia/ Districts	7 Consortia/ Districts	8 Consortia/ Districts	6 Consortia/ Districts	15 Consortia/ Districts	15 Consortia/ Districts
Districts Served	85	72	16	44	17	62	59
Beginning Teachers	975	622	425	323	408	983	1172
Beginning Principals	53	80	28	59	47	97	45
Beginning Superintendents	0	0	0	21	0	0	2
Beginning Teacher Mentors	222	108	46	33	80	286	299
Beginning Principals Mentors	22	34	19	18	24	50	20
Beginning Superintendent Mentors	0	0	0	17	0	0	2

State Leadership

ODE partnered with the New Teacher Center to train mentors, teachers and administrators. The Mentor Academy is a professional development series consisting of eight days, four sessions (2 days each session)during year one. During the 2010-11 school year, NTC trained four Oregon mentors who became certified facilitators to conduct training in Oregon’s first year mentor academies. In 2011-12 school year, NTC provided year two training to the four certified facilitators. During each year of the 2013-2015 biennium, the Oregon mentors facilitated three statewide mentor academies providing training for first year mentors participating in the grant and two trainings from the year two modules. The intent is to build leadership capacity in Oregon and reduce training costs. The department is currently examining the most viable and sustainable training/program options for Oregon’s administrator mentor program.

The Oregon Mentoring Network (OMN), co-facilitated by ODE and stakeholders, provides ongoing support and holds grantees accountable for monitoring project goals and sharing best practices.

To continue improving the quality and effectiveness of Oregon’s beginning educators, the funding from the legislature is critical. This work relates directly to the strategic initiatives and legislative priorities regarding teacher and leader effectiveness.

Mentor Training

- **Mentor Academies**
 - Year 1 Academy
 - Instructional Mentoring
 - Foundations in Mentoring and Formative Assessment
 - Observing and Conferencing
 - Using Data to Inform Instruction
 - Designing Effective Instruction
 - Year 2 Academy
 - Creating Conditions for Equitable Instruction
 - Advancing Instruction to Support Language Development
 - Differentiating Instruction to Support Diverse Learners
 - Mentoring as Leadership
- **Administrator Professional Development**
 - Coaching Leaders to Attain Student Success Training (CLASS)
 - Coaching Leaders to Attain Student Success Network Follow-Up
 - Improving Student Achievement (ISA) Through Teacher Observation and Feedback

Project Evaluations

- **Program Evaluation:** ODE has an Interagency Agreement with Western Oregon University (WOU), Teaching Research Institute (TRI) to evaluate the effectiveness of the Oregon Mentoring Program. TRI will analyze data and reports from 2009 to 2014 then design and administer a survey. TRI will report results for the 2014-2015 school year.
- **Research Study: Oregon New Teacher Project: Mentor Insights into Effective Program Structure**
 - Purpose of the study was to gain insights into the mentoring project from participating mentors and learn which program design elements were most effective.
 - Interviews were conducted with a sample of mentors from the 108 participating school districts in 2009-10. Based on criteria (roles, geographic location, caseload, grade levels, gender), 14 mentors from 12 school districts were selected.
 - Recommend continue mentor training from NTC, include regular opportunities for mentors to meet and exchange ideas. A full-release mentoring model is most effective for both teachers and mentors. Recommend follow-up study involving multiple data sources.
- **New Teacher Center surveyed all districts in fall and spring, in 2008 and 2009-10 to evaluate programs statewide and by district.**
 - Results showed that over 75% of mentor teacher time was spent providing professional development to beginning teachers, engaging in one-on-one meetings with mentees, and observing beginning teachers in their classrooms.

- Results showed an impact on beginning teacher retention; less than one percent of all beginning teachers mentored reported that they would leave the teaching profession. Eighty-one percent agreed that their mentor helped new teachers impact students' learning.
- Starting in 2015-2016, districts will begin to evaluate their mentoring programs using the Oregon Mentoring Program Standards.
- Districts can evaluate their mentoring program using NTC Induction Program Standards and the Continuum of Program Development and mentors can use the Mentor Assessment for Growth and Accountability process (MAGA). These formative assessments evaluate mentoring projects and mentor development, accountability, and supervision.
The Mentoring Program Development process includes:
 - Mentoring program project director self-assesses based on NTC Induction Program Standards and the Continuum of Program Development. Project director sets goals and collects evidence throughout the year. End of the Year self-evaluation of goals determines goals for the next year.
 The MAGA process includes:
 - Mentor self-assessment based on NTC Mentoring Standards. Mentors set goals, collect evidence of performance, and district evaluates.
- Based on results from a state developed qualitative evaluation instrument, program efficacy will be determined annually for each grant recipient which will provide statewide direction as well.

National Leadership

Due to state support of beginning teacher mentoring and our implementation of the New Teacher Center model, Oregon in 2009 was invited at the national level to highlight three of our distinguished mentoring programs: Salem-Keizer SD, Hillsboro Consortia and Lincoln County SD. These districts/consortia participated annually and presented findings in regards to their projects at the National Teacher Induction Network (NTIN) sponsored through MetLife in collaboration with New Teacher Center. Salem-Keizer continues to attend and present annually at NTIN. This national platform provided these projects the opportunity to highlight the unique aspects of Oregon's teacher mentoring programming as well as learn from colleagues from other states.

Fast Facts

February 2015

Oregon Mentoring Program

Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with an effective teacher and administrator. The Beginning Teacher and Administrator Mentoring Program was established in Oregon through the passage of the 2007 Legislature's HB 2574 and then expanded in the 2013 legislative session with HB 3233 which established the Network for Quality Teaching and Learning. Individual and various consortia of school districts are funded by the Oregon Department of Education each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators.

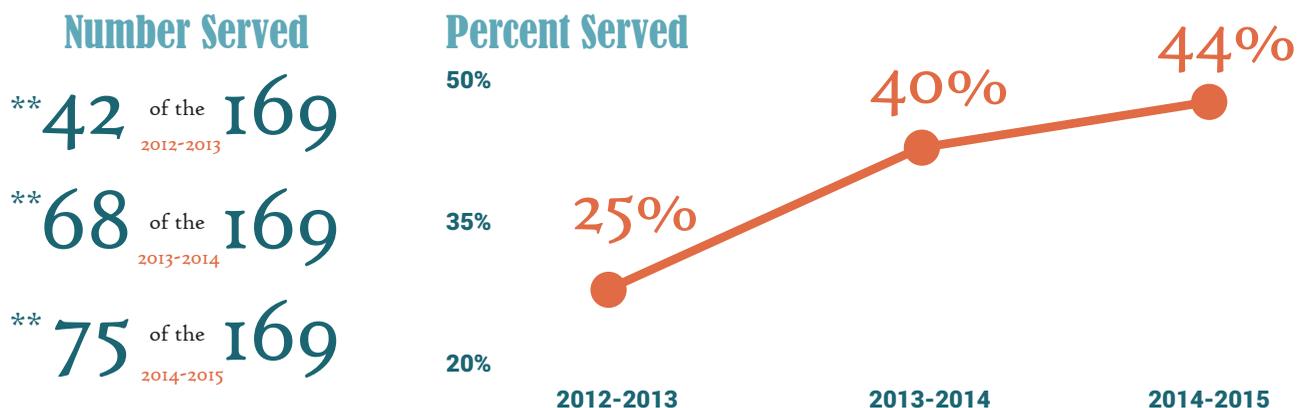
Total Priority, Focus and Title I Schools in Oregon*



Total Schools: 169



Oregon Mentoring Program Schools served by beginning teacher mentors



*Definitions of Priority, Focus, and Title I Schools are below and additional information can be found here <http://www.ode.state.or.us/search/page/?id=3742>

Notes on Priority and Focus Schools:

Designations were identified by ODE in 2011-2012.

Priority schools are high poverty schools ranked at approximately the bottom 5% of Title I schools.

Focus schools are high poverty schools ranked at approximately 15% of Title I schools.

**Based on districts that applied and accepted funds in the 2013-2014 school year for the Oregon Beginning Teacher and Administrator Mentoring Grant.

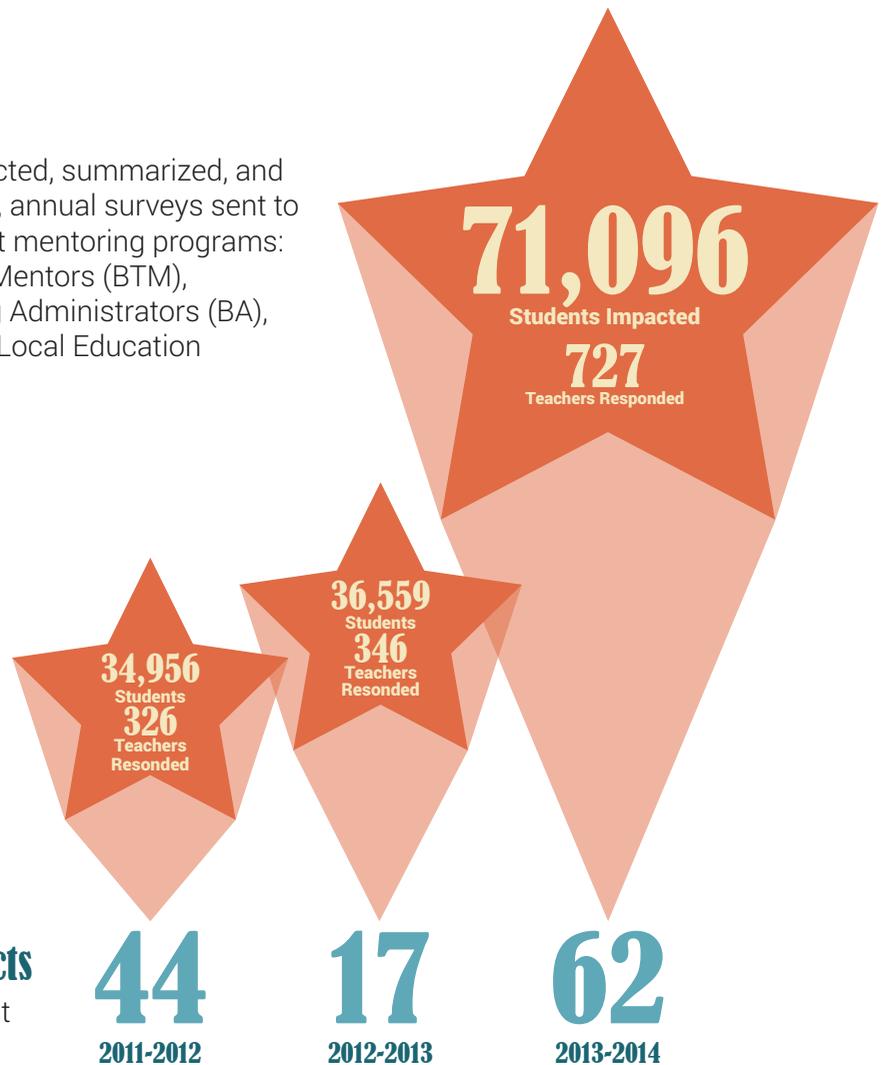
About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including, annual surveys sent to the six groups involved with the school district mentoring programs: Beginning Teachers (BT), Beginning Teacher Mentors (BTM), Mentoring Site Administrators (SA), Beginning Administrators (BA), Beginning Administrator Mentors (BAM), and Local Education Agency Administrators (LEA).

Students Impacted by Oregon Mentoring Program

The following graphic shows the impact of the Oregon Mentoring Program over the past three years, based on survey results (86% average response rate). The graphic shows, during the 2013-2014 academic year the number of students impacted nearly doubled. It is important to note that funding for mentoring during the 2013 legislative biennium also increased.

Number of Districts
served during the past
three years.



Oregon Mentoring Program

Fast Fact #1

<http://teachingresearchinstitute.org/centers/cepe/mentor>

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ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.



Oregon Mentoring Program Standards

Mentoring Program Standards describe the structures and functions, processes, and effective practices necessary for a quality program. Effective mentoring is foundational to a quality program. An essential element of a mentoring program is a professional mentor who understands and utilizes the skills, strategies and tools necessary for the continuous development of teachers and administrators. Adopted at the State Board of Education meeting in August of 2014.



Oregon
Secretary of State

Access the full OAR on the Oregon Secretary of State web page at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_018.html.

The following Mentoring Program Standards are organized in a printable format.

Program

Districts are committed to integrating and sustaining comprehensive mentor programs targeting quality teaching and learning that aligns with other district and state initiatives and goals.

1. Program Administration, Collaboration, and Communication: *Quality mentor programs provide structures to assure a cohesive, culturally competent system for mentoring that is supported at all levels.*

A Quality Mentor Program:

(a) has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

(b) includes system-wide leadership.

(c) involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems, culturally responsive teaching practices and other P-20 initiatives.

(d) develops and maintains structures and systems to promote two-way communication and stakeholder involvement.

2. Leadership Engagement: *Quality mentor programs require involved, informed and culturally responsive leaders.*

Leaders in a Quality Mentor Program:

(a) provide resources and conditions required to promote and improve teacher and administrator success.

(b) create a culture of equity that focuses on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity.

(c) engage in professional learning in how best to support teachers and administrators.

(d) collaborate and coordinate with other mentor program leaders across the state.

(e)

3. Program Assessment and Evaluation: *Quality mentor programs collect data to evaluate and improve program effectiveness.*

A Quality Mentor Program:

(a) purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.

(b) continuously and systematically shares evaluation findings with stakeholders to inform decision-making and accountability.

Processes

Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.

1. Roles and Responsibilities: *A quality mentor program carefully selects and assigns mentor/mentee partners reflective of diverse cultural characteristics and clearly defines roles.*

A Quality Mentor Program:

(a) has a formal, rigorous and timely process for recruiting and selecting mentors based on culturally responsive criteria consistent with the roles and responsibilities of mentoring.

(b) defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.

(c) utilizes a standards based system of ongoing assessment for mentor growth and accountability.

2. Professional Learning: *Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a collaborative, culturally responsive process, supported by research.*

A Quality Mentor Program:

(a) establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.

(b) ensures participants apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.

(c) facilitates professional learning that is guided by research, standards, culturally responsive practices, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.

3. Teacher and Administrator Assessment: *Quality mentor programs utilize a data based cycle of inquiry to assess effective, appropriate and culturally responsive instructional and leadership practices.*

A Quality Mentor Program:

- (a) Includes self-reflection, goal setting, observations, and formative assessments.
- (b) Is designed to accelerate educator effectiveness to ensure that every student regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics is ready for college, careers and engaged citizenship.
- (c)) Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

Professional Practice

Districts are committed to integrating and sustaining comprehensive mentor programs promoting professional practices aligned with Oregon's Teaching and Administrator Standards that outline what educators should know and be able to do to help all students improve, grow and learn.

1. Instructional and Leadership Practices: *Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement for EACH and EVERY learner no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic..*

A Quality Mentor Program:

- (a) fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.
- (b) supports knowledge of curriculum standards, grade level and subject standards, culturally responsive practices, pedagogy and performance levels for students.
- (c) strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.
- (d)) develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional, cultural and social well-being of students.
- (e) supports collaborative partnerships among educators, families, and the community.

2. Equity, Cultural Competence and Universal Access: *Quality mentor programs foster and develop culturally competent educators.*

A Quality Mentor Program:

(a) supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

(b)) expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

(c) demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.