

# Lewis and Clark College: OACTE Survey of Beginning Teachers, 2020-2021 School Year - All Completes

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

This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking teachers and their supervisors to reflect on their readiness for a range of skills teachers need from the minute they embark on their careers. **This report summarizes the results of teachers’ responses from graduates of Lewis and Clark College, in aggregate.** The survey that is the basis of this study complements additional information about the strengths and areas for growth in teacher preparation in Oregon.

The primary population for this survey is beginning teachers. Beginning teachers are those who:

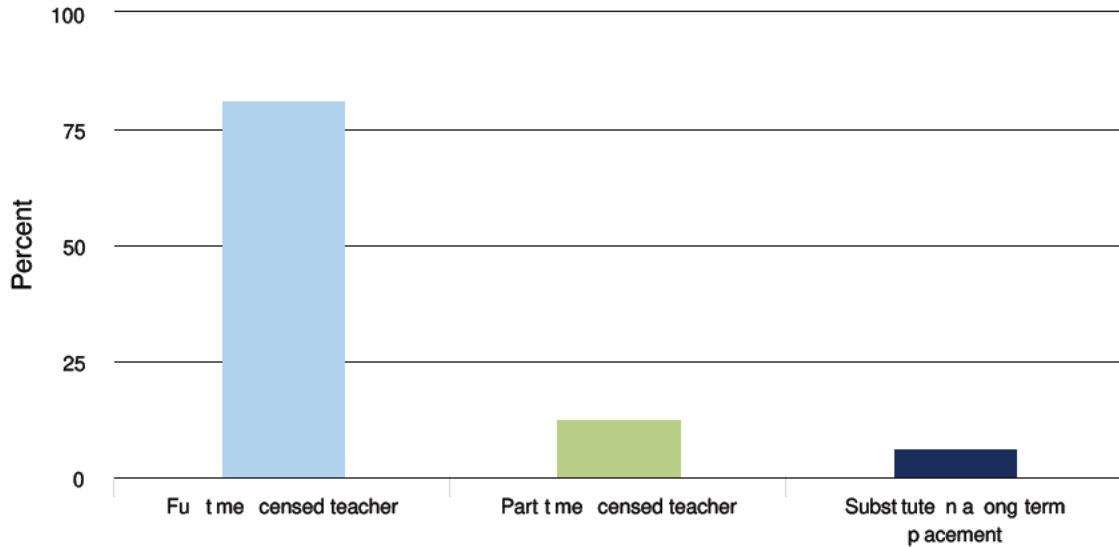
- completed their educator preparation degree at an OACTE program, were
- recommended for licensure in 2018-19 or 2019-2020, and who were
- working in Oregon public schools within their first contracted teaching year during the 2020-2021 academic year.

This study was administered by [Pacific Research & Evaluation](#). Questions or comments about findings presented in this report may be directed to Taline Kuyumjian at [taline@pacific-research.org](mailto:taline@pacific-research.org).

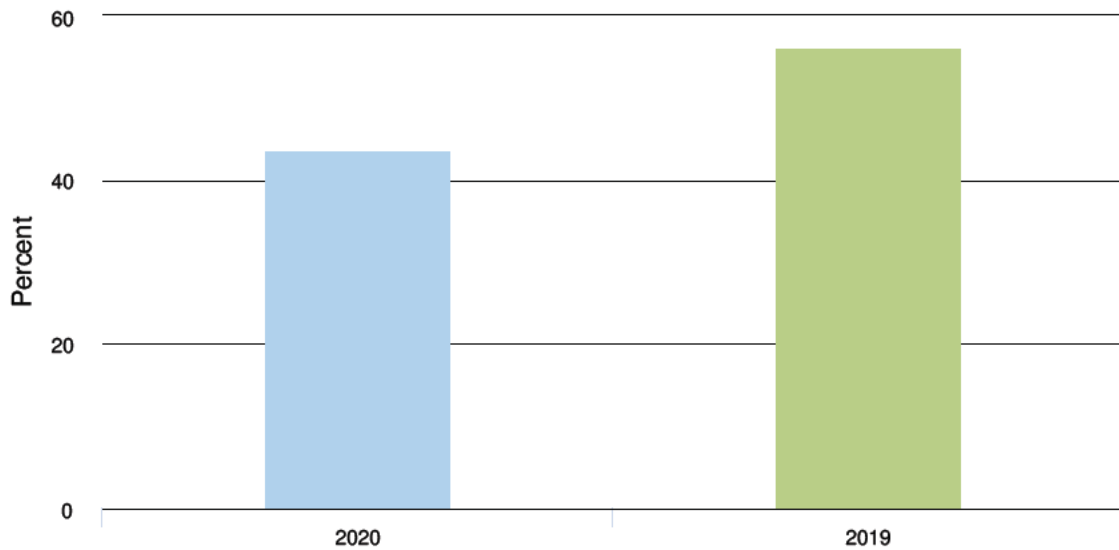
1. Where did you complete your teacher preparation education?

Value	Percent	Responses
Lewis and Clark College	100.0%	16
<b>Totals: 16</b>		

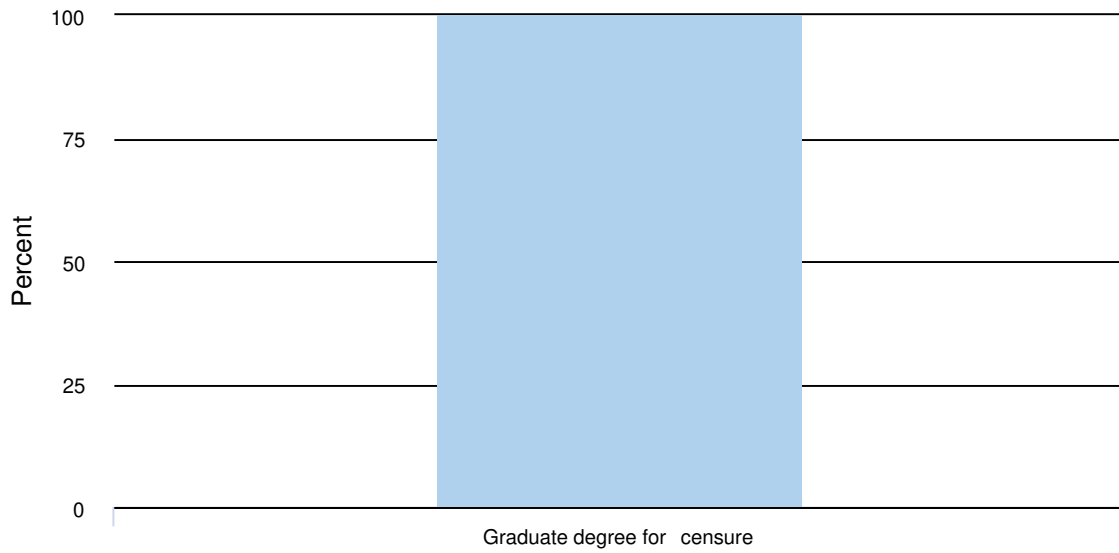
2. Which of the following teaching assignments best describes your position for the 2020-2021 school year?



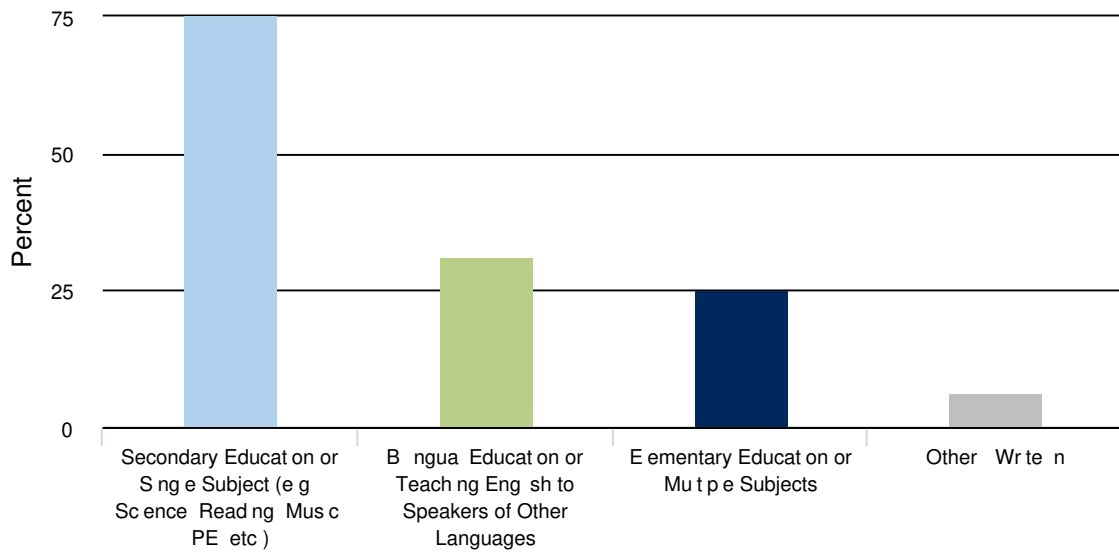
3. In what year did you complete your teacher preparation education?



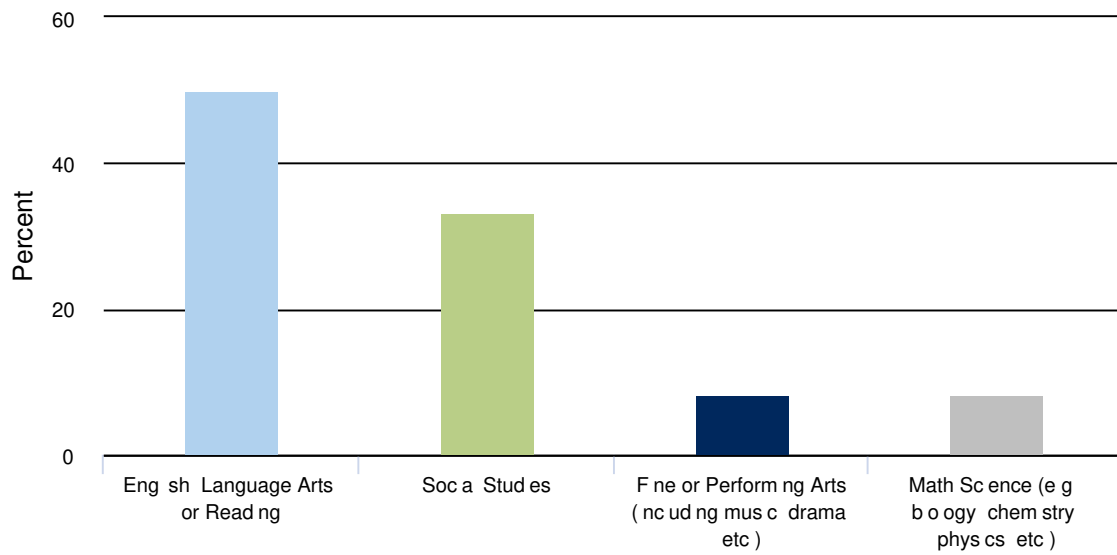
4. What education or related degree did you earn for your teacher licensure program?



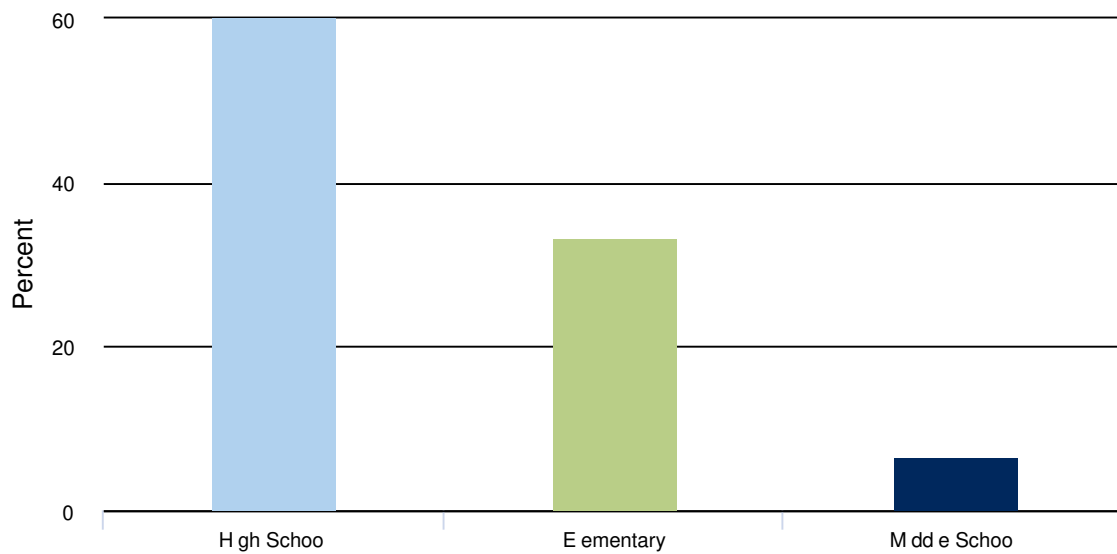
5. What was the primary focus of your teacher preparation program? (Select all that apply)



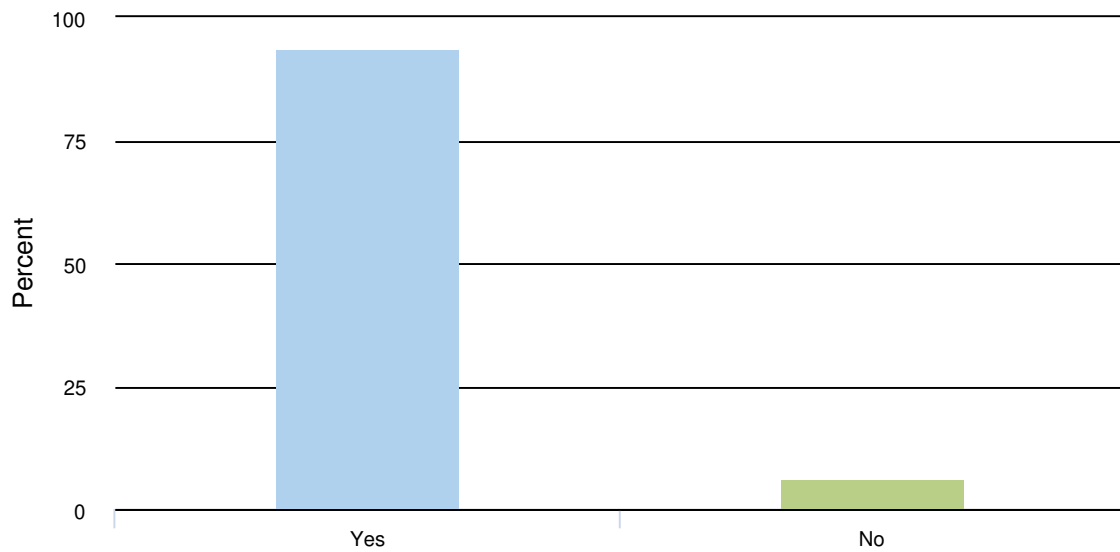
6. You selected 'secondary education or single subject,' what subject area(s) was the focus of your degree? (Select all that apply)



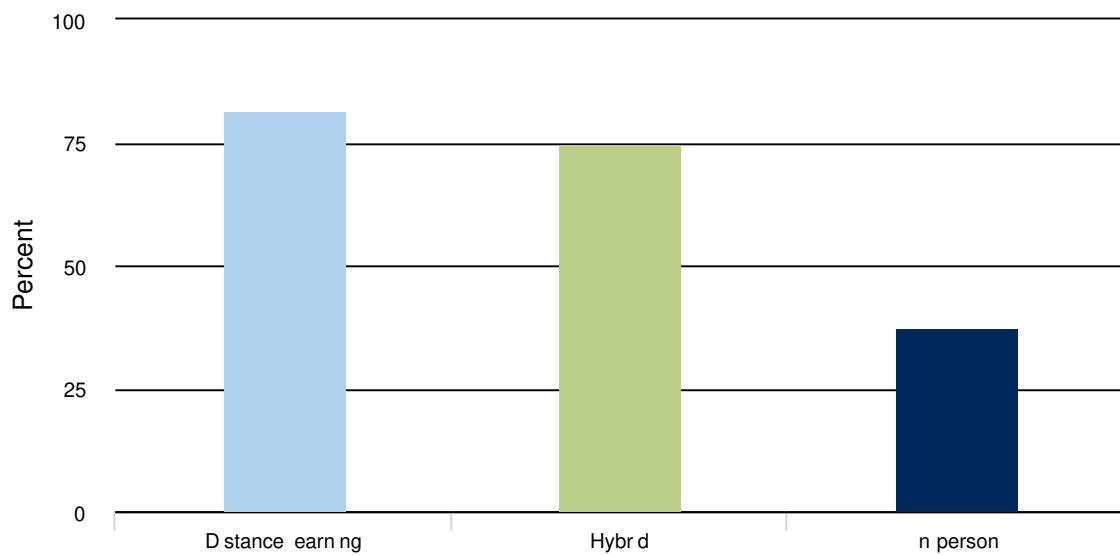
7. What grade level(s) did you teach during the 2020-2021 school year? (Select all that apply)



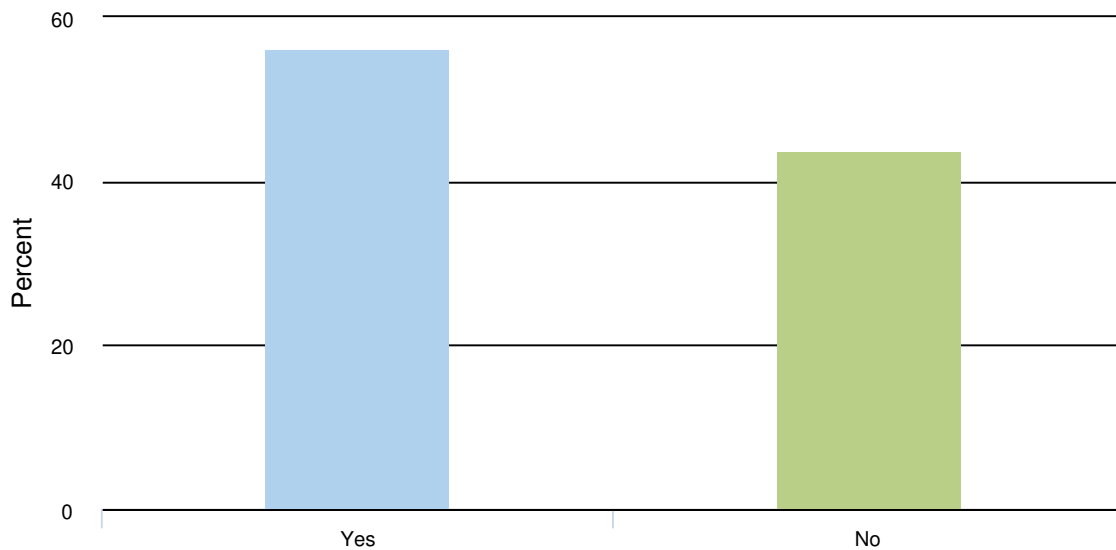
8. Were you teaching in the subject area of your endorsement(s)?



9. Which of the following formats are you teaching in for the 2020-2021 school year?  
(Select all that apply)



10. Were you teaching in a self-contained classroom during the 2020-2021 school year?



11. The following items focus on learners and learning. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on learners and learning, during the 2020-2021 school year?

	1	2	3	4	5	6	7	8	9	10	Average
Provide students equitable opportunities to learn by treating as individuals Count Row %	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	2 12.5%	0 0.0%	7 43.8%	3 18.8%	3 18.8%	8.1
Deliver developmentally appropriate, challenging learning experiences Count Row %	0 0.0%	0 0.0%	0 0.0%	2 12.5%	1 6.3%	1 6.3%	2 12.5%	6 37.5%	1 6.3%	3 18.8%	7.5
Set up a classroom that motivates learners with diverse needs Count Row %	0 0.0%	0 0.0%	1 6.3%	0 0.0%	1 6.3%	1 6.3%	2 12.5%	8 50.0%	3 18.8%	0 0.0%	7.4

	1	2	3	4	5	6	7	8	9	10	Average
Incorporate language development strategies to make content accessible to English Language Learners Count Row %	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	5 31.3%	1 6.3%	6 37.5%	1 6.3%	2 12.5%	7.4
Maintain effective classroom discipline Count Row %	0 0.0%	0 0.0%	2 12.5%	0 0.0%	1 6.3%	2 12.5%	6 37.5%	2 12.5%	2 12.5%	1 6.3%	6.8
Use time outside of class to develop relationships with students and learn their perspectives Count Row %	0 0.0%	2 12.5%	0 0.0%	1 6.3%	1 6.3%	2 12.5%	1 6.3%	4 25.0%	2 12.5%	3 18.8%	7.0

12. The following items focus on content knowledge. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on content knowledge, during the 2020-2021 school year?

	1	2	3	4	5	6	7	8	9	10	Average
Develop activities in which learners work together to solve problems Count Row %	0 0.0%	1 6.3%	0 0.0%	1 6.3%	1 6.3%	0 0.0%	5 31.3%	4 25.0%	2 12.5%	2 12.5%	7.3
Create experiences that require learners to use the correct academic vocabulary Count Row %	0 0.0%	0 0.0%	0 0.0%	1 6.3%	1 6.3%	2 12.5%	4 25.0%	3 18.8%	4 25.0%	1 6.3%	7.4
Ensure learners apply concepts and methods of the discipline to real-world contexts Count Row %	0 0.0%	1 6.3%	0 0.0%	0 0.0%	1 6.3%	0 0.0%	5 31.3%	4 25.0%	4 25.0%	1 6.3%	7.5
Design exercises that require students to gather information and generate new ideas Count Row %	0 0.0%	1 6.3%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	4 25.0%	6 37.5%	4 25.0%	0 0.0%	7.5



	1	2	3	4	5	6	7	8	9	10	Average
Ass st											7.8
students n	0	0	1	0	1	1	3	3	4	3	
analyz ng	0.0%	0.0%	6.3%	0.0%	6.3%	6.3%	18.8%	18.8%	25.0%	18.8%	
subject- spec f c concepts from mult ple perspect ves											
Count											
Row %											

13. The following items focus on instructional practice. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice, during the 2020-2021 school year?

	1	2	3	4	5	6	7	8	9	10	Average
Plan instruction using specific Common Core Standards Count Row %	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 18.8%	0 0.0%	2 12.5%	4 25.0%	2 12.5%	5 31.3%	8.1
Conduct a variety of standards-based formative and summative assessments Count Row %	1 6.3%	0 0.0%	0 0.0%	1 6.3%	0 0.0%	2 12.5%	2 12.5%	2 12.5%	3 18.8%	5 31.3%	7.8
Work with learners to design lessons that build on prior experiences and strengths Count Row %	0 0.0%	1 6.3%	1 6.3%	0 0.0%	0 0.0%	0 0.0%	3 18.8%	7 43.8%	3 18.8%	1 6.3%	7.4
Use technology to enhance instruction Count Row %	2 12.5%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	3 18.8%	2 12.5%	4 25.0%	2 12.5%	2 12.5%	6.8
Deliver research-based, interdisciplinary instruction Count Row %	0 0.0%	0 0.0%	0 0.0%	3 18.8%	1 6.3%	2 12.5%	2 12.5%	3 18.8%	1 6.3%	4 25.0%	7.3
Engage learners in monitoring their own progress and achievement Count Row %	0 0.0%	1 6.3%	2 12.5%	0 0.0%	0 0.0%	0 0.0%	8 50.0%	3 18.8%	1 6.3%	1 6.3%	6.7

14. The following items focus on professional responsibility. On a scale of 1 to 10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills with little room for improvement, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on professional responsibility, during the 2020-2021 school year?

	1	2	3	4	5	6	7	8	9	10	Average
Demonstrate respect for learners and families, even when they are not in your presence Count Row %	0 0.0%	1 6.3%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	2 12.5%	3 18.8%	1 6.3%	8 50.0%	8.4
Reflect on and self-evaluate teaching to improve practice Count Row %	0 0.0%	0 0.0%	1 6.3%	1 6.3%	0 0.0%	0 0.0%	1 6.3%	5 31.3%	2 12.5%	6 37.5%	8.3
Work with colleagues to improve learner development Count Row %	0 0.0%	2 12.5%	0 0.0%	1 6.3%	0 0.0%	1 6.3%	2 12.5%	5 31.3%	2 12.5%	3 18.8%	7.3
Engage in professional learning to build skills and acquire new discipline-specific knowledge Count Row %	0 0.0%	0 0.0%	0 0.0%	2 12.5%	2 12.5%	1 6.3%	3 18.8%	1 6.3%	4 25.0%	3 18.8%	7.4

	1	2	3	4	5	6	7	8	9	10	Average
Communicate with families from diverse backgrounds to improve learner development Count Row %	1 6.3%	0 0.0%	1 6.3%	1 6.3%	1 6.3%	0 0.0%	6 37.5%	2 12.5%	0 0.0%	4 25.0%	6.9
Develop connections to community resources Count Row %	2 12.5%	0 0.0%	0 0.0%	1 6.3%	0 0.0%	4 25.0%	1 6.3%	5 31.3%	1 6.3%	2 12.5%	6.6
Engage families about student progress Count Row %	1 6.3%	0 0.0%	1 6.3%	0 0.0%	1 6.3%	3 18.8%	3 18.8%	4 25.0%	1 6.3%	2 12.5%	6.8
Engage local school and cultural communities Count Row %	3 18.8%	0 0.0%	0 0.0%	0 0.0%	1 6.3%	1 6.3%	5 31.3%	4 25.0%	0 0.0%	2 12.5%	6.3
Support students' growth in global perspectives Count Row %	0 0.0%	2 12.5%	0 0.0%	0 0.0%	1 6.3%	1 6.3%	2 12.5%	5 31.3%	2 12.5%	3 18.8%	7.3
Engage in culturally responsive educational practices with diverse learners Count Row %	0 0.0%	0 0.0%	1 6.3%	0 0.0%	0 0.0%	0 0.0%	4 25.0%	3 18.8%	2 12.5%	6 37.5%	8.3

	1	2	3	4	5	6	7	8	9	10	Average
Fac I tate culturally respons ve educat on exper ences reflect ve of the d verse cultural and soc oeconom c commun tes you d rectly pract ce n Count Row %	0 0.0%	1 6.3%	0 0.0%	0 0.0%	1 6.3%	0 0.0%	3 18.8%	3 18.8%	4 25.0%	4 25.0%	8.0



16. How satisfied were you with each of the following aspects of your teacher preparation program?

	<b>1, Very Dissatisfied</b>	<b>2, Somewhat Dissatisfied</b>	<b>3, Somewhat Satisfied</b>	<b>4, Very Satisfied</b>	<b>Average</b>
Support of cooperating classroom teacher during student teaching Count Row %	1 6.3%	2 12.5%	3 18.8%	10 62.5%	3.4
Responsiveness of university advisors Count Row %	0 0.0%	1 6.3%	3 18.8%	12 75.0%	3.7
Quality of university supervision during student teaching Count Row %	0 0.0%	1 6.3%	2 12.5%	13 81.3%	3.8
Depth of coverage in culturally responsive instruction Count Row %	1 6.3%	0 0.0%	4 25.0%	11 68.8%	3.6
Student support services (e.g., assistance with licensure and testing, special needs accommodations) Count Row %	0 0.0%	1 6.3%	5 31.3%	10 62.5%	3.6
Effectiveness of instruction Count Row %	0 0.0%	0 0.0%	6 37.5%	10 62.5%	3.6
Depth of content in teaching methods Count Row %	0 0.0%	2 12.5%	4 25.0%	10 62.5%	3.5

	<b>1, Very Dissatisfied</b>	<b>2, Somewhat Dissatisfied</b>	<b>3, Somewhat Satisfied</b>	<b>4, Very Satisfied</b>	<b>Average</b>
Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking) Count Row %	1 6.3%	3 18.8%	4 25.0%	8 50.0%	3.2
Usefulness of the curriculum in your current role Count Row %	0 0.0%	4 25.0%	5 31.3%	7 43.8%	3.2
Overall quality of the program Count Row %	0 0.0%	1 6.3%	4 25.0%	11 68.8%	3.6





























