



Oregon Association of Colleges for Teacher Education

# Ready for the Classroom, Part 1

*Survey of Beginning Teachers; Cohort 2, 2022-2023 Second Year of Teaching*



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# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>POPULATION SUMMARY .....</b>	<b>3</b>
<i>Data Collection .....</i>	<i>4</i>
<i>Program Specialization .....</i>	<i>6</i>
<i>Position .....</i>	<i>7</i>
<i>Demographics .....</i>	<i>7</i>
<b>FINDINGS: BEGINNING TEACHER PREPARATION .....</b>	<b>8</b>
<b>LEARNER AND LEARNING .....</b>	<b>9</b>
<b>CONTENT KNOWLEDGE .....</b>	<b>10</b>
<b>INSTRUCTIONAL PRACTICE .....</b>	<b>11</b>
<b>PROFESSIONAL RESPONSIBILITY .....</b>	<b>12</b>
<b>FINDINGS: SATISFACTION AND RETENTION .....</b>	<b>13</b>
<b>SATISFACTION WITH PREPARATION .....</b>	<b>13</b>
<b>EARLY CAREER DEVELOPMENT .....</b>	<b>15</b>
<b>CAREER RETENTION .....</b>	<b>17</b>

## INTRODUCTION

Since 2013, the Oregon Association of Colleges for Teacher Education (OACTE) – the statewide consortium of degree-granting postsecondary teacher education programs – has implemented a continuous improvement project to evaluate their programs in accordance with the most effective teaching and learning practices. This effort sustains OACTE’s commitment to create 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. Through this collaboration, OACTE is able to observe statewide trends in beginning teachers’ experiences. This study supports participating institutions in ensuring that their programs meet the same rigorous expectations with the autonomy to develop as unique programs.

For the past decade, the InTASC Model Core Teaching Standards has served as the backbone for this continuous improvement effort. These standards advance effective teaching practices that support high achievement among all learners, including those who have traditionally struggled in U.S. schools. The InTASC Model Core Teaching Standards are grounded in principles of equitable achievement. They describe the performances, knowledge, and dispositions that support high achievement among all learners in a diverse classroom. In brief, the InTASC Model Core Teaching Standards set expectations for teachers to:

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

The InTASC Model Core Teaching Standards informed the OACTE Survey Instruments for both beginning teachers and their supervisors. This study utilized the surveys to ask participants to reflect on their readiness to perform a range of skills teachers need as they embark on their careers. **This report summarizes the results of teacher responses to the beginning teacher survey.** Supervisor responses are summarized separately in a companion report; the surveys that are the basis of the supervisor study complement additional information about the strengths and areas for growth for teacher preparation in Oregon.

## POPULATION SUMMARY

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

- completed their educator preparation degree at an OACTE program, were
- recommended for licensure in 2020-2021 or 2021-2022, and who were
- working in Oregon public schools within their first or second contracted teaching year during the 2022-2023 academic year.

This report details findings from teachers who were in their second year of teaching during the 2022-2023 school year, collectively referred to as Cohort 2. A separate report will share findings from those who were in their first year of teaching during the past school year, Cohort 1.

### Data Collection

PRE worked with the Teacher Standards and Practices Commission (TSPC) and Oregon Department of Education (ODE) to identify teachers who had recently graduated from a participating Education Preparation Program (EPP) and were contracted to teach in the state of Oregon. Lists included teacher names, employment information, EPP of participation, and licensure type. PRE shared these lists with EPPs, inviting them to support data collection efforts by generating contact information (i.e., provide email addresses) for their former students.<sup>1</sup>

Data collection for the Beginning Teacher Survey was conducted by employing an email campaign from May to June 2023. EPPs supported PRE in creating personalized email campaigns by matching beginning teachers to their advisors. PRE then drafted survey invitations to appear as though they were from the respondent’s academic advisor and managed survey administration. These communications notified teachers of the survey’s intent – to provide feedback on their program’s ability to prepare them for teaching. As a thank you, all teachers who completed the survey were offered a \$25 gift card to Amazon and entered into a raffle to win one of ten \$100 gift cards to Amazon.

Overall, 13.4% percent of all invited survey participants completed the survey. Among the 146 survey respondents, 88.4% (n=129) indicated they were second year teachers (i.e., Cohort 2 teachers). **Those 129 respondents make up the response sample for this report.** Together, graduates from Western Oregon University, Portland State University, and University of Oregon generated two-thirds of all Cohort 2 survey respondents (64.3%). Among Cohort 2 respondents, only Western Oregon University and Portland State University exceeded the mandatory minimum 20% response rate set by program accreditation and approval bodies.

Table 1. Survey response rates

School	# Invited (Cohorts 1 & 2)	# of Respondents (Cohorts 1 & 2)	Response Rate (Cohorts 1 & 2)	# Cohort 1 Respondents	% Cohort 1 Respondents (N=17)	# Cohort 2 Respondents	% Cohort 2 Respondents (N=129)
Bushnell University	27	2	7.4%	1	5.9%	1	0.8%
Corban University	44	11	25.0%	1	5.9%	10	7.8%
George Fox University	299	17	5.7%	3	17.6%	14	10.9%

<sup>1</sup> Contact lists from Eastern Oregon University, Southern Oregon University, and University of Portland were not provided. These schools are not represented in this dataset.

School	# Invited (Cohorts 1 & 2)	# of Respondents (Cohorts 1 & 2)	Response Rate (Cohorts 1 & 2)	# Cohort 1 Respondents	% Cohort 1 Respondents (N=17)	# Cohort 2 Respondents	% Cohort 2 Respondents (N=129)
Lewis and Clark College	33	2	6.1%	0	0.0%	2	1.6%
Linfield College	15	5	33.3%	0	0.0%	5	3.9%
Oregon State University	143	6	4.2%	0	0.0%	6	4.7%
Pacific University	188	8	4.3%	1	5.9%	7	5.4%
Portland State University	141	34	24.1%	6	35.3%	28	21.7%
University of Oregon	109	25	22.9%	2	11.8%	23	17.8%
Warner Pacific College	12	2	16.7%	1	5.9%	1	0.8%
Western Oregon University	78	34	43.6%	2	11.8%	32	24.8%
<b>Overall</b>	<b>1,089</b>	<b>146</b>	<b>13.4%</b> (N=1,089)	<b>17</b>	<b>11.6%</b> (N=146)	<b>129</b>	<b>88.4%</b> (N=146)

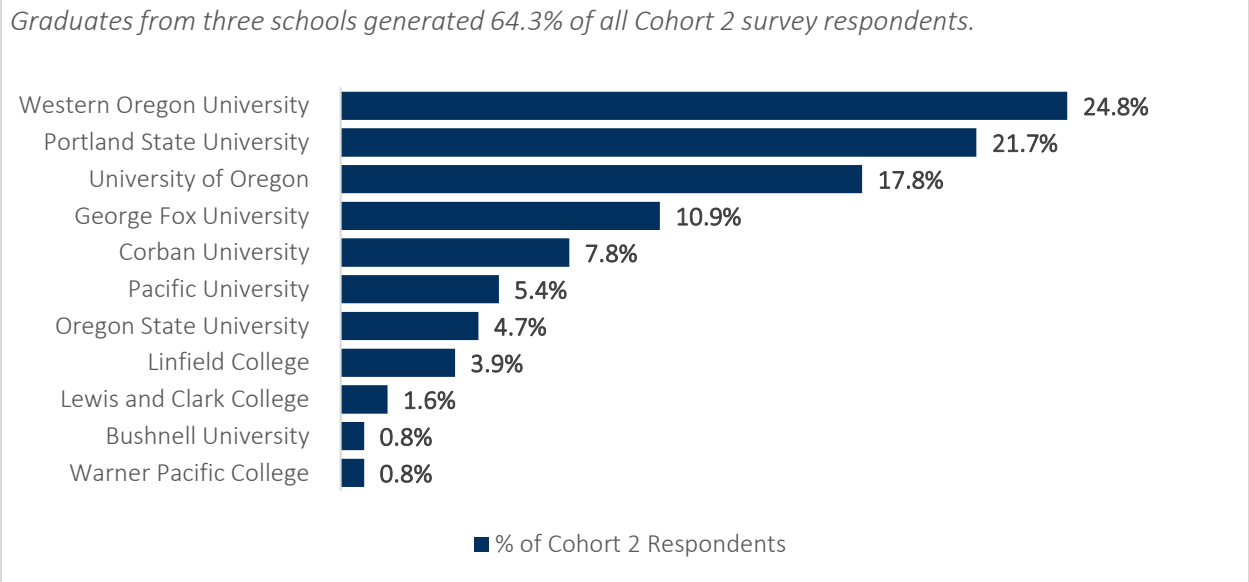


Figure 1. Where did you complete your teacher preparation education?

Cohort 2 respondents taught in 43 (21.8%) of Oregon’s 197 school districts. The top three school districts represented by Cohort 2 teachers were Salem-Keizer (17.8%), Portland Public Schools (7.8%), and Hillsboro School District (6.2%). Very few Cohort 2 teachers (3.9%) indicated they taught for private schools at the time they completed the survey. As shown in Figure 2, on the next page, Cohort 2 reflects the perspectives of teachers across all school levels; 53.5% taught at the elementary school level, 27.9% taught at the middle school level, and 25.6% taught at the high school level during the 2022-2023 school year.

About half of all Cohort 2 respondents taught at the elementary school level.

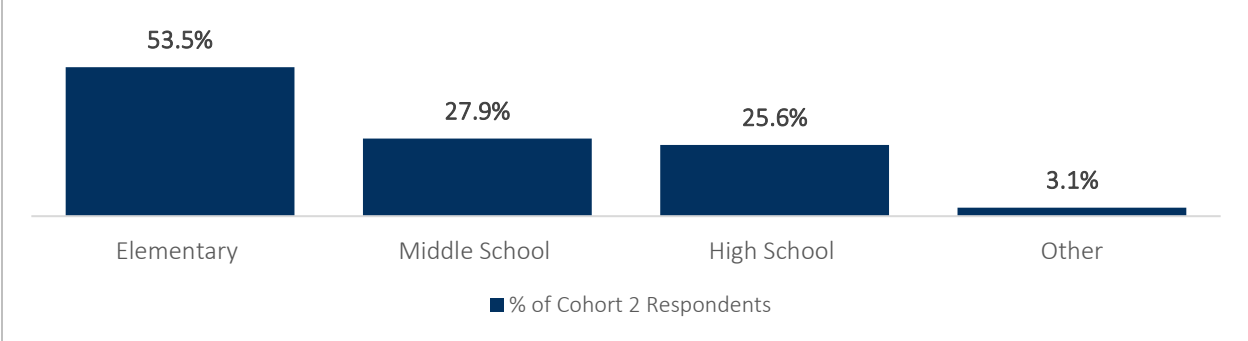


Figure 2. What grade level(s) did you teach during the 2022-2023 school year? (Select all that apply)

### Program Specialization

The primary focus area of respondents' preparation programs varied, with some reporting that their program had multiple primary focus areas (Table 2). Close to 50% of Cohort 2 teachers selected elementary education/multiple subjects and/or secondary education/single subject as the primary focus area of the program they attended. Less commonly, 16.4% of respondents indicated they had preparation in bilingual education or teaching English to learners who grew up speaking another language, and 11.7% participated in a program focused on special education. Shown in Table 3, among the 58 teachers with preparation in secondary or single subject education, one-third specialized in Math Science (32.8%) and 20.7% specialized in English, Language Arts, or Reading.

Table 2. What was the primary focus of your teacher preparation program?

Primary Focus of Teacher Preparation Program	% of Respondents (N=129)
<i>Elementary Education or Multiple Subjects</i>	47.7%
<i>Secondary Education or Single Subject (e.g., Science, Reading, Music, PE, etc.)</i>	45.3%
<i>Bilingual Education or Teaching English to Speakers of Other Languages</i>	16.4%
<i>Special Education</i>	11.7%
<i>Career and Technical Education</i>	1.6%
<i>Other</i>	5.5%

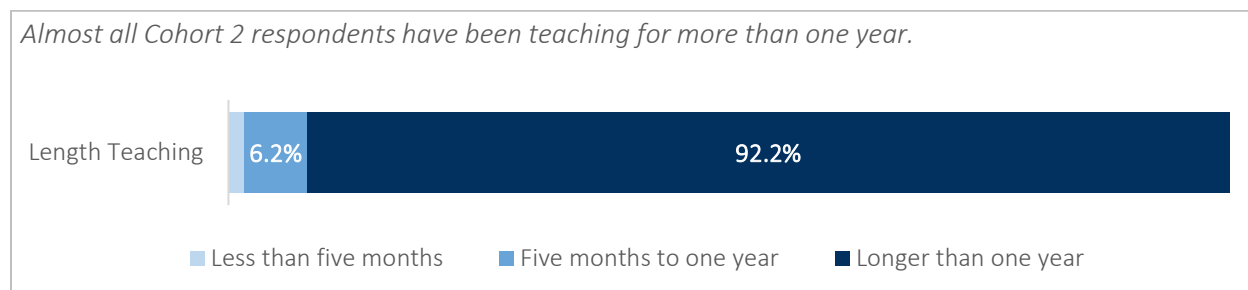
Table 3. You selected 'secondary education or single subject,' what subject area(s) was the focus of your degree?

Subject Area Focus of Degree	% of Respondents (N=58)
<i>Math Science (e.g., biology, chemistry, physics, etc.)</i>	32.8%
<i>English, Language Arts, or Reading</i>	20.7%
<i>Social Studies</i>	13.8%
<i>Fine or Performing Arts (including music, drama, etc.)</i>	10.3%
<i>Health or Physical Education</i>	8.6%
<i>Foreign or World Language</i>	6.9%
<i>Business or Computers</i>	1.7%
<i>Other</i>	5.2%



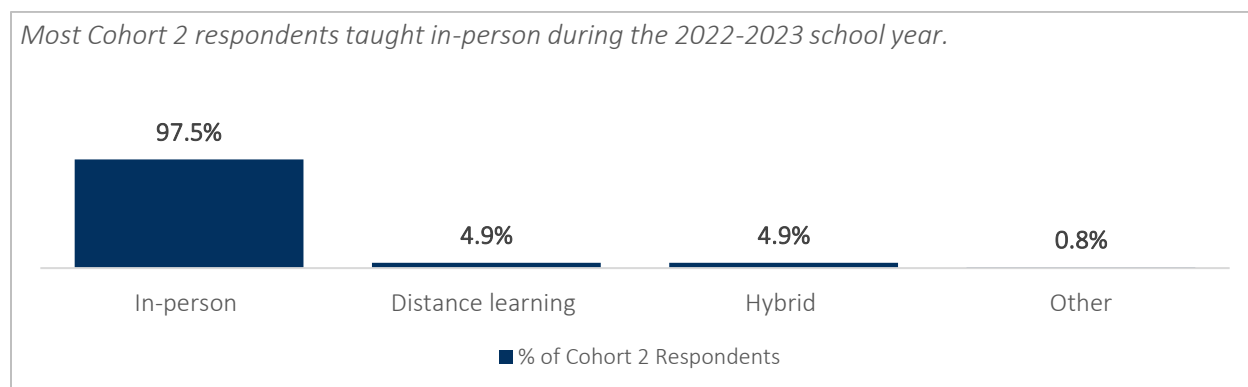
### Position

Most respondents (86.0%) graduated from their program in 2021, with the remaining Cohort 2 teachers being 2022 program graduates. Almost all respondents were full-time licensed teachers (93.8%) and taught within their endorsements (94.6%). Cohort 2 teachers were all in their second year of teaching, and 92.2% shared they have been employed as a contracted teacher for more than one year (Figure 3).



*Figure 3. Length of time respondents have been teaching. For clarity purposes, values less than 6.0% are not labeled.*

Cohort 2 respondents almost exclusively instructed in-person during the 2022-2023 school year (Figure 4); only 4.9% taught via hybrid instruction and/or distance learning.



*Figure 4. Teaching modality during 2022-2023 school year.*

### Demographics

Cohort 2 teachers reflect a range of ages, genders, and racial/ethnic identities (Figure 5, Figure 6, and Figure 7, all on the next page). Just under three-quarters of respondents were under the age of 30 (70.4%), and about three-quarters identified as female (73.4%). Respondents were predominantly white (81.7%). Respondents could check as many options as applied, with a few respondents (11.6%) identified with multiple racial/ethnic identities.

A majority of Cohort 2 respondents were under the age of 30.

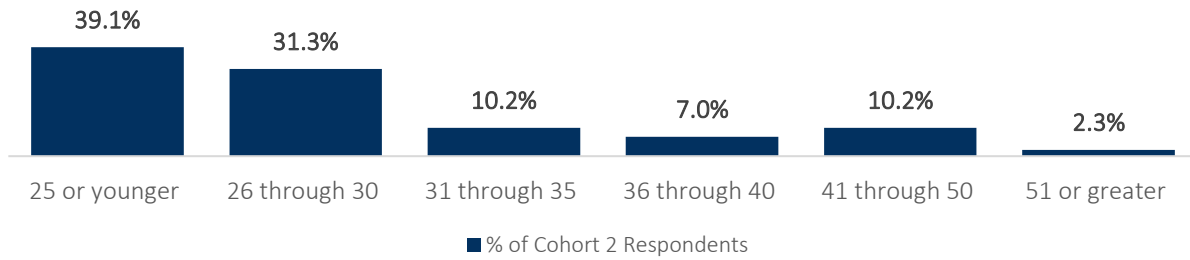


Figure 5. Respondents' ages.

Most Cohort 2 respondents identified as female.

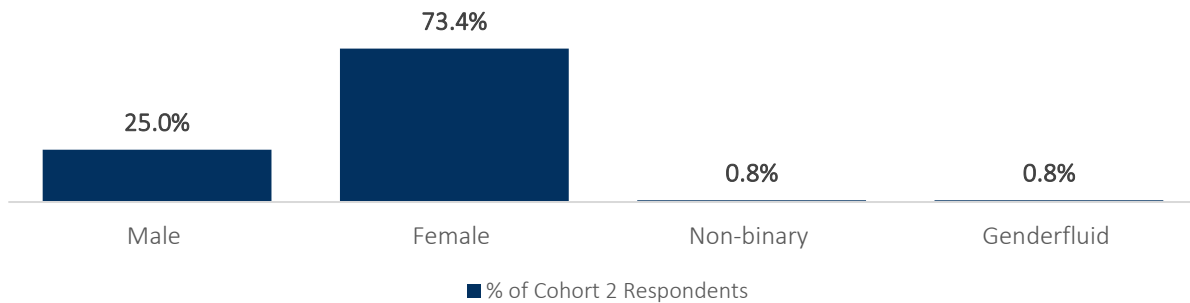


Figure 6. Respondents' gender identification.

Almost 12% of Cohort 2 respondents identified with multiple racial/ethnic identities.

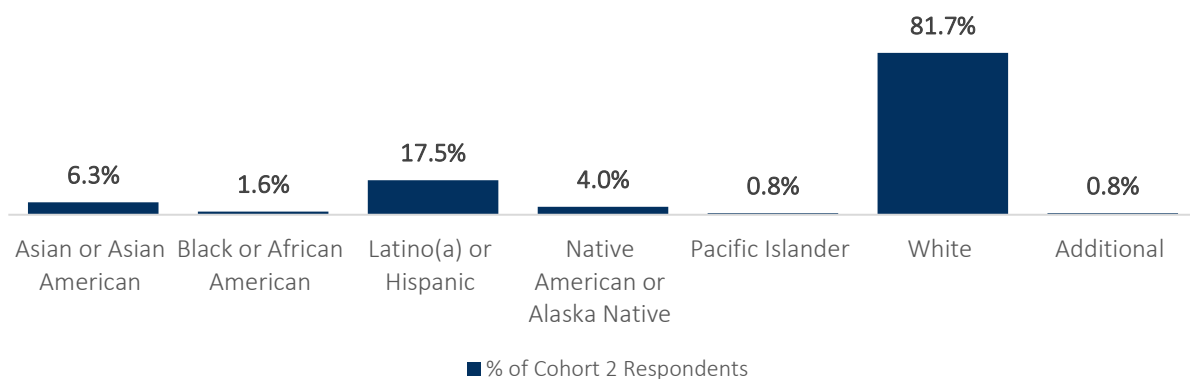


Figure 7. Respondents' racial/ethnic identification. Respondents could select multiple racial/ethnic options; total percentage exceeds 100%.

## **FINDINGS: BEGINNING TEACHER PREPARATION**

The Beginning Teacher Survey encouraged respondents to consider the skills and habits they had when they started their jobs and how those developed over time. The intent was to gauge how well their pre-service training programs prepared Cohort 2 teachers to lead their own classrooms. Though respondents



provided feedback relative to the OACTE institution they graduated from, this survey was not designed to be a performance evaluation tool. Rather, by asking beginning teachers to rate how well prepared for specific practices they were when they first began their jobs, the results of the survey are a reflection of Oregon’s teacher preparation programs.

The survey presented respondents with 28 indicators of effective teaching and learning, aligned with the InTASC Model Core Teaching Standards. Each of the 28 items on the survey are common practices that all teachers should expect to perform regardless of where they work. Further, all of Oregon’s educator preparation programs are required to provide curriculum to help teachers employ, adapt, and invent numerous practices, including the 28 practices used to define the Model Core Teaching Standards.

Respondents used a 10-point scale to provide feedback on their experiences across SY 2022-2023. On this scale, one (1) meant teachers thought they began their jobs without any preparation for a specific skill, while ten (10) meant teachers thought they started the job with the skill of an expert and had little room for improvement. The response scale did not include an option for teachers to indicate they did not know if they were prepared or otherwise had no basis on which to evaluate their readiness for a specific practice.

## LEARNER AND LEARNING

On average, Cohort 2 teachers felt best prepared to provide equitable instruction by treating students differently (mean = 7.8) than all other teaching and learning practices within the domain (see Table 4 below and Figure 8 on the next page). They felt somewhat less prepared to deliver developmentally appropriate learning experiences (mean = 6.9) and set up a classroom that motivated diverse learners (mean = 6.8). Cohort 2 respondents were not as well prepared to maintain effective classroom discipline (mean = 5.7).

Statements about Learners and Learning	Mean Rating (N=129)
<i>Provide students equitable opportunities to learn by treating as individuals</i>	7.8
<i>Deliver developmentally appropriate, challenging learning experiences</i>	6.9
<i>Set up a classroom that motivates learners with diverse needs</i>	6.8
<i>Incorporate language development strategies to make content accessible to English Language Learners</i>	6.5
<i>Use time outside of class to develop relationships with students and learn their perspectives</i>	6.2
<i>Maintain effective classroom discipline</i>	5.7

*Table 4. Mean rating for preparation to perform core teaching standards focused on learners and learning.*

Over 40% of Cohort 2 respondents felt they had expert level skills creating an equitable learning environment.

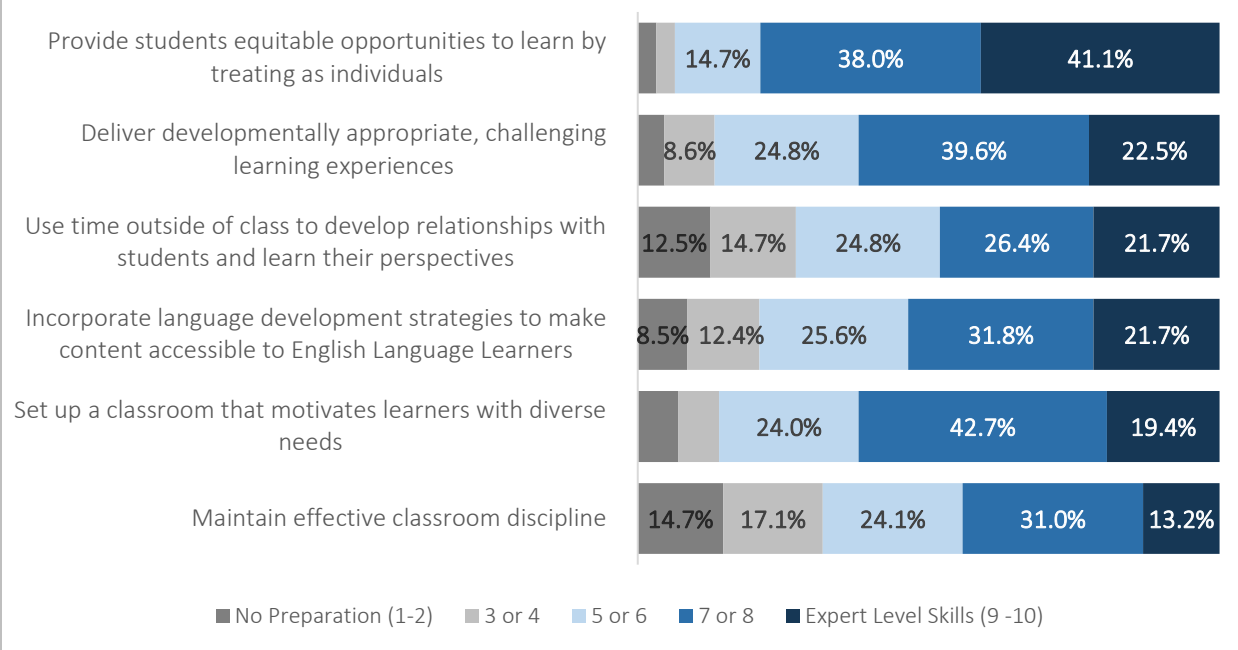


Figure 8. Distribution of ratings for preparation to perform core teaching standards focused on learners and learning. For clarity purposes, percentages less than 8.0% are not labeled.

## CONTENT KNOWLEDGE

Among the five items measuring Content Knowledge, teachers, on average, felt slightly better prepared to develop activities in which students were required to solve problems collaboratively (mean = 7.0) and to create experiences that used correct vocabulary (mean = 6.9) than they were for other items within the domain (Table 5 below and Figure 9 on the following page).

Table 5. Mean rating for preparation to perform core teaching standards focused on content knowledge.

Statements about Content Knowledge	Mean Rating (N=129)
<i>Develop activities in which learners work together to solve problems</i>	7.0
<i>Create experiences that require learners to use the correct academic vocabulary</i>	6.9
<i>Design exercises that require students to gather information and generate new ideas</i>	6.6
<i>Ensure learners apply concepts and methods of the discipline to real-world contexts</i>	6.5
<i>Assist students in analyzing subject-specific concepts from multiple perspectives</i>	6.5

Over 20% of Cohort 2 respondents felt they had expert level skills creating experiences that helped students work together and fostered the use of correct vocabulary.

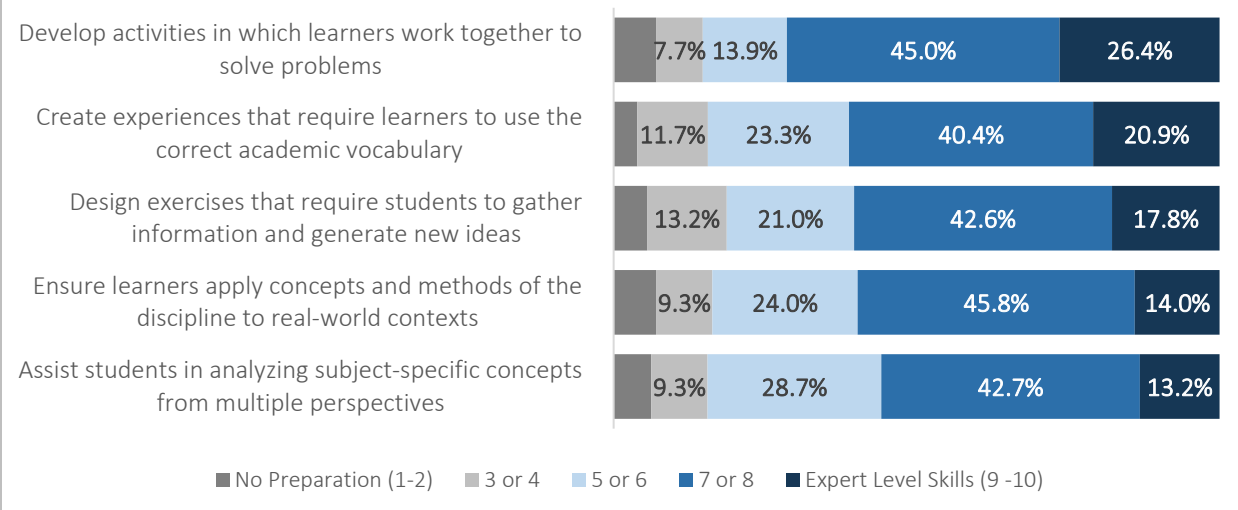


Figure 9. Distribution of ratings for preparation to perform core teaching standards focused on content knowledge. For clarity purposes, percentages less than 8.0% are not labeled.

## INSTRUCTIONAL PRACTICE

As shown in Table 6 below and in Figure 10 on the next page, Cohort 2 teachers indicated that, on average, they were best prepared to plan instruction using Common Core Standards (mean = 7.6) and to use technology to enhance instruction (mean = 7.4). To a slightly lesser extent, they felt reasonably well prepared to conduct standards-based assessments (mean = 7.1) and develop lessons that built on learner experiences (mean = 6.9). Teachers’ preparation to engage learners in monitoring their own progress (mean = 6.1) was not as high, on average.

Table 6. Mean rating for preparation to perform core teaching standards focused on instructional practice.

Statements about Instructional Practice	Mean Rating (N=129)
<i>Plan instruction using specific Common Core Standards</i>	7.6
<i>Use technology to enhance instruction</i>	7.4
<i>Conduct a variety of standards-based formative and summative assessments</i>	7.1
<i>Work with learners to design lessons that build on prior experiences and strengths</i>	6.9
<i>Deliver research-based, interdisciplinary instruction</i>	6.6
<i>Engage learners in monitoring their own progress and achievement</i>	6.1

At least one-third of Cohort 2 respondents felt they had expert level skills integrating Common Core Standards and using technology to enhance instruction.

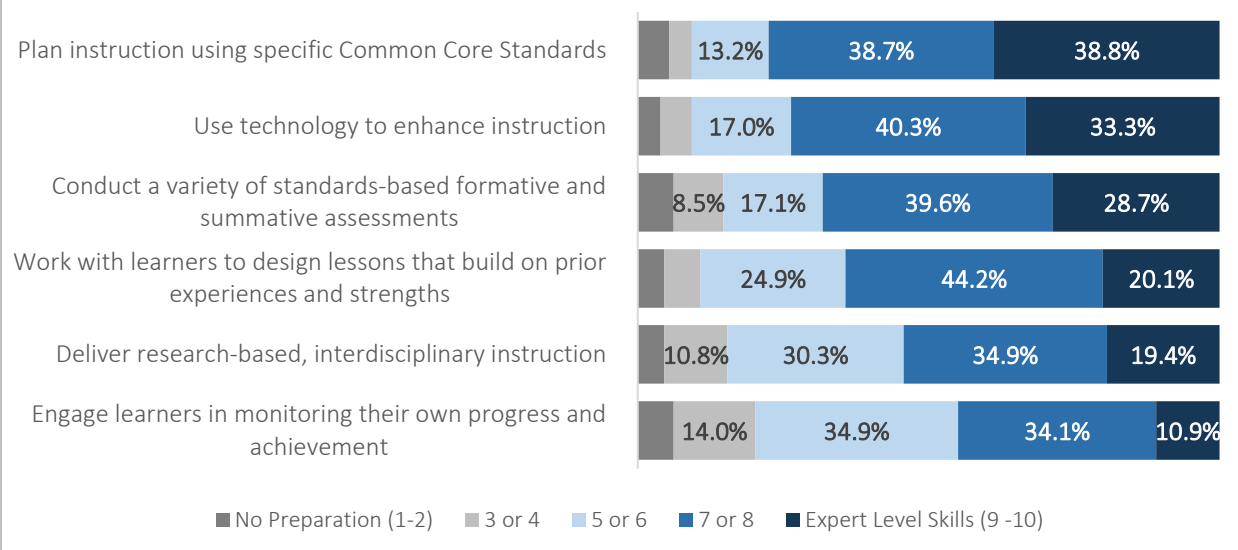


Figure 10. Distribution of ratings for preparation to perform core teaching standards focused on instructional practice. For clarity purposes, percentages less than 8.0% are not labeled.

## PROFESSIONAL RESPONSIBILITY

Among the eleven items measuring respondents’ preparation to meet Professional Responsibility Standards, Cohort 2 teachers were better prepared to demonstrate respect for learners (mean = 7.7) and to engage in reflective activity to improve practice (mean = 7.7) than they were for other items within the domain (Table 7 below and Figure 11 on the next page). They felt reasonably prepared to use culturally responsive practices (mean = 7.3) and to work with peers to improve learner development (mean = 7.2). Cohort 2 teachers were least prepared to connect with community resources (mean = 5.8).

Table 7. Mean rating for preparation to perform core teaching standards focused on professional responsibility.

Statements about Professional Responsibility	Mean Rating (N=129)
Demonstrate respect for learners and families, even when they are not in your presence	7.7
Reflect on and self-evaluate teaching to improve practice	7.7
Engage in culturally responsive educational practices with diverse learners	7.3
Work with colleagues to improve learner development	7.2
Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in	7.1
Engage in professional learning to build skills and acquire new discipline-specific knowledge	6.9
Communicate with families from diverse backgrounds to improve learner development	6.4
Engage families about student progress	6.3
Support students’ growth in global perspectives	6.3
Engage local school and cultural communities	6.2
Develop connections to community resources	5.8

At least 20% of Cohort 2 respondents felt they had expert level skills in six categories around professional responsibilities.

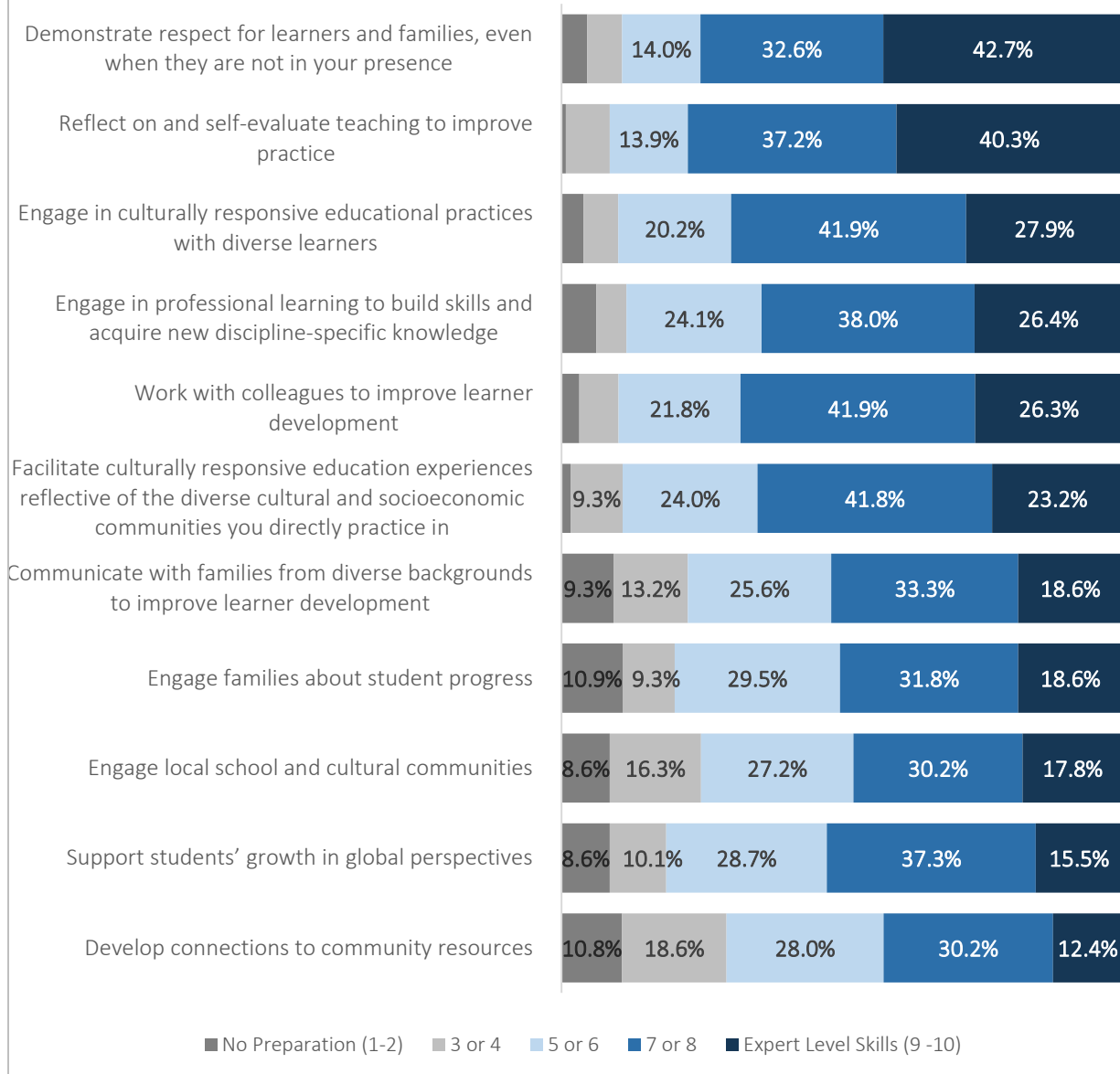


Figure 11. Distribution of ratings for preparation to perform core teaching standards focused on professional responsibility. For clarity purposes, values less than 8.0% are not labeled.

## FINDINGS: SATISFACTION AND RETENTION

### SATISFACTION WITH PREPARATION

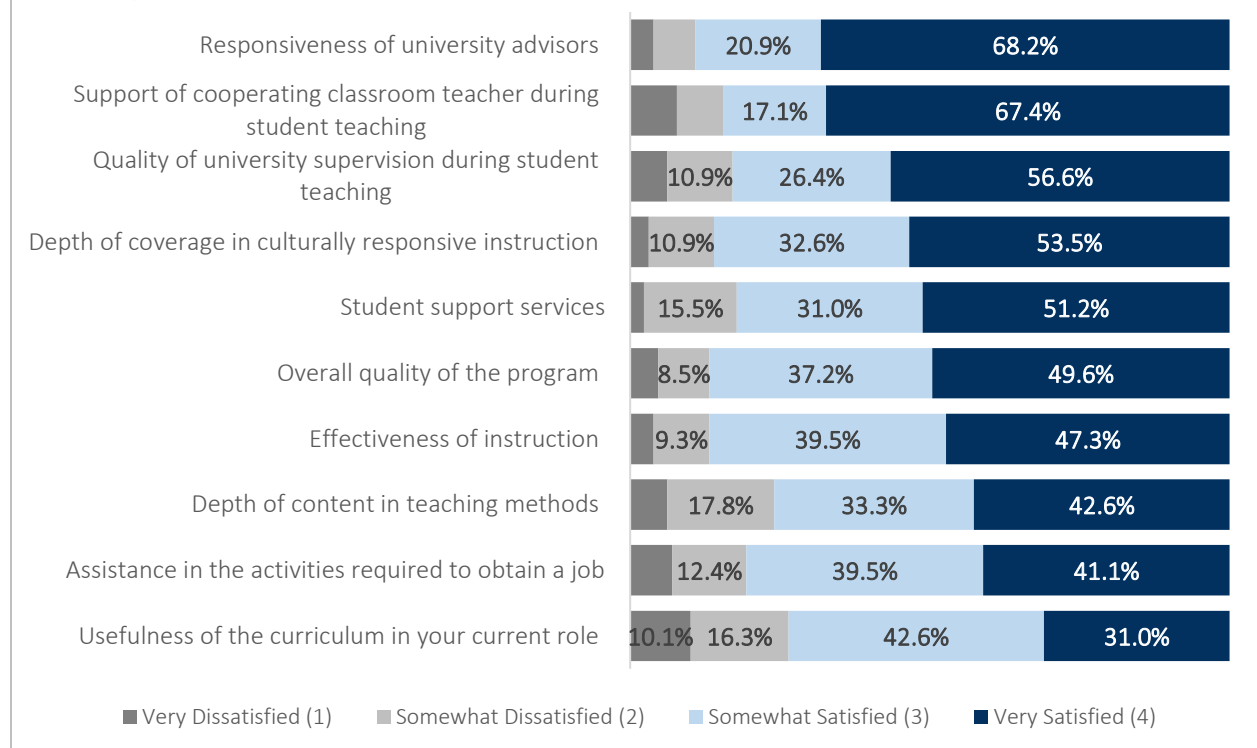
Cohort 2 respondents rated satisfaction using a 4-point scale (1 = Very Dissatisfied, 4= Very Satisfied), and most were reportedly satisfied with their preparation program. When presented with a list of ten attributes common to all OACTE member institutions, more than 50% of Cohort 2 teachers were very satisfied with five items (see Table 8 and Figure 12, both on the following page). Nearly 70% of

respondents selected the highest rating, very satisfied, with the responsiveness of their university advisor (mean = 3.5) and support received during student teaching (mean = 3.4). Further, over 80% of respondents were either very satisfied or somewhat satisfied with eight of the items. Cohort 2 teachers were also satisfied with the supervision offered during student teaching (mean = 3.3), the effectiveness of and quality of their program (means for both = 3.3). Teachers were somewhat dissatisfied with the usefulness of the curriculum in their current role (mean = 2.9).

Table 8. Mean rating for satisfaction with aspects of teacher preparation program.

Aspects of Teacher Preparation Program	Mean Rating (N=129)
<i>Responsiveness of university advisors</i>	3.5
<i>Support of cooperating classroom teacher during student teaching</i>	3.4
<i>Depth of coverage in culturally responsive instruction</i>	3.4
<i>Quality of university supervision during student teaching</i>	3.3
<i>Student support services</i>	3.3
<i>Effectiveness of instruction</i>	3.3
<i>Overall quality of the program</i>	3.3
<i>Depth of content in teaching methods</i>	3.1
<i>Assistance in the activities required to obtain a job</i>	3.1
<i>Usefulness of the curriculum in your current role</i>	2.9

At least half of Cohort 2 respondents were very satisfied with the responsiveness of advisors, the support received while student teaching, and the effectiveness and breadth of instruction.



*Figure 12. Distribution of ratings for satisfaction with aspects of teacher preparation program. For clarity purposes, values less than 8.0% are not labeled.*

Most respondents provided open-ended feedback describing how well they felt their program prepared them, overall, for their job during the 2022-2023 school year. Feedback received was mixed, with only half of Cohort 2 teachers feeling they were sufficiently prepared for classroom teaching. Several teachers shared that their training occurred mid-pandemic, almost exclusively online, meaning that they felt “as prepared as they could be” when trained virtually before instructing in-person. Teachers felt their program best prepared them to build meaningful relationships with students and to create engaging lesson plans. Those who did not feel as well prepared shared that they struggled with activities such as classroom management, behavior management, and supporting English-language learners. They felt their program could have offered more academic support in those areas.

Cohort 2 teachers reported that hands-on or practicum-based elements of the program were most helpful in preparing them for their teaching assignment in 2022-2023. Specifically, they highly valued experiences where they could observe veteran teachers, student teaching experiences (provided that they include feedback), and mentorship opportunities. Further, Cohort 2 teachers appreciated opportunities to collaborate on lesson planning or other assignments; some shared that this helped prepare them for navigating school administration. To a lesser extent, Cohort 2 teachers commented that they valued components of their program that encouraged self-reflection and courses that helped them develop equity-centered, culturally responsive practices.

When asked what they wished they had learned more about in their teacher preparation program, respondents reiterated their desire for more training in classroom and behavior management. There was also an expressed interest in how to better work with school administrators, particularly on issues related to student behavior and communication with families. To a lesser extent, some Cohort 2 teachers wanted to learn more about curriculum design, more courses related to specific subject areas (e.g., reading or math), and instruction on differentiation. A few teachers suggested there be more coursework centered on collecting and utilizing student assessment data.

## **EARLY CAREER DEVELOPMENT**

To gauge Cohort 2 teachers’ professional development experiences on the job, respondents were asked to rate the helpfulness of several activities that can foster professional growth (see Table 9 and Figure 13, both on the following page). Using a 7-point helpfulness scale, on average, respondents found collaboration with other teachers to be the most helpful (mean = 5.8). To a slightly lesser extent, some respondents found observations of their teaching practices, with feedback, to be helpful (mean = 5.2). Cohort 2 teachers found activities like co-teaching with a mentor (mean = 2.9) and professional development outside of the district (mean = 2.9) to be of lesser, if any, help.

Of added note is the observation that between 25.6% to 45.7% of Cohort 2 respondents indicated that a listed activity was not applicable to them in the past school year. Almost half of all respondents (45.7%)

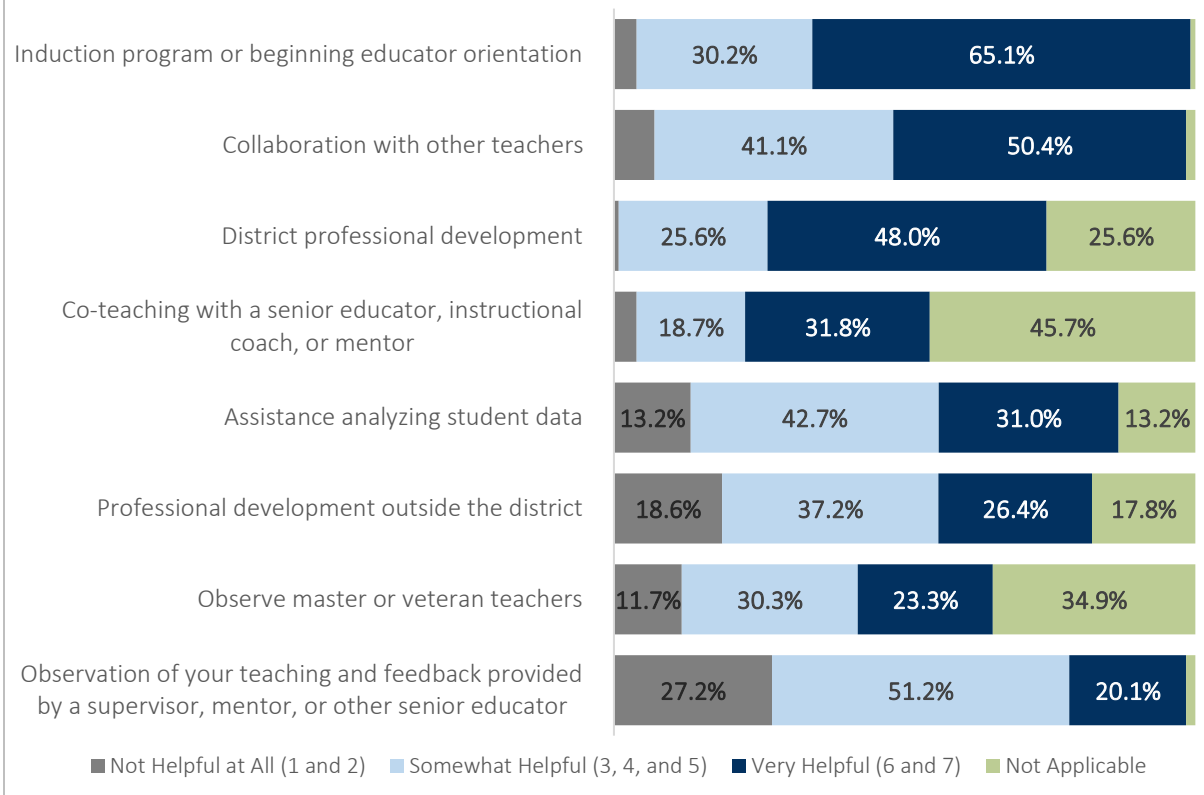


reportedly did not have the opportunity to co-teach with a senior educator, instructional coach, or mentor, and 34.9% did not have an opportunity to observe master or veteran teachers.

*Table 9. Mean ratings for helpfulness of activities intended to foster professional growth.*

Helpful Activities to Foster Professional Growth	Mean Rating (N=129)
<i>Collaboration with other teachers</i>	5.8
<i>Observation of your teaching and feedback provided by a supervisor, mentor, or other senior educator</i>	5.2
<i>Observe master or veteran teachers</i>	4.3
<i>Assistance analyzing student data</i>	4.1
<i>District professional development</i>	3.8
<i>Induction program or beginning educator orientation</i>	3.5
<i>Co-teaching with a senior educator, instructional coach, or mentor</i>	2.9
<i>Professional development outside the district</i>	2.9

*At least 25% of Cohort 2 respondents indicated these activities were “not applicable” in their second year of teaching. Among activities that at least 75% of respondents participated in, induction programs and collaborative opportunities were most helpful*



*Figure 13. Distribution of ratings for helpfulness of activities intended to foster professional growth. For clarity purposes, values less than 8.0% are not labeled.*

Most Cohort 2 teachers reported that a supervisor spent at least 10 to 15 minutes observing their classroom more than once in the last year (98.4%), including four respondents whose supervisors observed them at least 20 times. On average, supervisors observed Cohort 2 teachers 4.6 times during the 2022-2023 school year, with a majority (79.8%) saying their supervisor conducted up to five observations during the year.

More than 80% of respondents (85.3%) received assistance or advice at least once during the year from a formally assigned mentor, instructional coach, teacher on special assignment (TOSA), or other individual to support their development. About half of all respondents (51.2%) received this type of assistance between one to 10 times throughout the school year. On average, Cohort 2 teachers received this type of support 28.9 times during the year. Note, two respondents reportedly received assistance over 1,000 times in the school year, which may skew the overall average. Most of those who received formal assistance worked with a mentor (60.7%), while many worked with an instructional coach (40.2%) or a TOSA (27.9%). Further, over two-thirds of respondents received informal mentoring from another educator in their building (69.0%).

Open-ended response data details added supports respondents would have liked in their first two years of teaching. Most commonly, Cohort 2 teachers listed a desire to have more observation and mentorship opportunities with veteran teachers. Relationship building with peers was also of strong interest. Several Cohort 2 teachers would have liked more administration support, particularly as it related to resources for student behaviors, mental health, and classroom materials. Cohort 2 teachers also noted that more professional development, with some specifying that training on classroom management, curriculum design, and instructional strategies would have been appreciated.

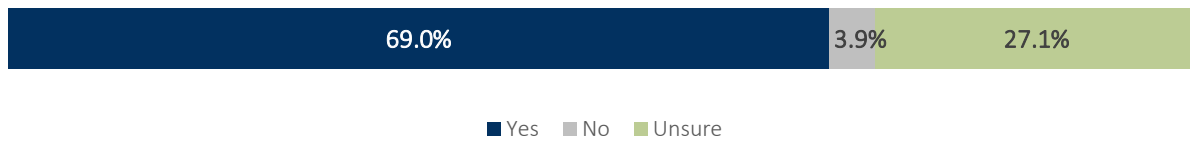
## CAREER RETENTION

Shown in Table 10, a majority of Cohort 2 respondents (56.6%) indicated that they planned to continue to work as a PK-12 teacher for as long as they are able or until they are promoted into an administrative role (12.4%). Some respondents were undecided (17.1%) about how long they would stay in the teaching field. About 10% indicated they are actively planning to leave the profession or will once a more desirable option presents itself. Over 60% of Cohort 2 teachers agreed that, if given the chance to do it over again, they would still become a teacher; nearly 30% were unsure if they would still become a teacher, and 3.9% definitively felt they would not have become a teacher (see Figure 14 on the next page).

*Table 10. Anticipated length of employment as a contracted teacher.*

Anticipated Tenure as PK-12 Teacher	% of Respondents (N=129)
<i>As long as I am able</i>	56.6%
<i>Until I am promoted into administration or other position in education</i>	12.4%
<i>Until a more desirable job comes along</i>	8.5%
<i>Definitely plan to leave as soon as I can</i>	1.6%
<i>Undecided</i>	17.1%
<i>Other (e.g., pending higher education attainment and opportunities)</i>	3.9%

*Close to one-third of Cohort 2 respondents were unsure if they would become a teacher, if given the chance to do it over again.*



*Figure 14. Respondent's intention to become a teacher again, given another chance.*

Respondents who indicated they were interested in leaving the field were given the opportunity to provide an explanation as to why. The three most frequently mentioned reasons were low pay, burnout, and challenging interactions with students. Cohort 2 teachers commented that their workload often demanded more of their time and capacities than they expected. They also described various student behaviors that made being in the classroom difficult. To a lesser extent, Cohort 2 teachers shared that struggles with school/district administration and generally feeling disrespected were the primary reason they were contemplating leaving the field.