

OACTE Data



Administrator & Graduate Surveys from 2019



Administrator Survey Data



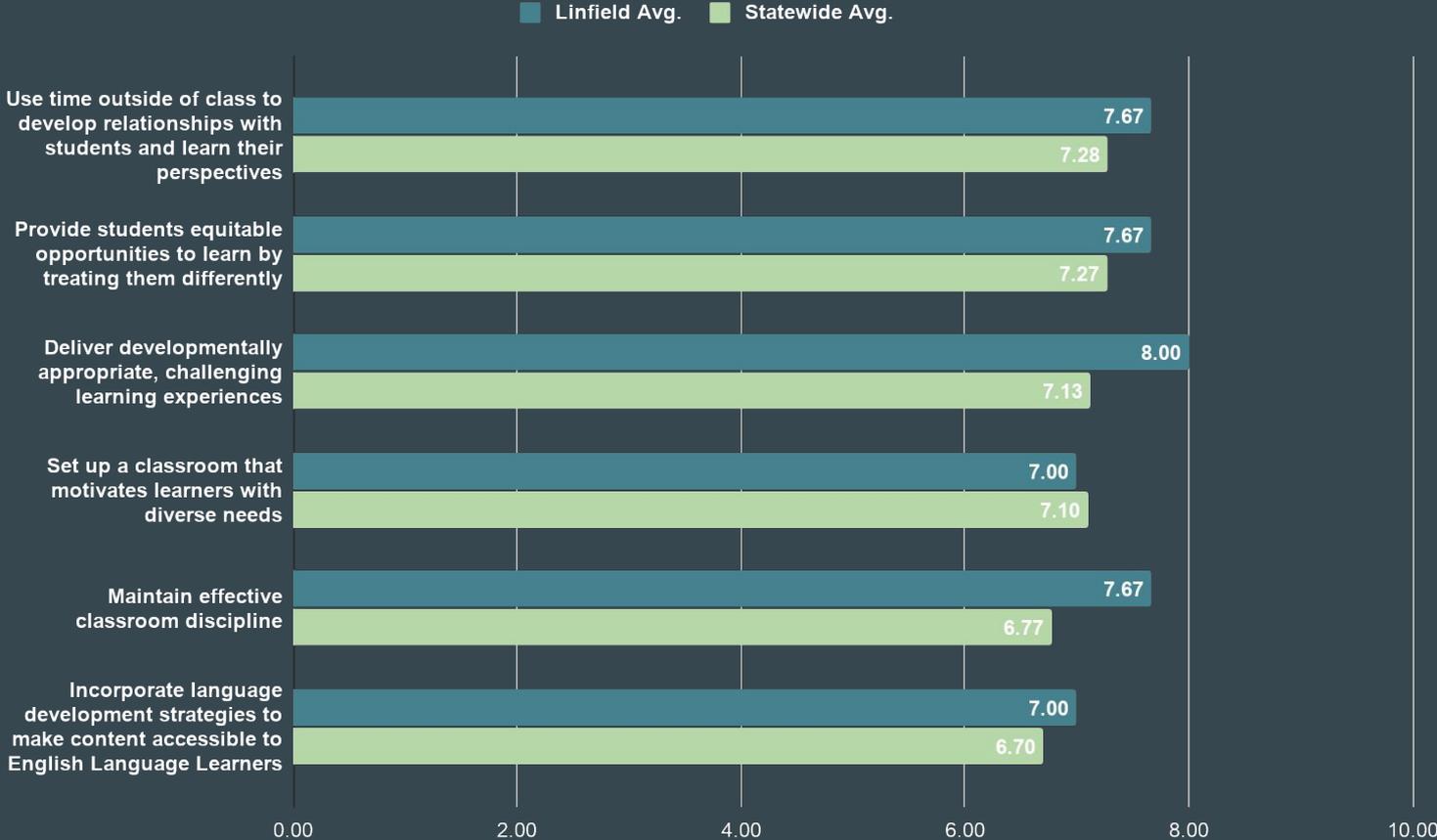
Demographic Information

Number of Linfield employers who participated in the OACTE administrator survey (n=3).

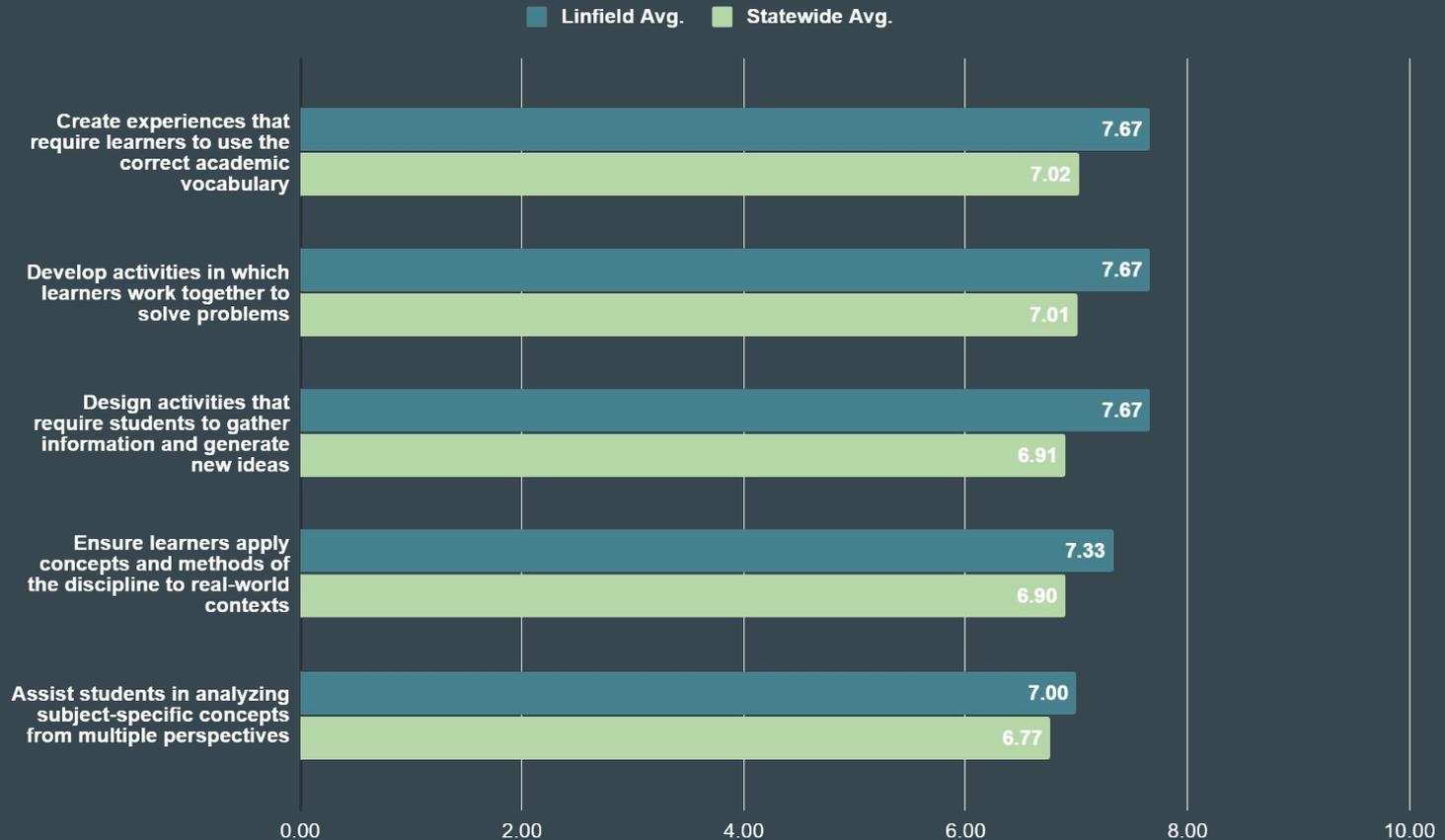
Number of employers across the state of Oregon who participated in the OACTE administrator survey (n=604).



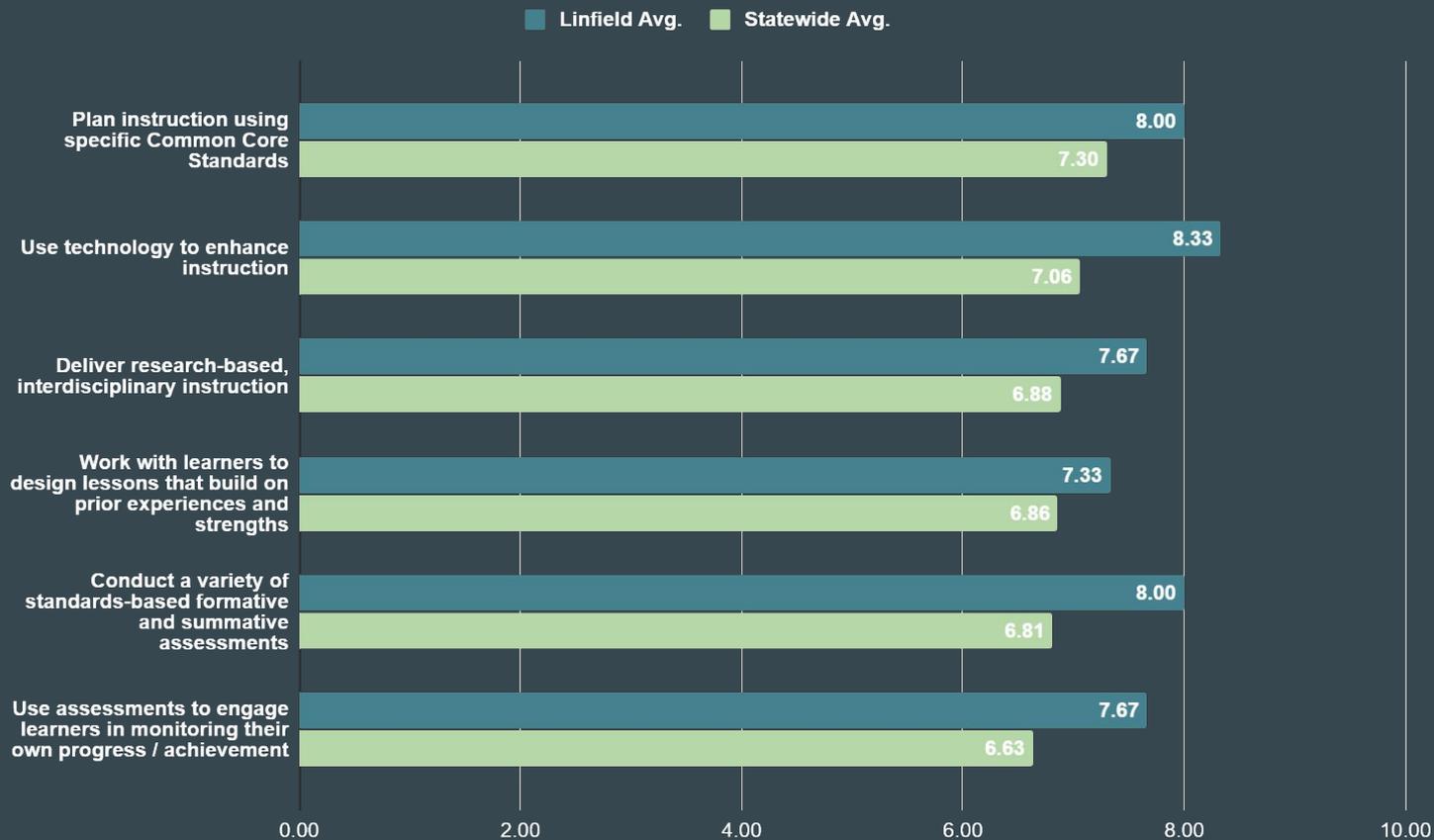
Linfield College Supervisors of Beginning Teachers Learner and Learning



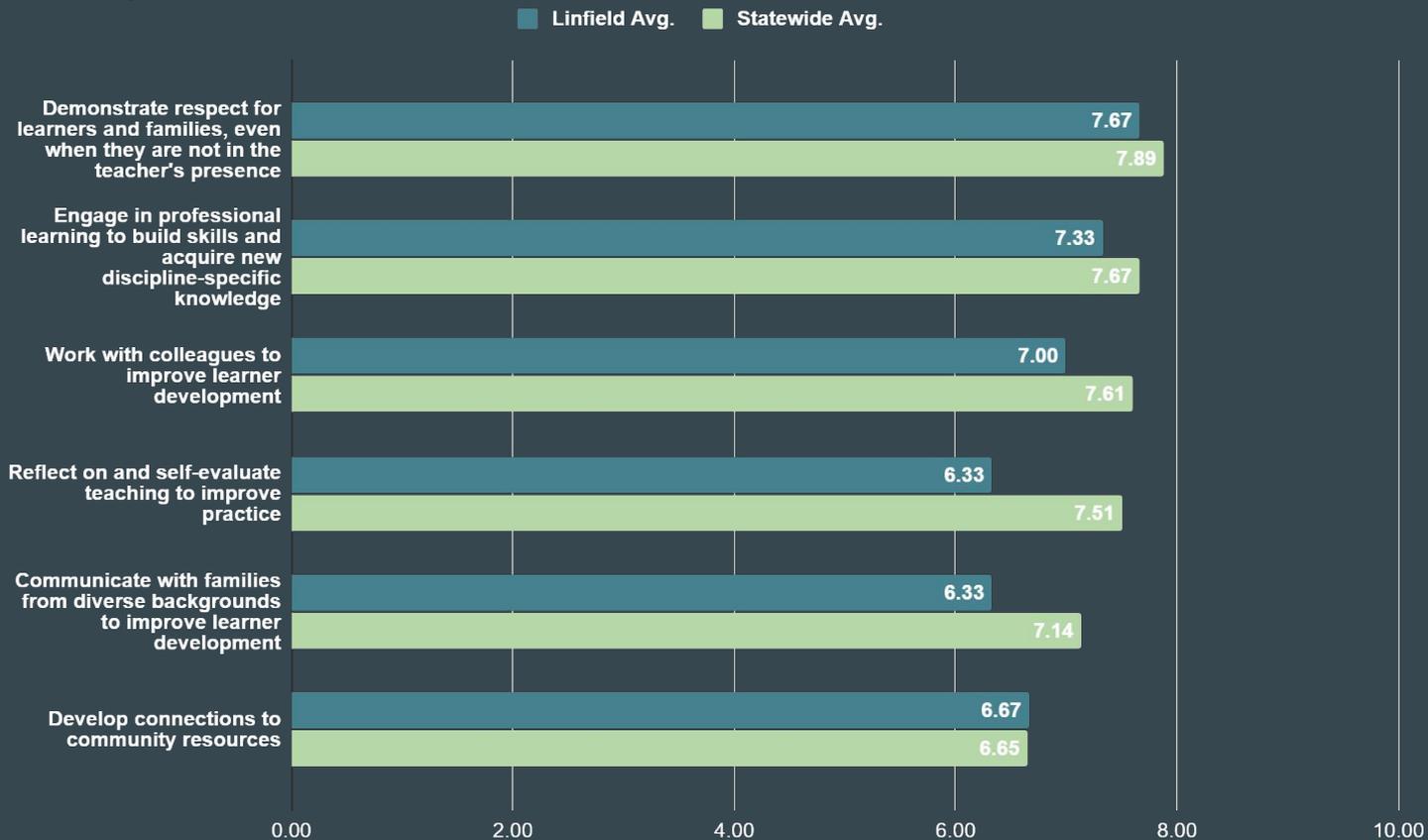
Linfield College Supervisors of Beginning Teachers Content Knowledge



Linfield College Supervisors of Beginning Teachers Instructional Practice



Linfield College Supervisors of Beginning Teachers Professional Responsibility



Overall, how well prepared was this specific teacher to perform the job effectively?



How satisfied are you with the overall performance of this teacher?





Qualitative Responses



Q: What kind of support (if any) would you like to have from Oregon's educator preparation institutions to provide these and other support programs effectively for beginning teachers?

- “I would like to see the Oregon preparation institutions provide support and programs to help new teachers be more aware and respond appropriately to the many young children who are coming to public school from dysfunctional homes and trauma.”
- “Instill in new teachers the importance of making connections with students, and fellow staff members. Let them know that it is important to ask questions when they are not sure of system or protocol. Promote the importance of creating healthy work-life balance. Collecting, interpreting, and designing instruction with accurate data is another important need in meeting the needs of all learners.”

Q: If you had to make a new recommendation for the first time today, would you hire or recommend hiring this teacher?

- “[TEACHER] is a solid young teacher. He was able to find support from our school community that enabled him to avoid many "Rookie" mistakes. He understood the importance of connecting with students. He developed strong lessons that were enhanced by technology, aligned with standards, and with activities that enhanced student learning. He had an average understanding of student management.”

Q: Do you have any additional thoughts you would like to share about this specific teacher's pre-service teacher preparation?

- “Additional training in student management would have been beneficial. He would find himself engaging in a power struggles with some students. Training to not engage would be encouraged.”

Q: Thinking more generally about the education climate, innovations, and learner needs in the future, what should Oregon's teacher preparation programs prepare for?

- “Common Core standards. Rigorous work for teachers and students- getting students where they need to be academically. Effective teaching strategies.”
- “New teachers need to understand the importance of collaboration. Teachers, young and veteran, have things they can learn from one another.”

Linfield Graduate Survey Data

Linfield
College

A purple banner with the Linfield College logo and name, hanging from a tree branch. The logo features a stylized red and orange flower or leaf design above the text.

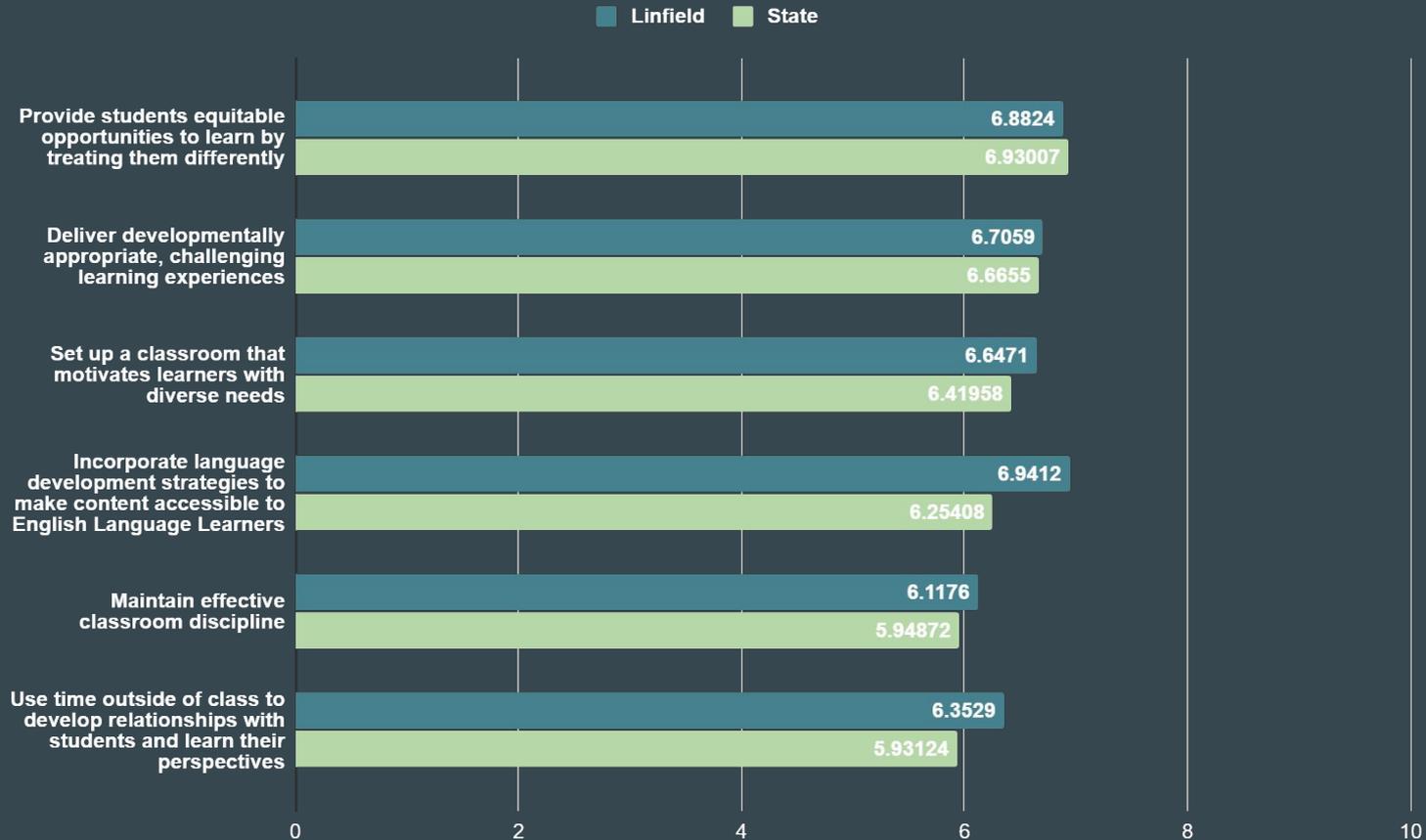
Demographic Information

Number of Linfield graduated who participated in the OACTE grad survey (n=17).

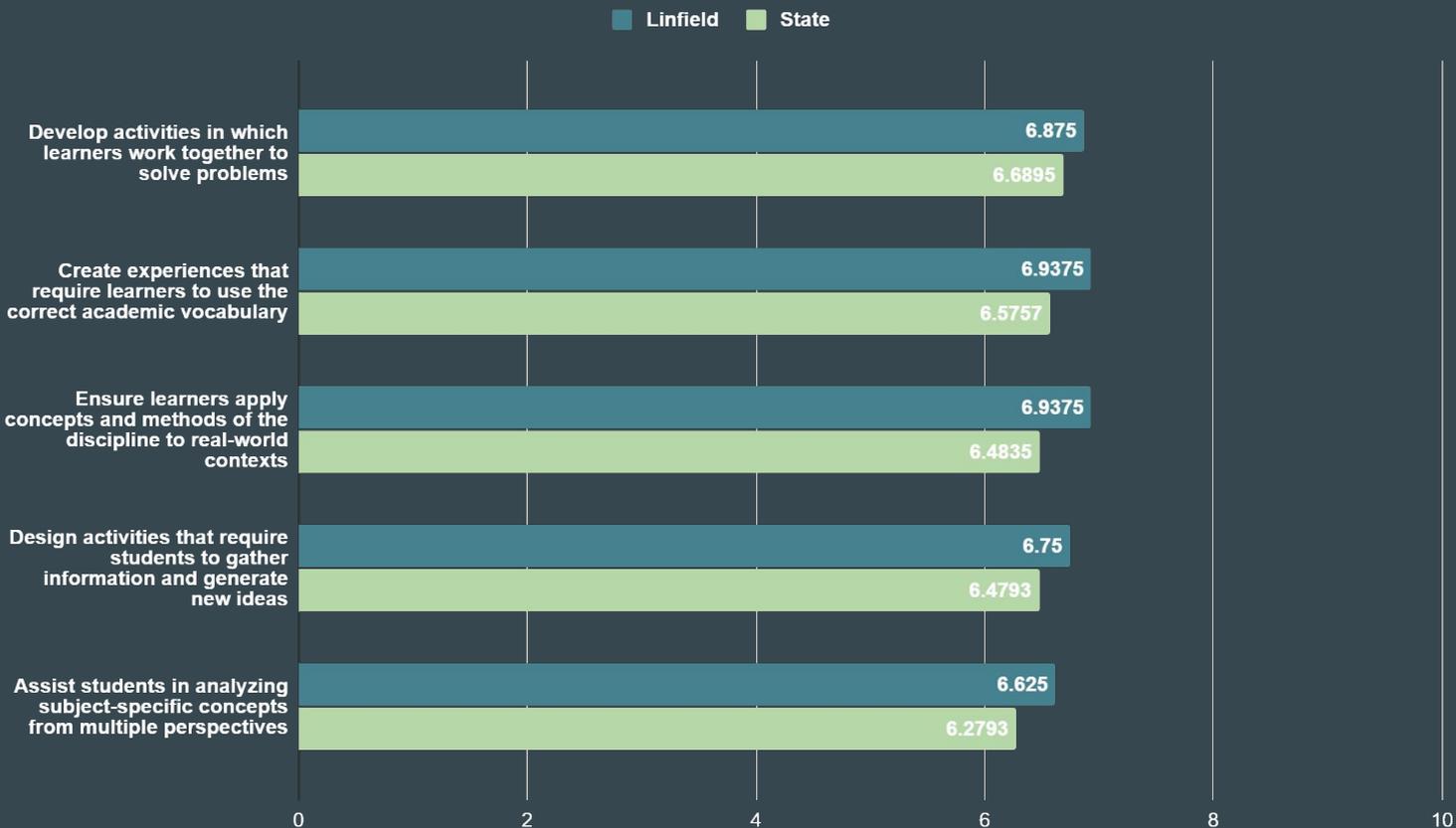
Number of graduated across the state of Oregon who participated in the OACTE grad survey (n=858).



Linfield College Beginning Teachers Learner and Learning



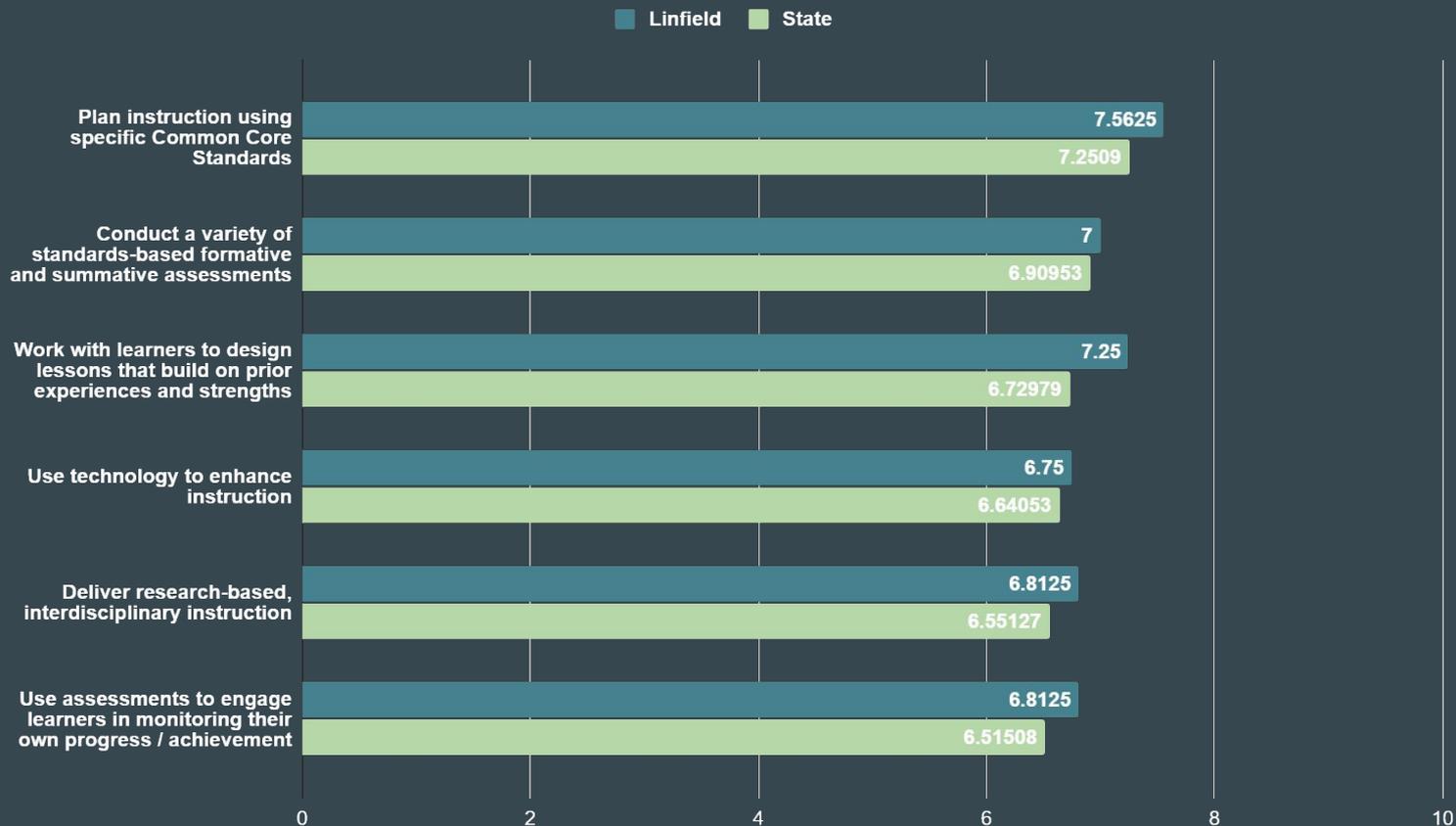
Linfield College Beginning Teachers Content Knowledge



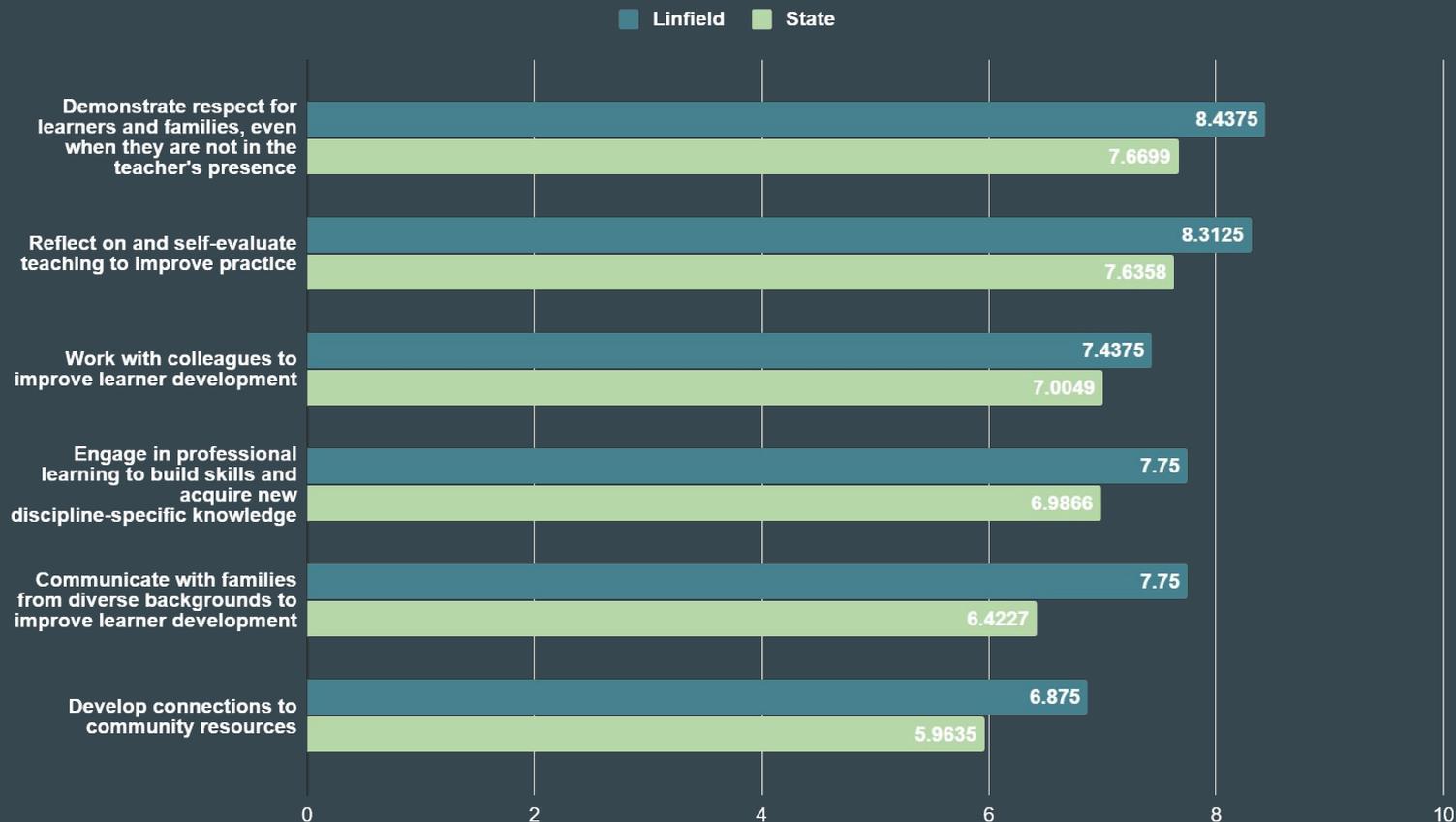
Linfield College Beginning Teachers Program Satisfaction



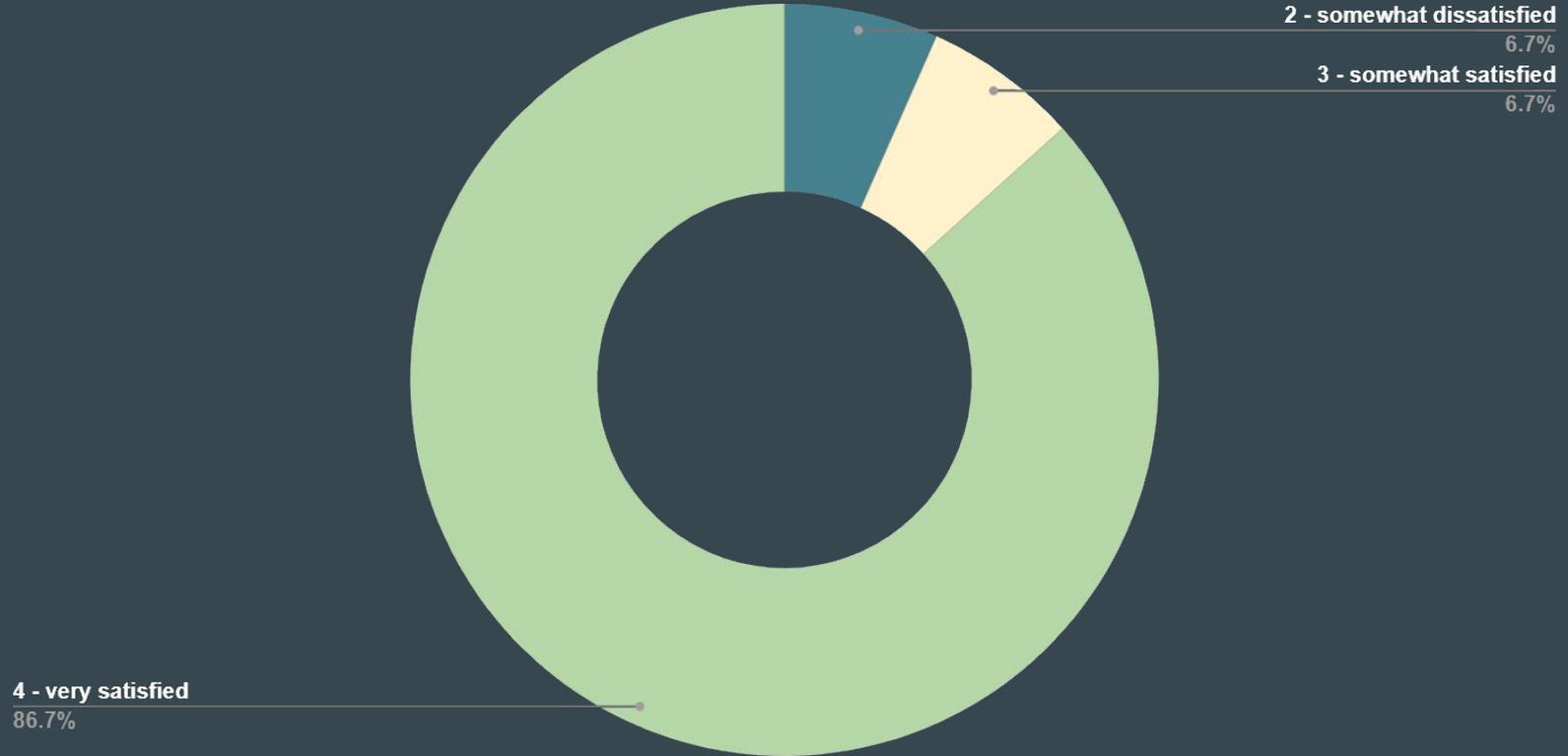
Linfield College Beginning Teachers Instructional Practice



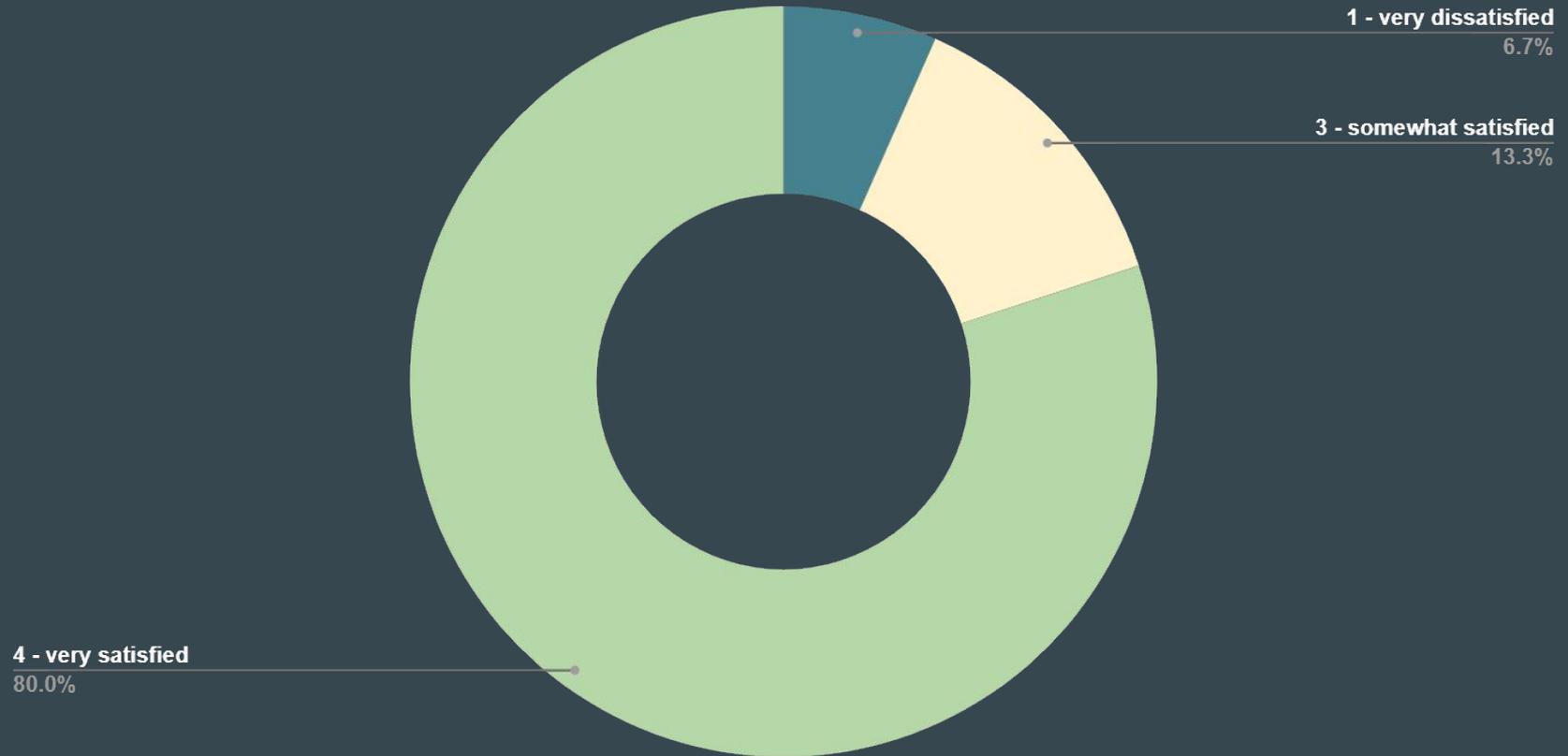
Linfield College Beginning Teachers Professional Responsibility



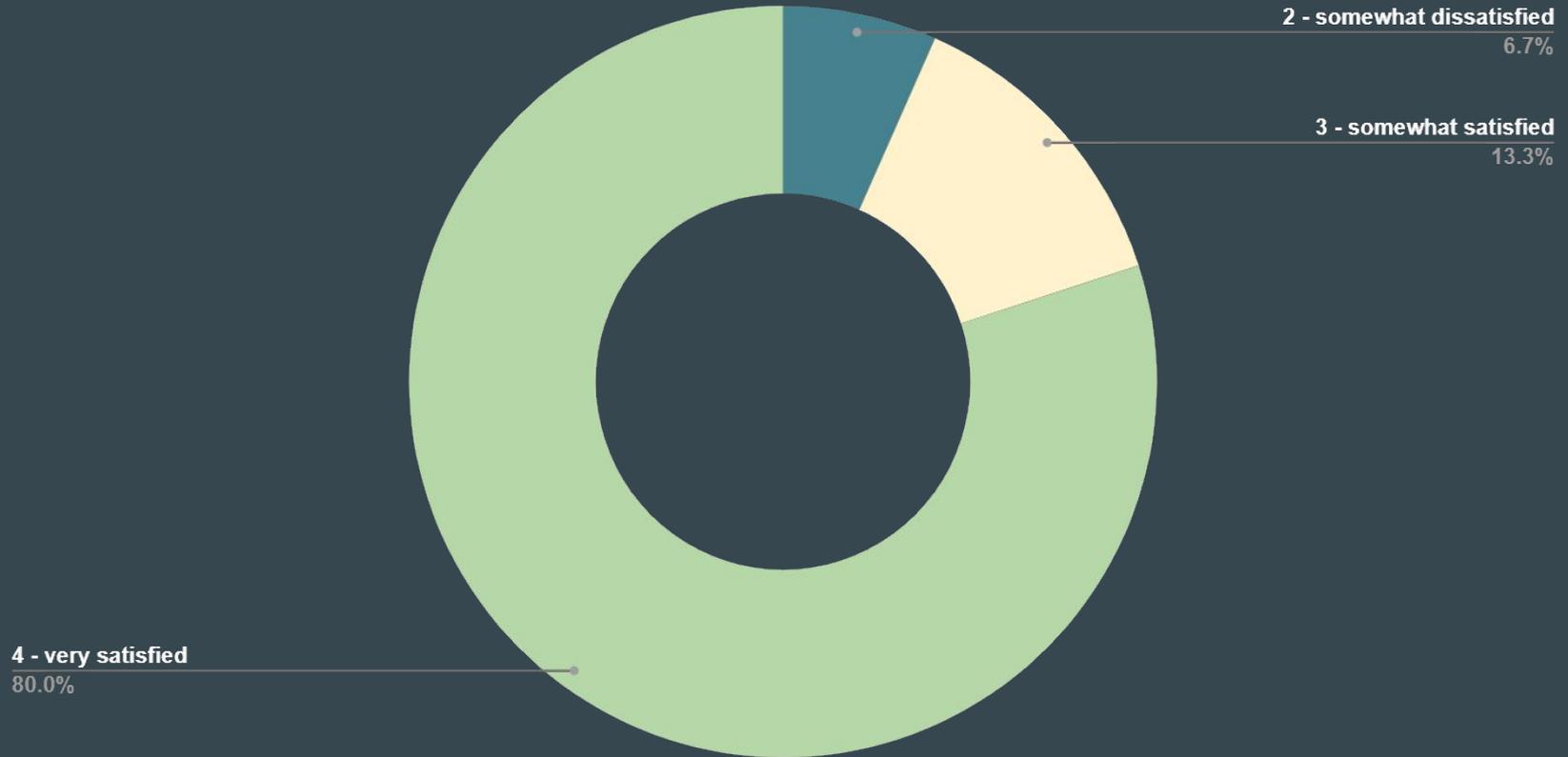
Program Satisfaction: Support of cooperating classroom teacher during student teaching



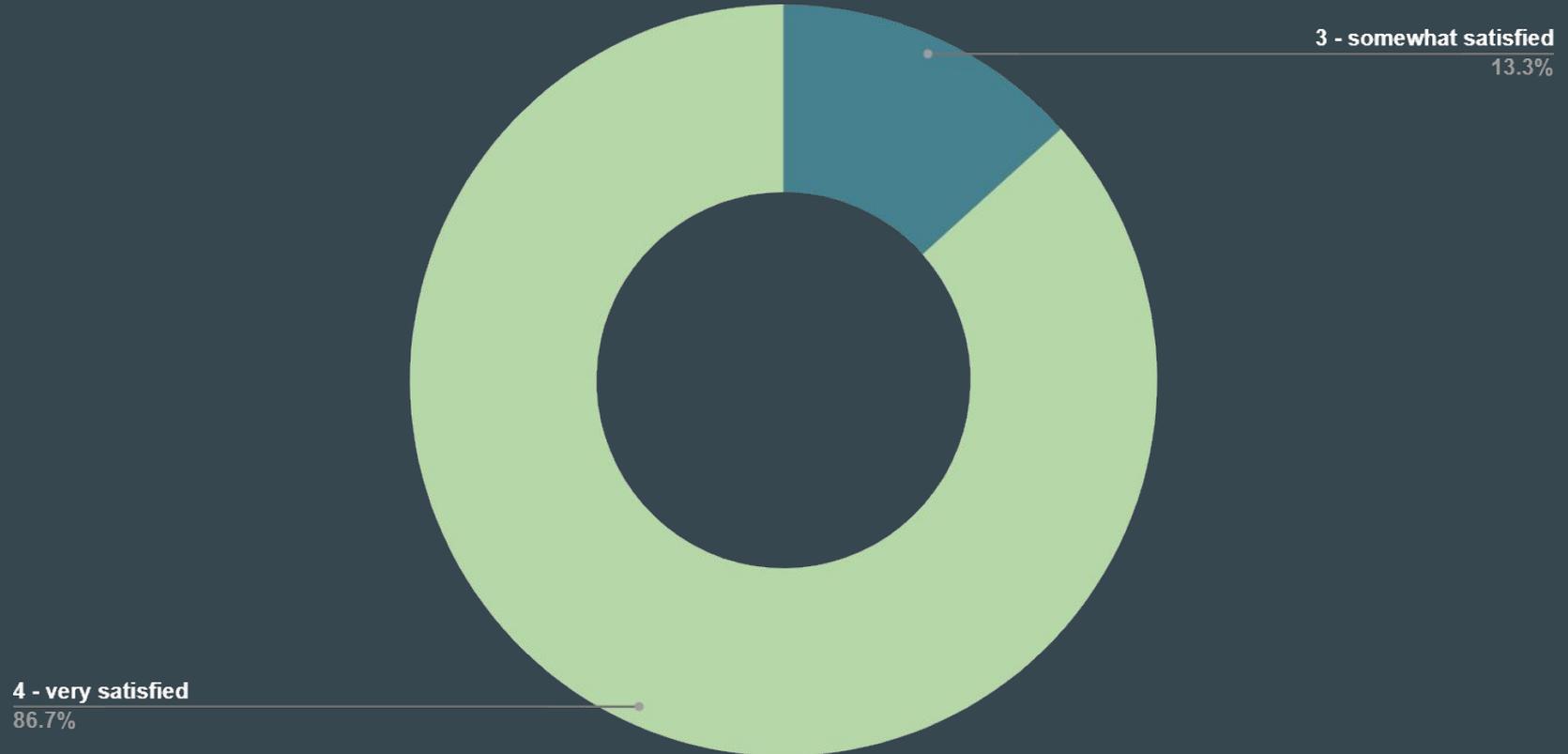
Program Satisfaction: Responsiveness of university advisors



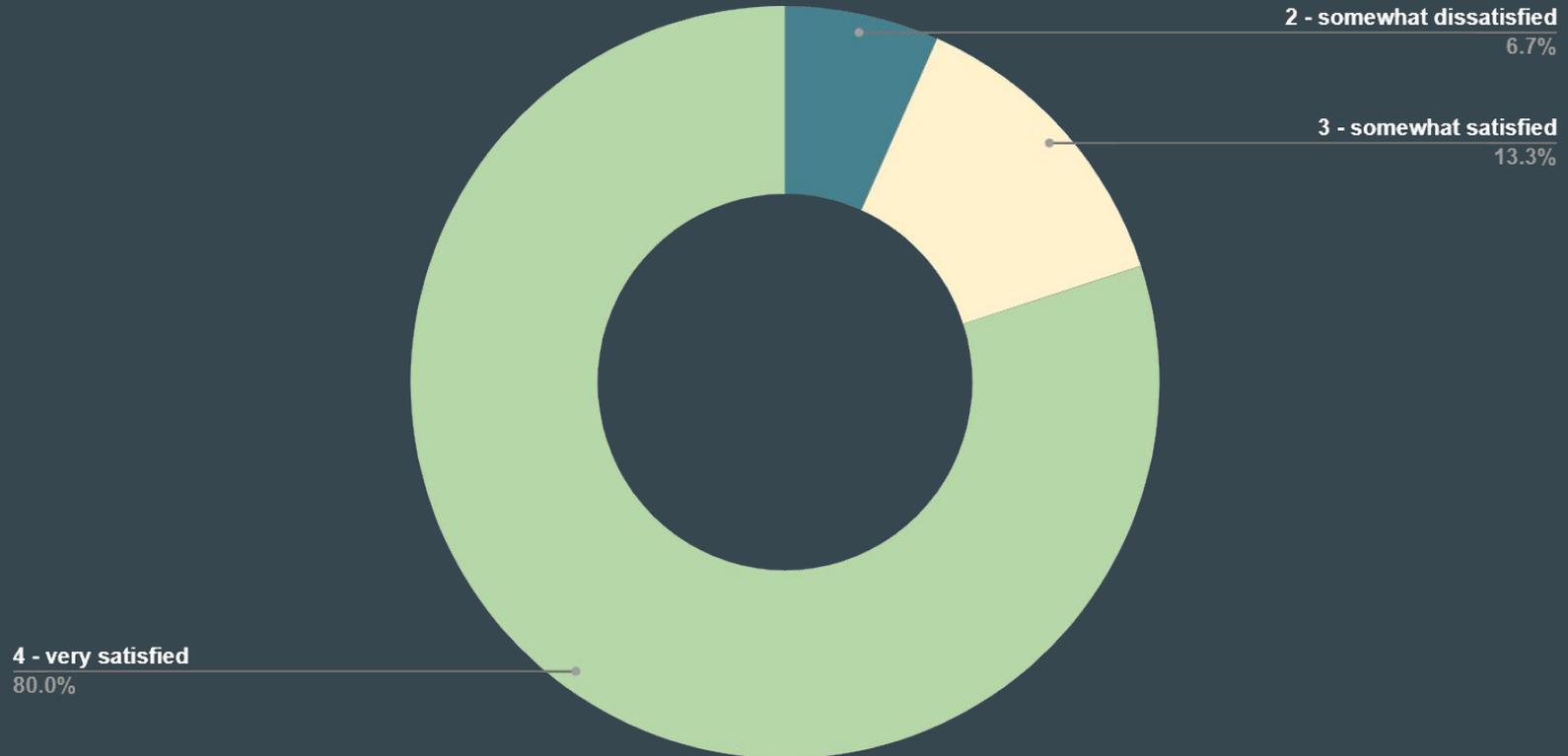
Program Satisfaction: Quality of university supervision during student teaching



Program Satisfaction: Depth of coverage in culturally responsive instruction



Program Satisfaction: Student support services (e.g., assistance with licensure and testing, special needs accommodations)



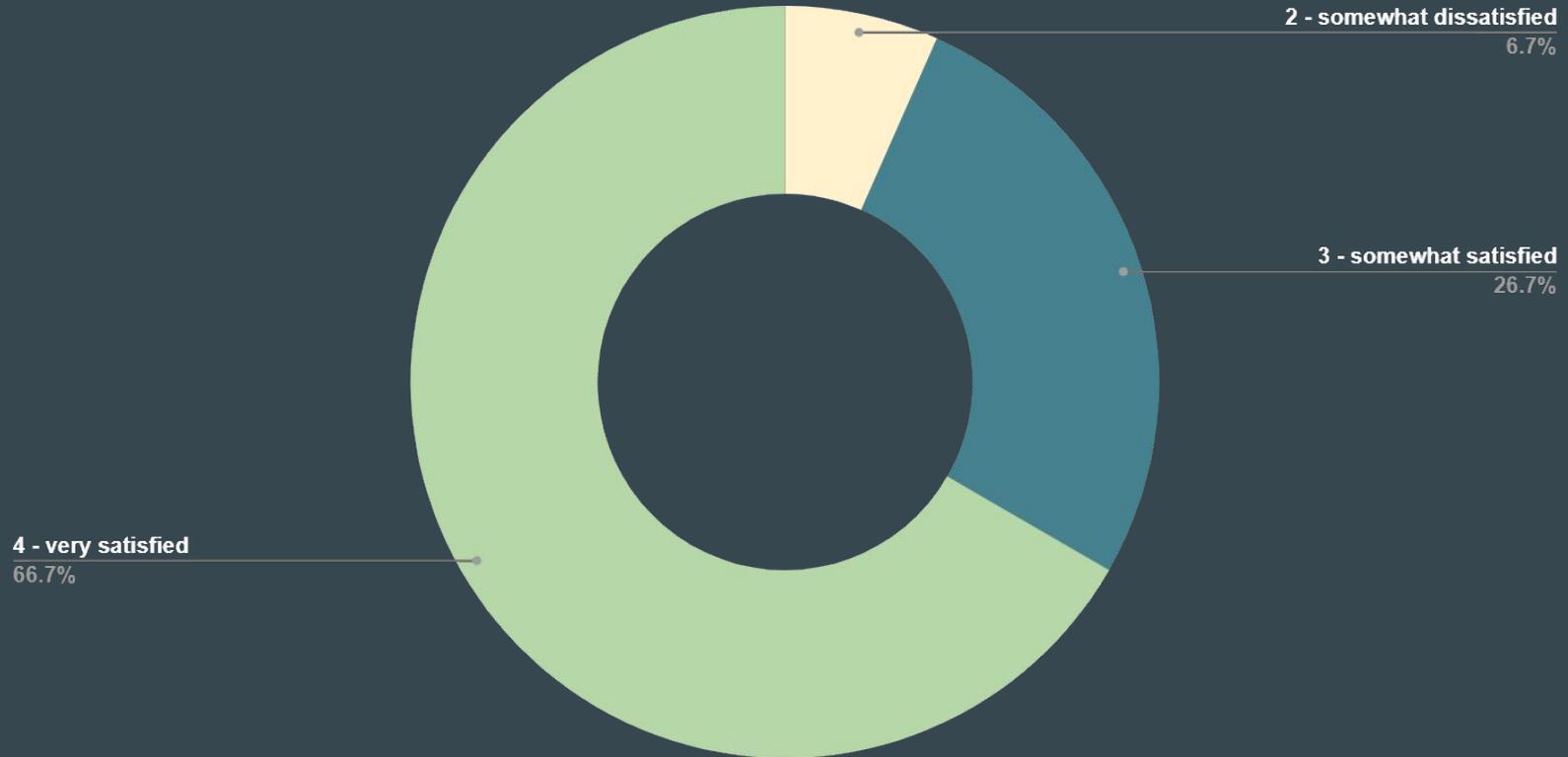
Program Satisfaction: Effectiveness of instruction



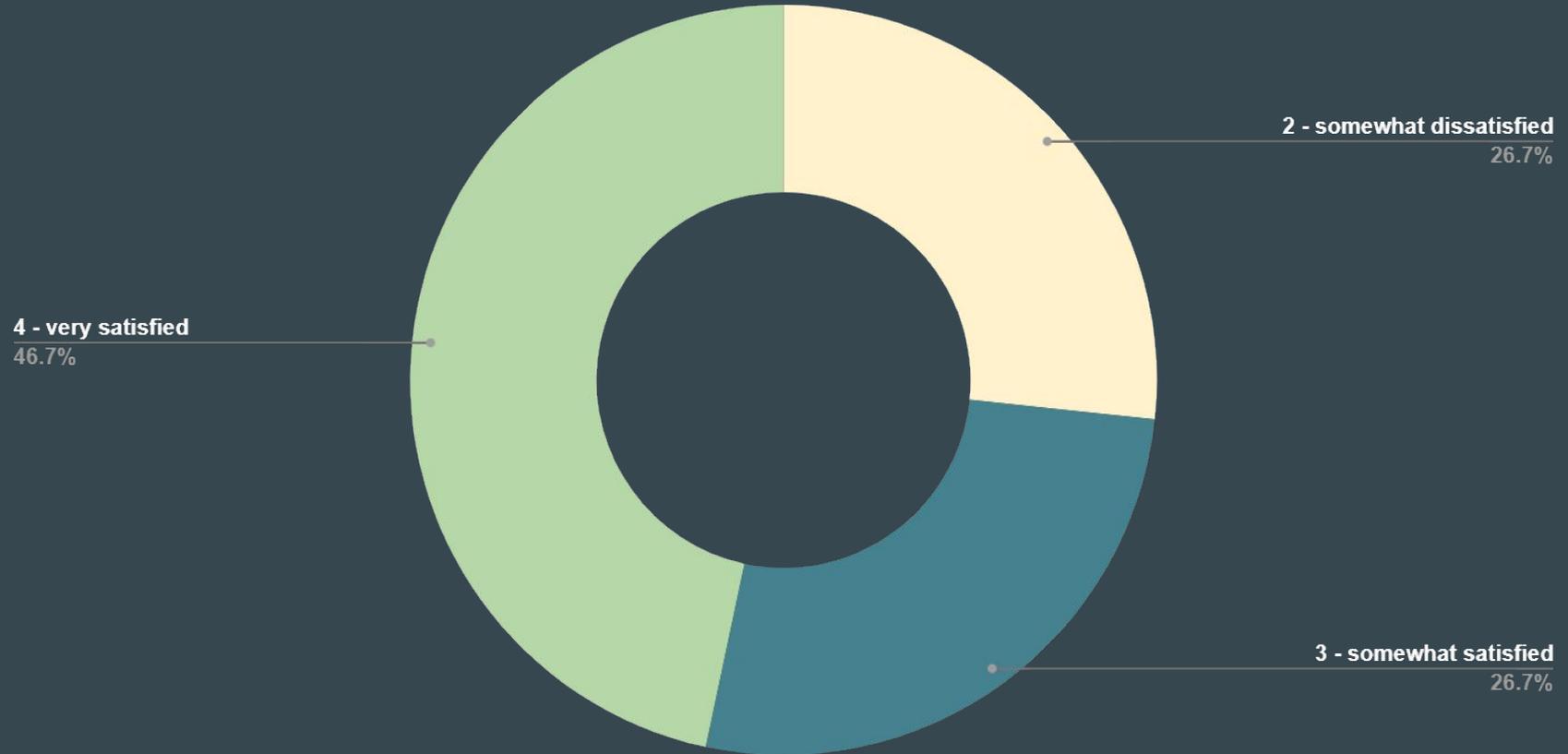
Program Satisfaction: Depth of content in teaching methods



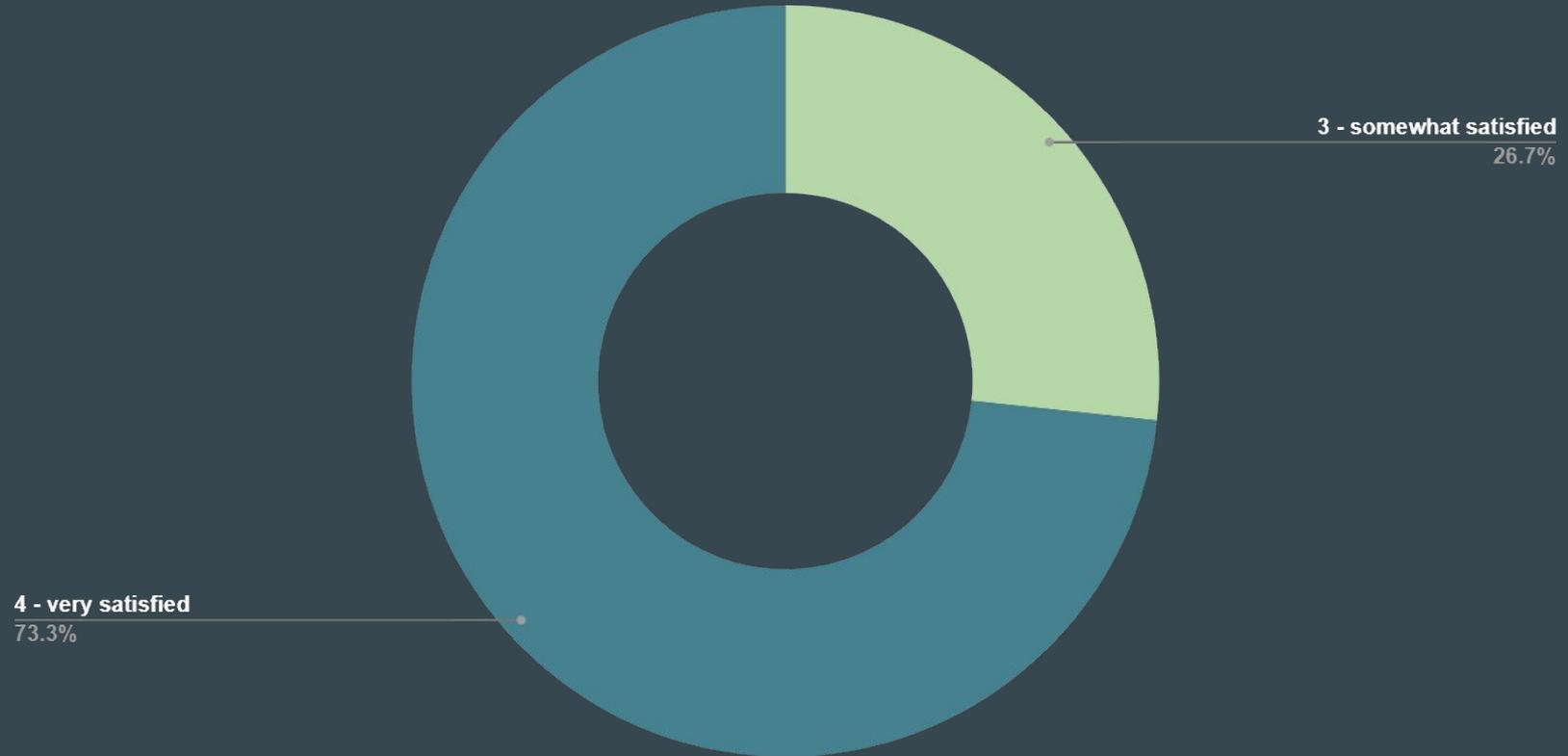
Program Satisfaction: Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking)



Program Satisfaction: Usefulness of the curriculum in your current role



Program Satisfaction: Overall quality of the program



Qualitative Responses



Q: Overall, how well did your teacher preparation program prepare you for your current job?

- “Prepared me to teach children with very diverse backgrounds and focused on teaching to the standards and creating assessments and assessment based teaching. I was not prepared for the intense behaviors and the politics of teaching.”
- “I believe my teacher preparation program greatly prepared me for my current job. I currently teach [GRADE] at [SCHOOL] [OUT OF STATE]. I am very proud of the relationships I have made with my students and I still use the techniques and skill I have learned at Linfield College and in my student teaching at [SCHOOL] in my classroom. I am so happy to have been given the opportunity to student teach in different grades because I was almost moved to [GRADE] grade. However I do work with upper grades after school in our [EXTRACURRICULAR:]”
- “I felt prepared to teach students of any age after graduating. I felt that after my first year I wish I was taught more about admin and strategies to deal with colleagues who are negative. I wish that I was taught strategies to deal with my admin telling me that because I’m a minority I’m going to be held to the same standards as my veteran white colleagues. I also wish that I had learned more strategies to stand up for minority students and how to deal with the repercussions from teammates after doing so. I guess overall, I wish there was a class on how to be a minority teacher in a predominantly white women profession.”
- “I’d say they did the best they could for our small education program but I have learned an amazing amount while being on the job and in the classroom. I am still learning and adapting every day.”

Q: Overall, how well did your teacher preparation program prepare you for your current job? (continued)

- “It prepared me very well for my current job.”
- “It prepared me well for working with students and families with diverse backgrounds. It gave me lots of ESOL strategies that I use daily. It also prepared me well in how to plan an effective lesson. Areas the program could improve would be in classroom management and teaching reading to elementary students. We do running records at my school as one measure of assessment for readers and I had no idea how to give a running record or run a 90 min. reading group. I was not prepared to teach reading to students my first year and I also was unclear of how to set up a classroom management system/plan to follow for the year. We do running records at my school as one measure of assessment for readers and I had no idea how to give a running record.”
- “Overall, I felt prepared for my current job, however, I felt that I lacked experience in literacy small groups from my education program.”
- “Really well, but I struggled with applying classroom management techniques in an actual classroom.”
- “Very prepared”

Q: Overall, how well did your teacher preparation program prepare you for your current job? (continued)

- “Great. I felt very prepared and ready to work in the [LOCATION] School District. My student teaching experience and ESOL endorsement prepared me the most for my current job.”
- “It successfully prepared me for my current job.”
- “Linfield partnered with schools early on in my college career to provide me with experience the first semester there. They continued to support and adapt their instruction to help me be a reflective teacher.”
- “Prepared me well for planning effective lessons and communicating with families of the students. Also with creating a safe learning environment, differentiating lessons, etc.”
- “They prepared me well, but you can only do so much because there is new things happening in the classroom each day that is sometimes hard to prepare for.”

Q: In retrospect, what was the one most important part of your teacher preparation program that helped you prepare for your current teaching assignment?

Do you have any additional thoughts you would like to share about this specific teacher's pre-service teacher preparation?

- “Creating the love for the kids. Also classroom management prepared me a ton!”
- “Full-time student teaching. I had an amazing cooperating teacher and college supervisor. Getting my ESOL endorsement and taking all the classes that it entailed.”
- “I loved and I found my [GRADE] grade student teaching experience the most helpful part of my preparation program. I dont think I could have made it to where I am now without my [GRADE] grade teaching experience. [GRADE] grade is a very lovable grade, I am very lucky to have had the students I have had. I often think of the love and patience they have shown me.”
- “Learning to be confident in my words.”
- “Strategies to ensure success for ELL learners.”
- “Student teaching full time in a real classroom.”

Q: In retrospect, what was the one most important part of your teacher preparation program that helped you prepare for your current teaching assignment?

Do you have any additional thoughts you would like to share about this specific teacher's pre-service teacher preparation? (continued)

- “Creating lessons and classroom activity ideas.”
- “During my student teaching experience, I was able to see all the technology available to students in the classroom. This has helped me as a virtual teacher immensely.
- “Emphasis on teaching the whole child and being loving and welcoming to all students.”
- “Linfield taught me to be detail-oriented, reflective, and collaborative.”
- “Student teaching and my ESOL classes/experience.”
- “Student teaching to practice all that I learned in my education classes. Applying my learning as soon as possible was the most valuable.”

Q: What do you wish you had learned more about during your teacher preparation program?

- “...about children with disabilities and how to support them.”
- “About the math curriculum that is used in McMinnville we never looked at the math programs (its easy, digging into math, engage New York).”
- “Admin and colleagues who are negative. Navigating colleagues and admin who are biased towards you but is also a minority. Support with how to support yourself when your admin has no faith in you.”
- “How to get PDU’s and what they are. Also how to get my masters and some guidance on programs.”
- “How to teach reading and how to set up a classroom management policy. Where to start/beg. when you get a job. Information about teachers unions and the rights you have as a teacher. How to get help/ask for it if things are not going well.”
- “I wish I had learned more about behavior management.”
- “What to give instructional aids and how to organize leveled groups.”
- “Differentiation for students”
- “Effective classroom management strategies.”

Q: What do you wish you had learned more about during your teacher preparation program? (continued)

- “How to establish routines, how to set up small groups and rotations.”
- “I cannot think of anything.”
- “Lesson planning...”
- “Technology in the classroom. I learned about all of these options from my master teacher while student teaching, not in any course I took at my school. Also ways to support ELL students. There were courses on this, but they were offered for those seeking an ELL Endorsement. If you were not seeking this endorsement then you missed all of this information that could help in the classroom as well.”

Q: If you are considering leaving the teaching field please tell us the primary reason why.

- “I have not decided whether the strain and time I put into teaching outweigh the tangible and intangible rewards of teaching.”
- “the workload is not possible to achieve in one day. the class size and verbal abuse from parents and stress of all of that one person is not fair.”

Q: If you had it to do over again would you still become a teacher [comment]?

- “I am unsure not because of the lack of preparation but because of my experience this year as a first year teacher. I don't want to constantly work for districts that constantly talk about diversity and inclusion and being culturally relevant but employ ignorant teachers or do nothing to help better educate their employees of culturally relevant teaching and stereotypes that they place on students and colleagues consciously and subconsciously. I'm disappointed in the district that I currently teach in.”
- “I love teaching but I feel like it's easy to get stuck. I know I could be doing something more for these kids and this community. I'm not sure what I know it's something!”
- “I love teaching and it has been the most amazing experience so far!”