2008-2009

First Year Teacher Readiness

Report on the Survey of Principals

SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Report to the Education Oversight Committee on the
Survey of Principals on the Readiness of First Year Teachers

Introduction

The Education Accountability Act of 1998 created the Education Oversight Committee and its Accountability Division to review and evaluate "all aspects of the Education Accountability Act and Education Improvement Act" (§59-6-100). Specifically, this includes a directive to "make programmatic and funding recommendations to the General Assembly" and "recommend EAA and EIA program changes to state agencies and other entities as it considers necessary" (§59-6-10).

During the 2006 session of the General Assembly, proviso 1A.66 was adopted, which reads:

> **Proviso 1A.66.** (SDE-EIA: Teacher Recruitment/Retention Task Force) The Education Oversight Committee shall convene a task force to evaluate current teacher recruitment and retention policies, particularly those that impact on schools that have historically underachieved. Included in the task force will be representatives from the Department of Education, the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina), institutions of higher learning, the Student Loan Corporation, the Commission on Higher Education, and classroom teachers from throughout South Carolina.

The report for the task force was forwarded to the General Assembly in October 2007. One of the issues the task force encountered during the study period was the complaint by principals that new teachers were ill-prepared for the classroom. On several occasions, including its annual two-day meeting in August 2007, members of the Education Oversight Committee (EOC) heard the same complaint from school district superintendents. As a follow-up study to the Teacher Recruitment and Retention Task Force report, the staff of the EOC proposed conducting a survey of principals to gather data on the preparedness of individuals new to the classroom. The overall purposes of the study were:

- To determine the readiness of teachers new to the classroom.
- To determine specific concerns regarding new teachers.
- To determine the perceived strengths and weaknesses of teachers new to the classroom.

Development of the Survey

Survey questions were based on the National Council for Accreditation of Teacher Education (NCATE) standards for Initial Teacher Preparation and on the South Carolina ADEPT Performance Standards. The MetLife *Survey of The American Teacher: Expectations and Experiences*, 2006, also provided some direction regarding the nature and scope of the questions. All state-supported colleges and universities are required to seek and obtain accreditation through NCATE for their teacher preparation programs. Most private institutions have chosen to voluntarily participate in the NCATE accreditation program; the private institutions are not required to obtain NCATE accreditation, but they are required by the State Board of Education to meet NCATE standards. The various disciplines and/or certification areas, such as early childhood or mathematics, establish standards for the teacher preparation programs in the area of certification and through self-study and site visits programs achieve accreditation or are certified by the Office of Educator Preparation, Support and Assessment in the South Carolina Department of Education as meeting NCATE standards.

ADEPT is the evaluation system for new and continuing teachers in South Carolina and stands for Assisting, Developing, and Evaluating Professional Teaching. In ADEPT, there are ten dimensions with multiple criteria on which candidates are rated as “Met” and “Not Met.” ADEPT is at least a two-year process for new teachers and the induction programs that new teachers participate in through the school districts are part of the process.

As with other projects undertaken by the EOC, an advisory group was formed to provide guidance on the types of and phrasing of the survey questions. The advisory group included representatives from the South Carolina Commission on Higher Education, the South Carolina Department of Education, college and university faculty, K-12 principals, and school district human resource directors and instructional leaders. Members of the advisory group can be found in Appendix A. In addition to the advisory group, two national consultants reviewed the survey and the data collected through it and provided analysis of the data as well as validation of the survey construct.

A two-part survey was developed, taking the different measures outlined in the NCATE accreditation process and the different dimensions of the ADEPT program. Part One of the survey collected demographic information on the school, including the size, location and poverty level of the school; and on the person completing the survey, including the position of the respondent, the respondent’s number of years as a professional educator, the number of years the principal had been a principal anywhere, and how long the principal had been principal of the school. The complete survey can be found in Appendix B.

Part Two of the survey collected information on the first year teachers, including information on the readiness of the first year teacher, assistance the teacher received during the year, and employment of the individual for the 2008-09 school year. The section on the readiness of the first year teachers was divided into six subsections – Content Knowledge, Management, Instruction, Curriculum, Assessment, and Interpersonal Relationships. The respondent was asked to rate the first year teacher on a scale of 1-5, with “1” indicating the first year teacher “never exhibited the behavior” in question, to “5,” the first year teacher “always exhibited the behavior.” The respondent could also select “0” indicating the respondent had no knowledge of the individual’s behavior on the question. The respondent was also asked to rate the teacher as “strong,” “between weak and strong” or “weak,” and to indicate the type of certification program the first year teacher experienced – in-state or out-of-state, public or private, traditional or non-traditional. Finally, respondents were given an opportunity to provide additional comments on new teacher preparation.

On the first of April 2008 a letter was sent to all district superintendents asking for permission to survey their principals, via email, on the topic. The district superintendents were given information on the purposes of the survey and the EOC offered the superintendents the opportunity for their principals to not participate; no superintendent opted out of the survey. The email addresses for the principals were collected through the State Department of Education’s web site and from local district web sites.

On Monday, April 21, 2008, the survey was emailed to 1,209 individuals serving as principals or directors of a school or career center. The survey also was sent to principals and directors of special schools like the South Carolina School for the Deaf and the Blind, the Governor’s School for Mathematics and Science and to schools in the Department of Juvenile Justice. Individuals receiving the survey initially had until May 5, 2008 to complete the survey, but the deadline for completing the survey was extended until midnight, May 13, 2008, to allow principals more time to complete the survey during the busy end of the school year time period. The content of the

email to the survey recipients is found in Appendix C.

Several challenges occurred during the response period. Despite the effort to obtain up-to-date and correct email addresses for all survey recipients, numerous email addresses bounced back and had to be researched, updated and resent. District firewalls designed to keep the ever prolific spam out of the email system blocked some principals initially from receiving the survey. School district personnel were very helpful in getting the survey distributed to their principals when it was determined that a firewall had prevented the delivery of the email to all principals in a district, However, despite the diligent efforts of EOC and school district staff, it is probable that some principals never received the request to complete the survey.

Survey Results – Respondent Profile

Over the course of the three week response window, 615 individuals completed the survey, a response rate of almost 50.9 percent. Responses were received from 82 of the 85 school districts, 96.5 percent, and from several special schools. The superintendents of the three school districts that had no respondents were contacted several days before the survey closed and encouraged to have their principals respond, but none did before the closing of the survey. Of the 615 respondents, 198, or 32.2 percent, provided comments that provided additional information beyond the original survey questions. As the results of the survey are considered, it should be kept in mind that all of the data are self reported.

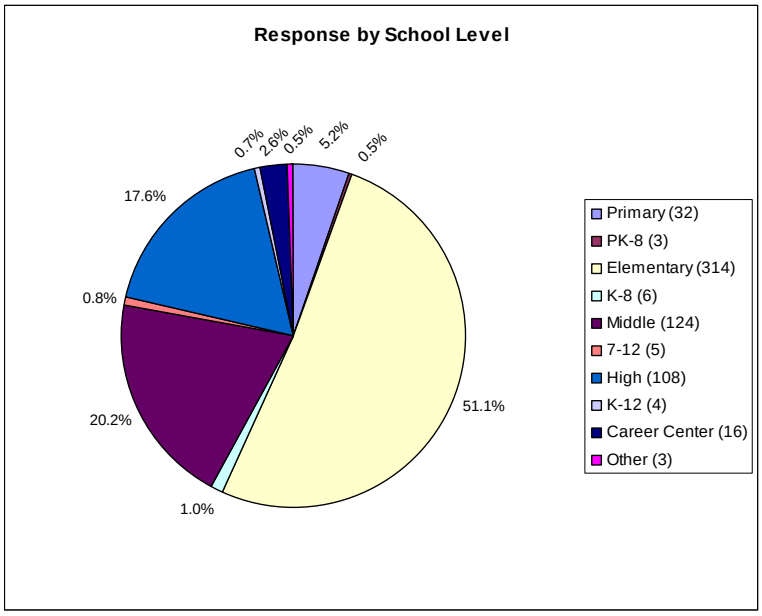
The data from the respondents was matched to the 2007 School Report Card Absolute Rating of the schools where the respondents worked. Table 1 displays the response rate by Absolute Rating for 2007. The response rate is representative of the ratings for all schools for 2007.

Table 1
Response Rate by Absolute Rating 2007

Rating	Frequency	Percent	Cumulative Percent
Average	205	33.3	33.3
Below Average	135	22	55.3
Excellent	56	9.1	64.4
Good	126	20.5	84.9
No Rating	25	4.1	89
Unsatisfactory	68	11	100
Total	615	100	

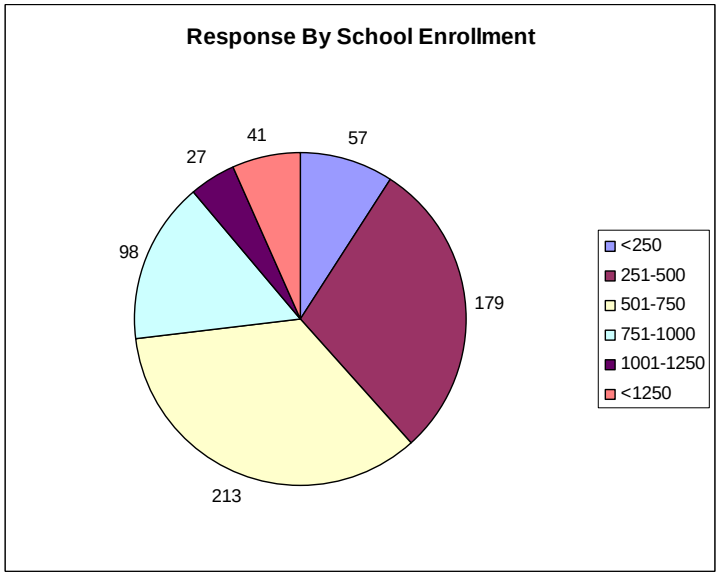
After identifying their school district, respondents were asked to identify their school as either primary, elementary, middle, high, career center, or other, with clarification on the other. After clarification of the schools that selected other was analyzed, Graph 1 below shows the response rate by school level of the respondents. The distribution of responses is representative of the distribution of school levels statewide when compared to the number of schools receiving school level report cards in 2007.

Graph 1



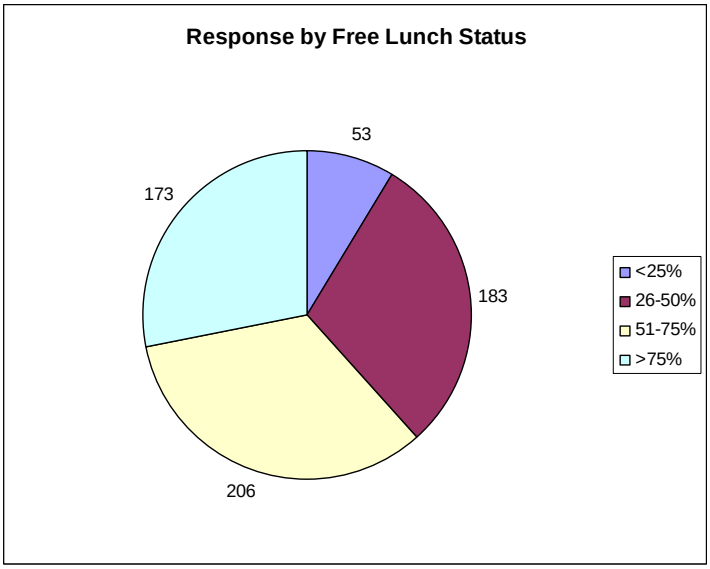
Respondents were asked to indicate their school enrollment. Graph 2 depicts the response rate by school enrollment. To verify the enrollment category chosen by the respondents, ten percent of the responses were chosen at random and were compared to the enrollment figures listed on the 2007 South Carolina School Report Card; no significant discrepancies were found, though there were eight schools whose enrollment in 2006-07 would have put them into a different response category.

Graph 2

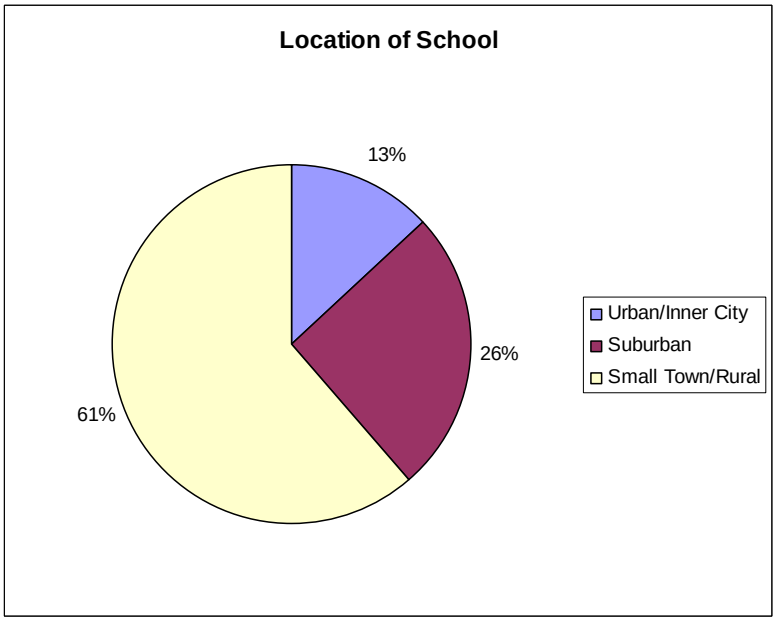


The next two questions asked for school poverty level and location of the school. Graphs 3 and 4 provide the distribution of respondents in those areas. Free lunch status was verified by

Graph 3



Graph 4



comparing the data in the 2007 Report Card Poverty Index available from the South Carolina Department of Education web site. Six schools reported a higher index in the spring of 2008 than was reported in the 2007 Report Card Poverty Index. The increase at six schools is in keeping with the increase in the overall poverty level statewide in 2008.

Information on the ethnic distribution of students was collected next. Data reported, however, were not useable as respondents used a variety of numerical combinations to provide feedback which could not be reliably analyzed. The directions for the section were not specific enough, perhaps, or a glitch developed in the collection of the data in this section of the survey; whatever the cause, the data collected could not be used for analysis of results.

Demographic information on the number of teaching positions at the school, the number of teaching positions filled with long term substitutes, and the number of teachers teaching out of field was collected. The number of teaching positions ranged from 1 to 165 among the 615 respondents, with the mean faculty size just under 43 teachers per school at 42.7.

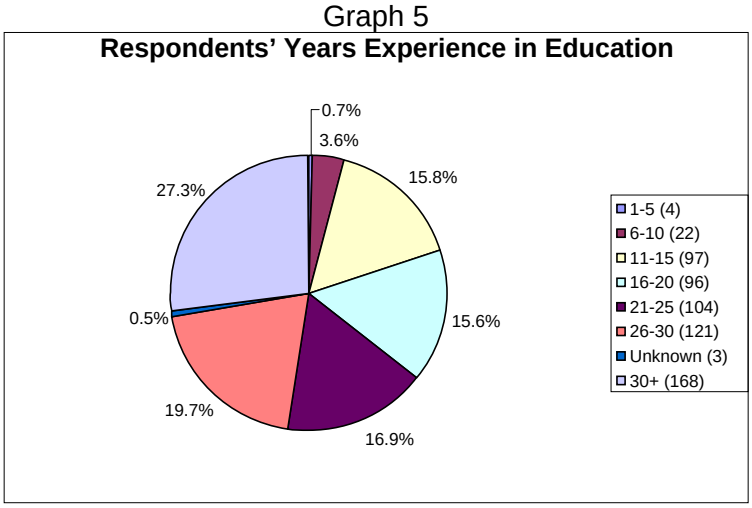
Regarding long term substitutes, 413 respondents, 67.2 percent, replied they had no long term substitutes at the time of the survey, 134 responded, 21.8 percent, they had one or less than one full time substitute, 44 (7.2 percent) had two long term substitutes, 9 (1.5 percent) had three long term substitutes, 2 (.3 percent) had four long term substitutes, and one school (.2 percent) had five long term substitutes. Twelve schools did not answer the question. The data were collected in an effort to see how many vacancies remained at schools at the end of the school year.

Compared to long-term substitutes, fewer respondents reported having faculty teaching out of area of certification; 554, or 90.1 percent, had no one teaching out of area. Thirty-four schools (5.5 percent) had one teacher teaching out of area of certification, 11 schools (1.8 percent) had two teaching out of area, two schools (.3 percent) had three individuals teaching out of area of certification, and one school (.2 percent) had four people teaching out of area of certification. Thirteen respondents did not answer the question.
Information gathered through the survey then turned to the respondent. Of the 615 respondents, 601, or 97.7 percent, were the principal of the school. One individual reported he was a teacher coach, and the remaining individuals identified themselves as directors, interim principals or principal specialists. It was important that the principals or directors completed the survey as they were the individuals responsible for interviewing and selecting the faculty at the school, including the first year teachers on which they were asked to provide information.

Of the 615 respondents, 140 (22.8 percent) were African American, three (.5 percent) were Hispanic, and 468 (76.1 percent) were white. Four individuals did not report their ethnicity. All but 10 respondents reporting having had an advanced degree, with 350 (56.9 percent) having a master's degree, 167 (27.2 percent) having an education specialist degree, and 88 (14.3 percent) having a doctorate. Six individuals did not answer the question and four had only a bachelor's degree.

Years of experience in education as reported by the respondents is depicted in Graph 5. It should be noted that the vast majority of individuals have more than 15 years of experience in education.

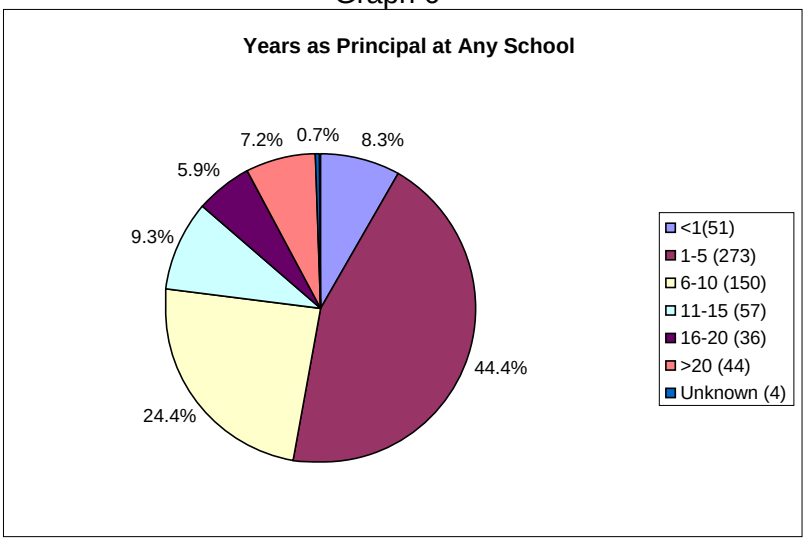
Graph 5



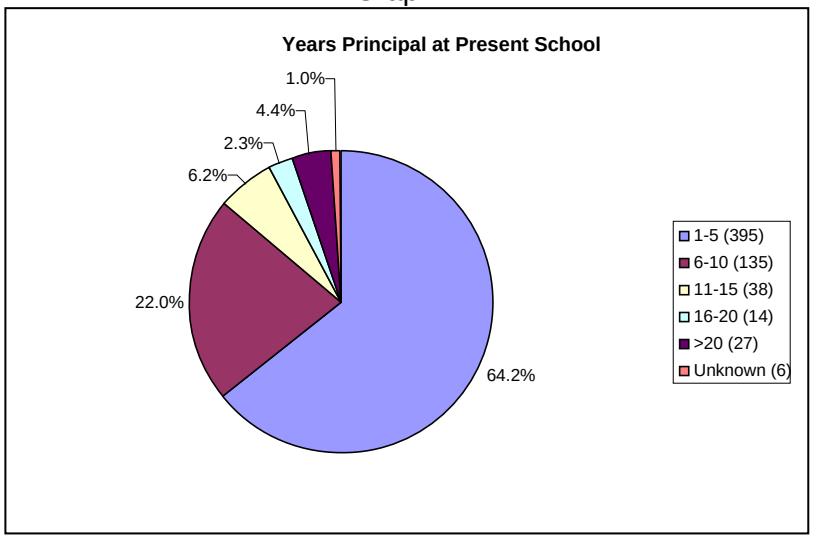
The number of years the principals at the respondents' schools had been a principal anywhere varied from zero (this was their first year) to 54 years by a principal specialist. Fifty-one individuals were in their first year of being a principal (8.3 percent), and 288 (47.1 percent) had been a principal less than five years. Graph 6 shows the number of years experience as a principal.

Graph 7 illustrates the length of time the principals at the respondents' schools had been at their present schools. The majority had been at their present schools five years or less (395, 64.2 percent). According to data from the 2007 school reports cards, this number is consistent with the average length of service by principals at their present schools; in 2007, principals averaged 4.85 years at their present school. Of the 395, 116, (29.4 percent) were in their first year at the school, 87 (22 percent) were in the second year, and 84 (21.3 percent) were in their third year. The large number of respondents who had been at their school five years or less illustrates the frequent turnover in school administration. It also indicates that some of the respondents may not have hired the first year teachers for which they provided data.

Graph 6

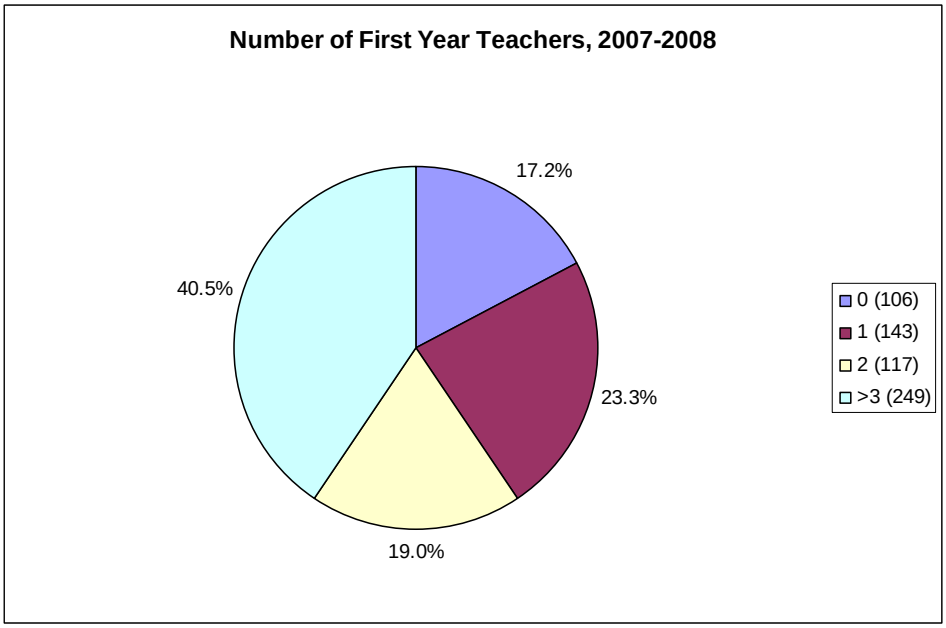


Graph 7

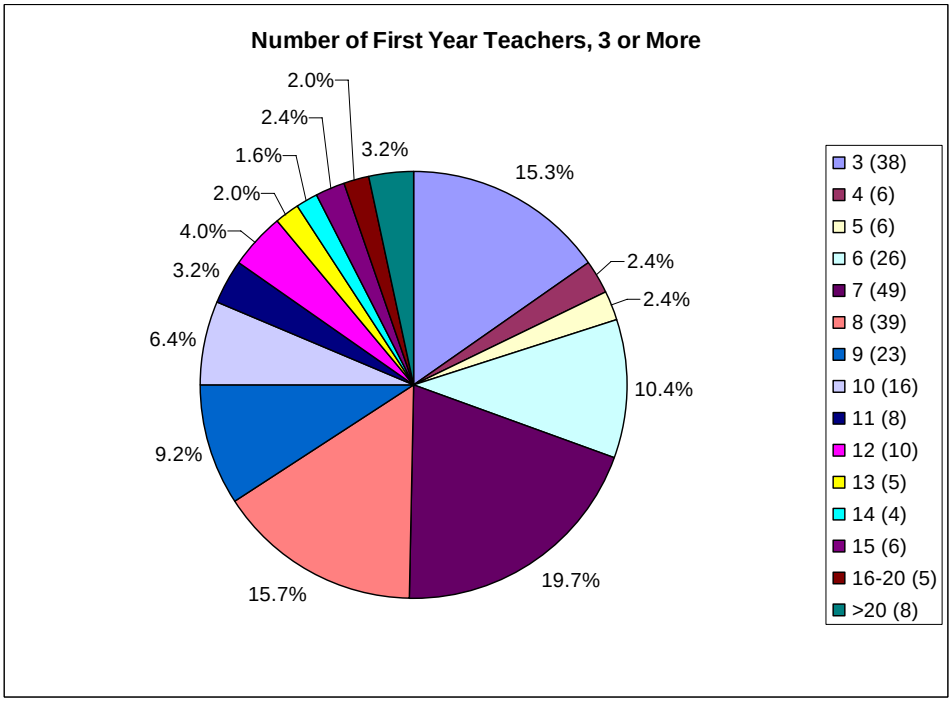


Respondents were asked to indicate how many first year teachers they had at their school in 2007-08: none, one, two, or three or more. Graph 8 shows the distribution of those responses, while Graph 9 illustrates how many first year teachers the school employed in 2007-08 if there were three or more first year teachers at the school in 2007-08.

Graph 8



Graph 9



According to the respondents, 1,842 first year teachers were employed in the responding schools in 2007-08. This figure represents just under 43 percent of the 4,287 first year teachers

hired as reported in the 2007-08 Fall Teacher/Administrator Supply and Demand Survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA). Respondents were asked the type of teacher preparation program the first year teachers experienced, and feedback was given on 1,650 of the 1,842 (89.6 percent of the first year teachers). Of the 1,650, 1,261 (76.4 percent) were trained in a traditional teacher preparation program, 262 (15.9 percent) were participants in The Program of Alternative Certification for Educators (PACE), one (0.06 percent) participated in the Troops to Teachers program, 83 (5 percent) were part of the International Recruitment Program, and 43 (2.6 percent) were participants in some other nontraditional teacher certification program, such as Career Changers, JROTC, or work based (Career and Technical Education) programs.

Finally, the survey asked respondents to indicate how many of their first year teachers they expected to return to the school for the 2008-09 school year. Respondents reported that 1,285 (69.8 percent) were expected to return for the 2008-09 school year. The return rate of less than 70 percent is cause for some concern, though many of the teachers not returning to their 2007-08 school could be teaching at another school in South Carolina in the 2008-09 school year. Still, one of the challenges for schools each year is to reduce the teacher turnover rate in order to increase the stability and continuity of the staff. More research is needed in this area. The Fall Teacher/Administrator Supply and Demand Survey conducted by The Center for Educator Recruitment, Retention, and Advancement (CERRA) between 2001 and 2007 reports that 22-24 percent of the teacher turnover that occurred in South Carolina during those years can be attributed to teachers moving from one district to another. Teacher turnover from one school to another school within a district has not been followed.

The data obtained on the respondent profile through the survey is interesting and allows analysis of the data provided on the new teachers gathered through part two of the survey to be analyzed several different ways. The representative cross section of respondents from the various school levels, locations, poverty levels, and enrollment levels provides an opportunity for confidence in interpretation of the findings.

Survey Results: Respondent Views of First Year Teachers

After completing the demographic section of the survey, respondents were asked to provide information on the first year teachers at the school. Instructions provided in the survey were:

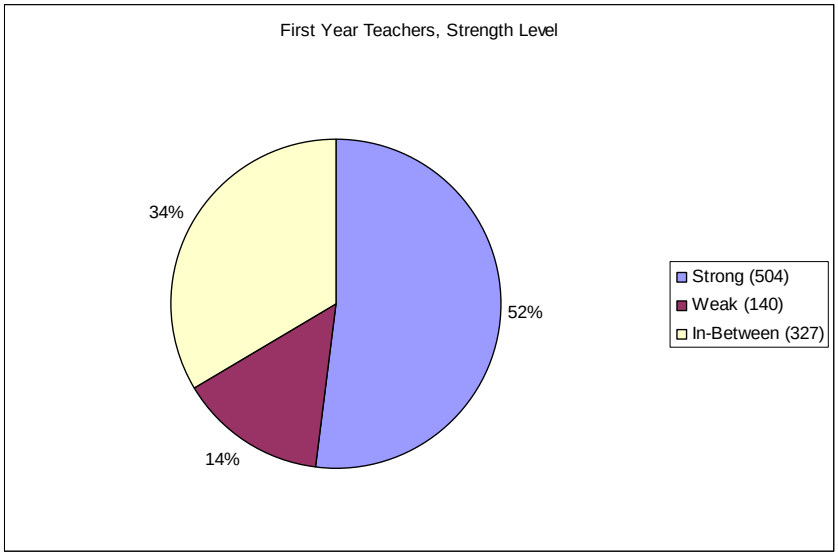
> In this section of the survey, please provide information on up to three (3) first year teachers. If you have less than three first year teachers in your school, provide detail on only those teachers you have. If you have more than three first year teachers at your school this year, please provide information on your strongest first year teacher, your weakest first year teacher, and one other first year teacher. Provide detail on your strongest first year teacher first; your weakest first year teacher second, and the one whose skills fall in between last.

Of the 615 respondents, 459 provided information on one or more first year teachers at their schools (it should be remembered that 106 respondents reported no first year teachers at their schools). Respondents from 249 schools reported three or more first year teachers for the 2007-08 school year. Of the 459 respondents providing information on one or more first year teachers, 73 (15.9 percent) provided information following the instructions listed above. Another 23 (5 percent) provided information on one teacher in each category, but not in the order requested. Ninety nine respondents (21.6 percent) provided information on three teachers, but they had multiple strong, between weak and strong, or weak teachers. Another 142 respondents (30.9 percent) provided information on just one first year teacher. Finally, 122

respondents (26.6 percent) provided information on two first year teachers.

Overall, respondents provided feedback on 971 first year teachers. Of the 971 teachers, respondents classified 504 (51.9 percent) as strong, 327 (33.7 percent) were classified as in between strong and weak, and 140 (14.4 percent) were classified as weak. See Graph 10 below.

Graph 10



Comments collected from respondents through an open response option offer perspective on the areas where first year teachers were considered well prepared or needed improvement. Of the 615 respondents, 198 (32.3 percent) provided comments. Fifty-three comments expressed positive experiences with first year teachers, like “My first year teacher was very well prepared for the job. I am very pleased with the job she is doing;” or “I believe first year teachers are much better prepared than in the past;” or “I have been very pleased with the seven new teachers that I hired this year.”

Table 2 displays the percentage of responses of often or always for the three categories of first year teachers – strong, between strong and weak, and weak. From Table 1 it can be seen that the vast majority of first year teachers identified as strong by the respondents often or always exhibited behaviors in most areas. Of the six subsections, Content Knowledge received the highest overall average percentage of strong first year teachers exhibiting behaviors with 88.2 percent often or always exhibiting behaviors. This figure is encouraging and important as one of the biggest criticisms of teacher preparation programs during the 1980s and 1990s was that new teachers did not know their content areas. Interpersonal Relationships received the next highest average percentage of strong first year teachers exhibiting behaviors with 86 percent often or always exhibiting behaviors. First year teachers rated strong also received high marks in understanding and carrying out routine tasks, maintaining useful records, developing curriculum based on the South Carolina Academic Standards for their discipline, and using a variety of materials to deliver the curriculum.

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Table 2
Percentage Frequency of First Year Teachers
Often or Always Exhibiting Behaviors by Rating

Content Knowledge	**Strong N=504**	**Between N=327**	**Weak N=140**
Knows the subject matter	90.3	60.2	29.3
Knows content-specific pedagogy	86.3	46.2	15
Delivers content knowledge in a clear manner	88.7	44.6	8.6
Knows the appropriate SC Academic Standards	87.5	51.4	19.3
Average	88.2	50.6	18.1
Management			
Understands and carries out routine tasks	89	49.5	12.9
Employs effective classroom management techniques	81.9	26.9	7.1
Addresses individual student behavior issues	84.1	30.3	7.1
Maximizes time on task	83.5	32.4	7.1
Maintains useful records	88.1	47.4	10
Average	85.3	37.3	8.8
Instruction			
Has a broad knowledge of instructional strategies	80.6	31.2	12.1
Has adequate knowledge of learning styles	78.4	29.3	9.3
Creates a supportive learning environment	87.5	43.4	11.4
Establishes high expectations for all students	87.1	42.8	10
Addresses individual student learning needs	79.8	30.9	5.7
Works with a wide variety of student ability levels	84.7	40.4	8.6
Presents challenging lessons	84.1	34.3	5.7
Integrates technology in instruction	80.1	42.8	18.6
Average	82.8	36.9	10.2
Curriculum			
Develops curriculum based on Academic Standards	88.7	52	18.6
Uses a variety of material to deliver curriculum	88.7	41.9	13.6
Plans for individual student needs	79.8	30	7.9
Understands their role in total school curriculum	81.5	37.9	8.6
Average	84.7	40.5	12.2
Assessment			
Has a broad knowledge of assessment strategies	74	27.2	7.1
Develops grade level/content-appropriate assessments	80.3	34.5	7.9
Communicates assessment information to all audiences	76.6	30.6	7.1
Uses assessment to enhance instruction	75.8	29	6.4
Differentiates assessments for individual needs	70	23.2	5
Is able to use assessment to inform/improve instruction	77	28.1	5
Has basic knowledge of statistical processes to analyze assessments appropriately and use results	71	29.3	6.4
Average	74.9	28.2	6.4
Interpersonal Relationships			
Capable of participating in parent conferences	89.9	57.2	15.7
Collaborates with other teachers	90.1	60.2	25.7
Understands the community of the school	84.3	48.9	12.9
Engages families in supporting the child's education	83.3	41.6	25
Engages in professional activities outside of school	82.3	44.6	16.4
Average	86	50.5	19.1

The survey subsection with the lowest overall average percentage of strong first year teachers exhibiting behaviors was Assessment, with 74.9 percent often or always exhibiting behaviors. On three of the seven assessment statements strong first year teachers were rated as exhibiting the behavior often or always 74 percent or less, a statistically significant difference from 80 percent using a z-ratio and a p-value of <.01 for comparison purposes. The lower ratings on assessment is cause for concern because assessment is a vital part of the educational program today, both for student achievement and progress, and school accountability. According to the survey respondents, even strong first year teachers need some additional training, or perhaps experience, in the area of assessment. Comments provided by respondents frequently mentioned assessment as a weak area. One comment was "Teachers have extremely poor preparation in formative and summative assessments. Additionally, they do not know how to use assessment to drive instruction. They are confused about the role of assessment, they are not clear in that a grade should reflect what a student knows and is able to do compared to the standards for learning."

In comparison to the first year teachers rated strong, first year teachers rated as between strong and weak had no subsections of the survey on which the respondents rated them as exhibiting behaviors often or always 80 percent of the time or more. The two subsections the first year teachers rated as between strong and weak received the highest percentage of exhibiting often or always were the same as those for first year teachers rated strong – Content Knowledge (50.6 percent) and Interpersonal Relationships (50.5 percent). First year teachers rated between strong and weak were rated as exhibiting two behaviors often or always over 60 percent of the time – knows the content knowledge and collaborates with other teachers. First year teachers rated between strong and weak were rated as exhibiting three behaviors over 50 percent of the time, knowing the appropriate South Carolina Academic Standards for their disciplines (51.4 percent), developing curriculum based on the South Carolina Academic Standards for their disciplines, and being capable of participating in parent conferences. On all statements the difference between the percentage of first year teachers rated strong and first year teachers rated between strong and weak often or always exhibiting a behavior was statistically significant.

Similar to the first year teachers rated strong, the survey subsection with the lowest overall average percentage of first year teachers rated between strong and weak exhibiting behaviors was Assessment, with 28.2 percent often or always exhibiting behaviors. On five of the seven measures first year teachers rated between strong and weak were rated as exhibiting the behaviors often or always less than 30 percent of the time. Another comment provided by a respondent reinforced the concern over assessment: "Could use more help in developing assessments matched to the curriculum standards and help in analyzing the assessments."

First year teachers rated weak had no subsections in which they averaged exhibiting behaviors often or always more than 20 percent of the time. The two subsections with the highest average for first year teachers rated weak were the same as for teachers rated strong and between strong and weak but in reverse order; Interpersonal Relationships had an average of 19.1 percent while Content Knowledge was 18.1 percent. On only three behaviors were first year teachers rated weak rated as exhibiting the behavior often or always over 25 percent of the time – knowing the subject matter, collaborating with other teachers, and engaging families in supporting the child's education. On all statements the difference between the percentage of first year teachers rated between strong and weak and first year teachers rated weak often or always exhibiting a behavior was statistically significant.

Similar to the first year teachers rated strong and first year teachers rated between strong and

weak, the survey subsection with the lowest overall average percentage of first year teachers rated weak exhibiting behaviors was Assessment, with 6.4 percent often or always exhibiting behaviors. On all seven measures first year teachers rated weak were rated as exhibiting the behaviors often or always less than eight percent of the time.

First year teachers rated as between strong and weak and first year teachers rated as weak were identified as having problems with classroom management. Classroom management issues have long been identified as a problem area for first year teachers. More respondents provided a comment on management than any other topic. Selected comments included: “Classroom management continues to be a problem for most first year teachers. Effective strategies for management should be a major focus of the preparation;” “Our first year teachers lack preparation in the area of relationship building with students and parents, and training in effective classroom management;” and “Throughout my six years I have hired first year teachers from both public and private in state colleges. As a whole classroom management is the area that gives them the most difficulty in a school setting.”

First year teachers rated as between strong and weak and first year teachers rated as weak were identified as having problems with addressing individual student needs as well. Addressing individual student needs is becoming more and more important as educators learn about different learning styles and how the brain learns. Comments made by respondents about individualized instruction included: “Prepare teachers to assess and better understand different learning styles. Prepare students to differentiate assessment;” “Many of our new teachers lack stamina, drive, and initiative to plan for differentiated lessons, preferring whole class instruction;” and “First year teachers need to have more experience in learning styles of students, planning units of study, and collaborative team planning.”

Assessment was the primary area where all three categories of first year teachers exhibited behaviors least often, indicating that first year teachers may need additional training in assessment. There was a greater difference in the drop in percentage of first year teachers rated between strong and weak and strong first year teachers on almost every behavior than there was between first year teachers rated between strong and weak and first year teachers rated weak. In contrast, the strongest area for all three classifications of first year teachers was content knowledge, an area that received a great deal of attention in teacher training during the 1980s and 1990s.

A fourth area that open response comments identified as an area of concern for first year teachers was knowing how to teach reading. Comments about reading instruction included: “One area in which we have seen weakness is in the area of knowledge of a variety of specific reading strategies to meet the needs of students on varying levels. Our student teachers come in with the ability to write terrific lesson plans, but are often not able to differentiate instruction, particularly in the area of reading;” “Teacher prep programs need to enhance training in the areas of assessment, analyzing data, and reading instruction – teaching children HOW to read;” and “First year teachers need a firm foundation of literacy and the teaching of reading.” These comments fall in line with the state’s performance on reading assessments, which is lower than performance on other content assessments.

First year teachers, regardless of the rating they received by the respondent, are developing as professionals. With that in mind, Table 3 displays the percentage of first year teachers exhibiting behaviors sometimes, often or always by ratings. When sometimes is included in the

Table 3
Percentage Frequency of First Year Teachers
Sometimes, Often or Always Exhibiting Behaviors by Rating

Content Knowledge	**Strong N=504**	**Between N=327**	**Weak N=140**
Knows the subject matter	99.2	90.5	68.6
Knows content-specific pedagogy	98	82.6	36.4
Delivers content knowledge in a clear manner	98.4	80.1	35
Knows the appropriate SC Academic Standards	98.4	84.1	48.6
Average	98.5	84.3	47.2
Management			
Understands and carries out routine tasks	99	87.5	40
Employs effective classroom management techniques	97.4	66.7	24.3
Addresses individual student behavior issues	97.6	69.7	27.9
Maximizes time on task	97.2	71.9	20
Maintains useful records	98.2	82.3	37.1
Average	97.9	75.6	29.9
Instruction			
Has a broad knowledge of instructional strategies	96.2	77.1	31.4
Has adequate knowledge of learning styles	95.6	76.1	27.1
Creates a supportive learning environment	97.6	81.7	28.6
Establishes high expectations for all students	98.6	78.9	29.3
Addresses individual student learning needs	95	72.5	21.4
Works with a wide variety of student ability levels	96.6	76.8	30.7
Presents challenging lessons	96.6	78	28.6
Integrates technology in instruction	95.2	79.5	42.1
Average	96.4	77.6	29.9
Curriculum			
Develops curriculum based on Academic Standards	98.8	86.9	47.1
Uses a variety of material to deliver curriculum	98.6	86.2	46.4
Plans for individual student needs	96.2	71.3	22.1
Understands their role in total school curriculum	96.8	75.5	25
Average	97.6	80	35.2
Assessment			
Has a broad knowledge of assessment strategies	95.6	70	22.9
Develops grade level/content-appropriate assessments	95.8	73.7	26.4
Communicates assessment information to all audiences	95.4	69.4	23.6
Uses assessment to enhance instruction	96.6	69.1	23.6
Differentiates assessments for individual needs	94.6	60.2	19.3
Is able to use assessment to inform/improve instruction	96.4	69.7	25
Has basic knowledge of statistical processes to analyze assessments appropriately and use results	92.5	69.1	22.1
Average	95.3	68.7	23.3
Interpersonal Relationships			
Capable of participating in parent conferences	98.2	89.6	49.3
Collaborates with other teachers	98.4	89.6	47.1
Understands the community of the school	97	81.3	35
Engages families in supporting the child's education	96.8	75.5	25
Engages in professional activities outside of school	96	79.5	37.9
Average	97.3	83.1	38.9

percentage of first year teachers exhibiting behaviors, a different perspective is shown. First year teachers rated strong are rated exhibiting behaviors sometimes, often or always over 95 percent in all subsections of the survey, and only rated below 95 percent on two statements. The first year teachers rated strong, even if they did not exhibit the behaviors often or always, possess the skills needed to develop into even stronger teachers with more experience.

First year teachers rated between strong and weak were rated as exhibiting behaviors far more frequently when "sometimes" was added to the percentage of exhibited behaviors. On three subsections first year teachers rated between strong and weak averaged exhibiting behaviors sometimes, often or always 80 percent of the time or more. On every statement except one, the percentage of first year teachers rated between strong and weak rated as exhibiting behaviors increase 30 percent or more. The increase is statistically significant and indicates that the first year teachers rated between strong and weak have been exposed to the skills needed to be good teachers, but more experience is needed. A strong teacher coach or mentor during their first year on the job would be of benefit for these first year teachers. Assessment, overall, remained an area of concern even when sometimes exhibiting the behaviors was included, as was classroom management.

The percentage of first year teachers rated weak rated as exhibiting behaviors sometimes, often or always increased as well, but not at the same frequency as the first year teachers rated between strong and weak. On the subsection Content Knowledge, the average of first year teachers rated weak exhibiting the behaviors increased almost 30 percent and several individual behaviors saw increases of over 30 percent. First year teachers rated weak, however, did not average 50 percent exhibiting behaviors on any subsection. The first year teachers rated weak would not only benefit from a strong teacher coach or mentor during their first year, they probably need an improvement plan and perhaps another year in the induction program to develop the skills needed to become a good teacher. These individuals may have been exposed to the skills during their teacher preparation programs, but they have not translated that exposure into frequent use in the classroom, according to the respondents.

Analysis: First Year Teachers – Ratings and School Characteristics

Poverty Level

Comparing the three groups of first year teachers to each other is only one way to analyze the data received through the survey. A second way to analyze the data is to add an additional variable to the analysis, such as poverty level of the school, size of school enrollment, or school type (primary, elementary, middle, etc.). Table 8 on pages 34-35 in Appendix D displays the data on the three groups of first year teachers distributed among four levels of school poverty - <25 percent, 25-50 percent, 51-75 percent and >75 percent.

A review of the data finds that the average percentages of strong, between strong and weak, and weak first year teachers exhibiting behaviors in the six research areas remains consistent across the four levels of poverty. There is no significant statistical difference between the percentage of first year teachers exhibiting a behavior at a school with a poverty level <25 percent and a school with a poverty level >75 percent when strong teachers are compared to each other, between strong and weak teachers are compared to each other, or weak teachers are compared to each other. The significant statistical differences occur when the three rating levels are compared to each other within a poverty level. This finding is consistent with the overall findings presented earlier in this report regarding the percentages of first year teachers rated strong often or always exhibiting behaviors compared to the percentages of first year teachers rated between strong and weak and first year teachers rated weak often or always

exhibiting behaviors.

The areas of strength and weakness for each of the three groups of teachers remain consistent throughout the poverty levels, as well. The subsection of Content Knowledge remains the subsection with the highest percentage of first year teachers rated as exhibiting behaviors often or always. Assessment is the subsection that has the lowest percentage of first year teachers exhibiting behaviors often or always, regardless of poverty level of the schools or the group of first year teachers. The pattern holds true when “sometimes” is added to “often and always.”

School Location

Table 9 on pages 36-37 in Appendix D displays the data on the three classifications of first year teachers distributed among the three locations of schools: Urban/Inner City, Suburban, and Rural/Small town. The table shows that the data patterns identified in the poverty level data continue. There is no significant statistical difference between the first year teachers rated as strong exhibiting behaviors among the three classifications of location, nor is there a significant statistical difference for the first year teachers rated between strong and weak and the first year teachers rated weak among the three classifications of location. What is interesting, however, is that the first year teachers rated strong exhibit behaviors often or always more frequently in the urban schools than in the suburban or rural schools. The same pattern holds true for the first year teachers rated weak in most instances. On the contrary, the pattern is different for the first year teachers rated between strong and weak – in almost every instance the rural teachers exhibit behaviors more often than the urban or suburban teachers. None of the differences are statistically significant. When “sometimes” is added to the first year teachers exhibiting behaviors “often and always,” there is no change to the data patterns presented above.

School Level

Table 4 below highlights the data on level of school and first year teachers. The pertinent data point for this disaggregation of the data is that high schools tend to have fewer teachers rated strong and more teachers rated between strong and weak and teachers rated weak than primary, elementary, or middle schools. The high school teachers exhibit knowledge of content less often than teachers in the other three types of schools. Content knowledge is more specialized in the high school courses, and perhaps that is why respondents indicated that the first year teachers in high school did not exhibit the behavior as frequently as the first year teachers at the other three levels.

Table 3 - Number and Percentage Rated Strong, Between, and Weak Often or Always By School Level

Number of Each Type of School by Level and **Strong, Between and Weak**					Percentage of Each Type of School by Level and **Strong, Between and Weak**			
	Pri	**Elem**	**Mid**	**High**	**Pri**	**Elem**	**Mid**	**High**
Strong	22	242	123	102	48.89%	53.30%	51.04%	50.25%
Between	16	157	81	62	35.55%	34.58%	33.61%	30.54%
Weak	7	55	37	39	15.56%	12.11%	15.35%	19.21%
			30	267	155	140		

School Enrollment
Table 10 on pages 38-40 in Appendix D displays the data on the three classifications of first year teachers distributed among the six different student enrollment distributions of schools – <250, 251-500, 501-750, 751-1000, 1001-1250 and >1250. The table shows that the decrease in percentages from first year teacher rated strong to first year teachers rated between strong and weak to first year teachers rated weak is almost identical for all size schools. This pattern indicates that there is no difference in the preparation of teachers hired for the various size of schools.

Teacher Preparation Program
Table 11 on pages 41-43 in Appendix D displays the data on the three groups of first year teachers distributed among the six different types of preparation programs – in-state public college, in-state private college, in-state non-traditional, out-of-state public, out-of-state private, and out-of-state non-traditional. Respondents provided information on 958 of the 971 teachers rated. Of the 958, 762 (79.5 percent) were trained in-state, while 196 (20.5 percent) were trained out-of-state. Furthermore, 414 (83.5 percent) of the 496 first year teachers rated strong were trained in-state, 252 (77.8 percent) of the 324 first year teachers rated between strong and weak were train in-state, and 96 (69.6 percent) of the 138 first year teachers rated weak were trained in-state. The in-state trained first year teachers can be compared to the out-of-state teachers as a whole, as can a comparison of the first year teachers trained at an in-state public institution to the first year teachers trained in an out-of state institution. Comparisons between first year teachers trained in private institutions and in non-traditional programs is not possible because the number of first year teachers trained in these programs is too small for valid comparisons to be made.

Overall, when comparing the first year teachers trained by an in-state program to those trained by an out-of state program, there are few differences that are statistically significant. One question on which there was a statistically significant difference is “Knows the appropriate SC Academic Standards.” Overall, first year teachers trained in in-state programs exhibited the behavior more often than the first year teachers trained by a program that was out-of-state. This was true for first year teachers rated strong and for first year teachers overall. This situation is understandable since first year teachers trained out-of-state are being exposed to the SC Academic Standards for the first time. In other areas differences can be found, but they are not statistically significant.

There also are few differences found between the different type of in-state and out-of-state programs. First year teachers trained at in-state public institutions are not identified more frequently as strong than those trained at in-state private institutions. Nor is there a statistically significant difference between traditional training programs and non-traditional programs. The sheer difference in numbers rated is the result of the public institutions being larger and training more teachers.

School Site Support and Retention Data
The final portions of the survey collected information from the respondents on the specific first year teachers regarding the number of times observed, the type of teacher preparation program in which the first year teacher participated, types of support offered to the first year teacher by the school, whether the first year teacher was offered a contract for 2008-09, and what reasons the first year teachers who were leaving the school after the 2007-08 school year gave for leaving. Regarding the number of observations conducted, respondents could choose, 0, 1, 2, or 3 or more. Regardless of whether the first year teacher was identified as strong, weak, or between strong and weak, 95 percent of respondents reported observing the first year teacher

three or more times.

The types of support offered first year teachers were reported next. Respondents could check multiple types of support per teacher. Table 5 displays the results of the survey. Respondents reported offering the first year teachers a multitude of support mechanisms, including mentors and buddy teachers/coaches, opportunities to observe excellent teachers, and opportunities to attend professional development activities outside of the school.

Table 5
Support Opportunities Offered to First Year Teachers

	Strong	Between	Weak
Orientation of the school	489 (97)	324 (99.1)	139 (99.3)
Orientation of the district	471 (93.5)	306 (93.6)	134 (95.7)
A mentor	488 (96.8)	319 (97.6)	136 (97.1)
A buddy teacher/coach	368 (73)	246 (75.2)	100 (71.4)
Induction Program	476 (94.4)	314 (96)	131 (93.6)
Frequent classroom visits	480 (95.2)	310 (94.8)	137 (97.9)
Professional development opportunities outside of school	439 (87.1)	286 (87.5)	122 (87.1)
Opportunities to observe excellent teachers	420 (83.3)	280 (85.6)	122 (87.1)
Technology and appropriate training to use it effectively	412 (81.7)	260 (79.5)	116 (82.9)

Information on contract status for the 2008-09 school year and the number of teachers expected to return is displayed in Table 6. Overall, 923 of the 971 first year teachers (95.1 percent) were offered contracts for 2008-09 without provisions of an improvement plan. Twenty (2.1 percent) were offered a contract with the provision of an improvement plan, and 22 (2.3 percent) were not offered a contract. The status of six teachers (.6 percent) is unknown. Respondents indicated that 882 of the 971 teachers (90.8 percent) were expected to return to the school in 2008-09. The strong first year teachers were more likely to receive a contract for 2008-09 than the other first year teachers. It is interesting that of the 140 weak teachers, only six were not offered contracts for 2008-09, and only three (2.1 percent) were offered contracts with improvement plans. More first year teachers rated between strong and weak received contracts with improvement plans (12, or 3.7 percent) than did first year teachers rated weak. This data raises the questions of why principals retain first year teachers they consider weak, with or without an improvement plan. Are they concerned they may not be able to fill the position, or do they think they can help the first year teacher become a better teacher over time? Are they optimistic that the first teacher will improve with more experience, or do they simply respect the process of professional maturation?

Table 6
Contract Status for 2008-09

	Strong	Between	Weak
Offered contract, no improvement plan	492 (97.6)	300 (91.7)	131 (93.6)
Offered contract with improvement plan	5 (1.0)	12 (3.7)	3 (2.1)
Not offered a contract	5 (1.0)	11 (3.4)	6 (4.3)
No response	2 (0.4)	4 (1.2)	0 (0.0)
Number of teachers expected to return	465 (92.3)	296 (90.5)	121 (86.4)

Respondents were asked to report why teachers were not returning. Table 7 lists the various reasons offered in the survey and the response rates. The most frequent reason given for not

returning to a school was moving closer to home; family matters was the next most frequent choice.

Table 7
Reasons Given for First Year Teachers Not Returning in 2008-09

	Strong	Between	Weak
Family matters	9	4	4
Moving closer to home	13	14	10
Getting married	3	1	1
Higher salary	3	0	1
Wanted different grade level/courses to teach	6	2	0
Inadequate housing	0	0	0
Lack of collegial faculty	0	2	0
Not offered contract – positions cut at school	1	4	1
Not offered contract due to performance	3	2	4
Working conditions	1	1	1

Additional surveys are needed to collect information on this topic for further exploration of particular issues such as the contract decision by principals A survey of first year teachers during their first year of teaching is needed to provide corroborating or conflicting data.

Summary Findings and Future Actions Based upon the Findings

The purposes of this study were to determine the readiness of teachers new to the classroom, to determine specific concerns regarding new teachers, and to determine the perceived strengths and weaknesses of teachers new to the classroom. Data collected through the survey questions and the open comments provided by respondents indicate that many of the teachers entering the classroom for the first time are prepared for the classroom. The data the respondents provided showed that 85.6 percent of the first year teachers were strong or between weak and strong and exhibited the behaviors sometimes, often or always. While superintendents and principals have expressed concern about the first year teachers they have employed, the data from the survey indicate that those first year teachers are equipped for the classrooms as first year teachers, but they are only beginning the journey to becoming an experienced professional. Perhaps superintendents and principals have been comparing their first year teachers to their veterans, and if that is the case, then they should remember that all first year teachers need the chance to develop and become better teachers. Emphasis should be on helping those new teachers improve, regardless of whether the first teacher is strong, between strong and weak, or weak. If a first year teacher is considered weak, administrators should concentrate on providing those weak teachers with improvement plans if they plan to retain them.

According to the respondents, first year teachers in 2007-08 were perceived to be strongest in Content Knowledge and Interpersonal Relationships. First year teachers also were knowledgeable of the South Carolina Academic Standards for their disciplines and used the standards to develop their curriculum. Assessment was the weakest area for the first year teachers. First year teachers rated between strong and weak and rated weak also were weak in classroom management skills and were identified as having problems addressing individual student needs as well. Open comments provided by respondents also indicated that first year teachers need more preparation in how to teach reading.

Findings

- A representative cross section of respondents from the various school levels, locations, poverty levels and enrollments was received.

- Respondents reported that they had observed almost all of their new teachers at least three or more times during the school year.
- Numerous respondents stated that the recent first years teachers were “better” than in previous years.
- Almost 52 percent of the first year teachers were rated by the respondents as “strong” overall; less than 15 percent were rated “weak” overall.
- Most first year teachers are strongest in content knowledge.
- Most first year teachers are weakest in the area of assessment.
- Most first year teachers rated between strong and weak and weak exhibited behaviors less frequently in the areas of individualized instruction and/or personalization of instruction, classroom management, and discipline for individual students.
- Reading was identified by respondents in the open response opportunity as an area where first year teachers need better preparation.
- There was no significant statistical difference in the frequency that first year teachers exhibited behaviors among the four poverty levels, regardless of the rating of the first year teacher.
- There was no significant statistical difference in the frequency that first year teachers exhibited behaviors among the school locations or size of school enrollment, regardless of the rating of the first year teacher.
- High school teachers rated strong exhibited knowledge of content less frequently than middle and elementary teachers rated strong.
- Teachers rated weak were offered contracts for the 2008-09 school year with the same frequency as teachers rated strong or between strong and weak without improvement plans.

Use of Survey Data

1) Institutions that Prepare Teachers

The New Teacher Preparation Survey Advisory Group strongly recommends that individuals employed in teacher preparation institutions, and the teacher preparation programs as a whole, use the data obtained through this survey to evaluate their existing courses and programs in regards to all areas, but especially in the areas of Assessment, Classroom Management, Professionalism, Interpersonal Relationship Skills, Individualized Instruction, and Reading. The internal evaluations could, and should, ask:

- In which courses are these topics and/or skills taught?
- How recently has the content of the courses been updated?
- How much emphasis is given to these topics in the overall teacher preparation program?
- Are there new courses that should be developed as part of the overall program?
- How are teacher candidates assessed to determine how they are putting into practice the information learned in the classes?
- How do we require new teacher candidates to practice these topics in the early field experiences?
- How can we expand the number of quality early field experiences for our candidates?
- How do (or can) we support our graduates during the first year in the classroom?
- How can we build stronger relationships with school districts regarding new hires?

2) School Districts and Principals

School district human resource personnel and principals and/or other individuals interviewing potential new teachers should :

- Evaluate the interview process now used and include questions addressing the areas of Assessment, Classroom Management, Professionalism, Interpersonal Relationship Skills, Individualized Instruction, and Reading.
- Review transcripts for potential teachers for courses in these same areas.
- Prepare materials for distribution that emphasize professionalism expectations for their employees.
- Evaluate the process used to determine whether first year teachers viewed as weak should receive contracts without improvement plans.

3) Policymakers

- All individuals completing a teacher preparation program, whether a traditional or non-traditional program, and regardless of content discipline or grade level, be required to successfully complete a course on reading instruction.
- All continuing teachers, regardless of content discipline or grade level, should be required to successfully complete a course on reading instruction by the end of the 2013-2014 school year.
- A survey of first year teachers should be conducted to obtain their feedback on their readiness for the classroom.
- A follow-up study on why weak teachers are retained should be conducted.

Appendixes

Appendix A

New Teacher Preparation Survey Advisory Group

National Consultants

New Teacher Preparation Survey Advisory Group

Jo Anne Avery – Anderson School District 4
Ed Cox – University of South Carolina, Columbia
Nancy Dunlap – Clemson University
Cynthia Gant – Colleton County Schools
Paula Gregg – Commission on Higher Education
Wally Hall – Greenwood District 52, Edgewood Middle School
Allison Jacques – South Carolina Department of Education
Charles Love – University of South Carolina, Upstate
Jane Sharp – Rock Hill District 3, Belleview Elementary School
Julie Von Frank – Dillon School District 2, Dillon High School
Jeff Wilson – Anderson School District 5

National Consultants

J. Phil Bennett – Emporia State University
Moreen Carven – Marian University

Appendix B

Teacher Preparation Survey

Teacher Preparation Survey

The purpose of this survey is to ascertain the level of readiness of teachers new to the classroom (first year teachers).

*** Demographic Information**

Please identify your school district.

*** School Level**

Primary
Elementary
Middle
High
Career Center
Other (Please explain)

*** School Enrollment**

<250
251-500
501-750
751-1000
1001-1250
>1250

*** Percent Free and/or Reduced Lunch**

<25%
25%-50%
51%-75%
>75%

*** School Location**

Urban/Inner City
Suburban
Small Town/Rural

*** Student Population:**

% African American

*** Student Population:**

% Asian

*** Student Population:**

% Hispanic

*** Student Population:**

% White

*** Student Population:**

% Other

*** Number of teaching positions at school:**

*** How many positions at your school are filled with long-term substitutes?**

*** How many teachers at your school are teaching out-of-field?**

Respondent Data

What is your position at your school?

Principal Asst.
Principal
Lead Teacher
Teacher Coach
Other: Please explain

What is your ethnicity?

African American
Asian
Hispanic
White
Other:

What is your highest level of Education?

Bachelors
Masters
Ed Specialist
Doctorate

How many years have you been in education?

1-5
6-10
11-15
16-20
21-25
26-30
30+

How many years has the principal of your school been a principal anywhere?

How many years has the principal been at your school?

How many first year teachers did your school have in 2006-07?

How many first year teachers in 2006-07 returned to school in 2007-08?

*** How many first year teachers were at your school in 2007-08?**

None
One
Two
Three or more

If more than three, how many new teachers did your school have in 2007-08?

How many first year teachers in 2007-08 are expected to return to school in 2008-09?

How many first year teachers in 2007-08 were products of traditional teacher preparation programs?

How many first year teachers in 2007-08 were participants in the PACE program?

How many first year teachers in 2007-08 were participants in the Troops to Teachers program?

How many first year teachers in 2007-08 were participants in the International Teacher Recruitment program?

How many first year teachers in 2007-08 were trained by other non-traditional programs? (i.e. Career Changers, ABCTE, Work-Based (CATE), JROTC, out-of-state non-traditional programs, etc.)

Please specify.

Areas of Interest

In this section of the survey, please provide information on up to three (3) first year teachers. If you have less than 3 teachers in your school, provide detail on only those teachers you have. If you have more than three new teachers at your school this year, please provide information on your strongest first year teacher, your weakest first year teacher, and one other first year teacher. Provide detail on your strongest first year teacher first; your weakest first year teacher second, and the one whose skills fall in between last.

Please rate the following teachers in 2007-08 in your school in regards to the level at which they exhibit the following behaviors using a 0-5 scale, with

0)no knowledge
1)never exhibits the behavior
2)seldom exhibits the behavior
3)sometimes exhibits the behavior
4)often exhibits the behavior
5)always exhibits the behavior

Choose one. Answer follow-up questions regarding teacher you choose.
This teacher is:

Strong
Weak
Between weak and strong

Content Knowledge	**0**	**1**	**2**	**3**	**4**	**5**
Knows the subject matter						
Knows content-specific pedagogy						
Delivers content knowledge in a clear manner						
Knows the appropriate SC Academic Standards						
Management						
Understands and carries out routine tasks						
Employs effective classroom management techniques						
Addresses individual student behavior issues						
Maximizes time on task						
Maintains useful records						
Instruction						
Has a broad knowledge of instructional strategies						
Has adequate knowledge of learning styles						
Creates a supportive learning environment						
Establishes high expectations for all students						
Addresses individual student learning needs						

Works with a wide variety of student ability levels						
Presents challenging lessons						
Integrates technology in instruction						
Curriculum						
Develops curriculum based on Academic Standards						
Uses a variety of material to deliver curriculum						
Plans for individual student needs						
Understands their role in total school curriculum						
Assessment						
Has a broad knowledge of assessment strategies						
Develops grade level/content-appropriate assessments						
Communicates assessment information to all audiences						
Uses assessment to enhance instruction						
Differentiates assessments for individual needs						
Is able to use assessment to inform/improve instruction						
Has basic knowledge of statistical processes to analyze assessments appropriately and use results						
Interpersonal Relationships						
Capable of participating in parent conferences						
Collaborates with other teachers						
Understands the community of the school						
Engages families in supporting the child's education						
Engages in professional activities outside of school						

How many times have you observed this teacher teaching?

0
1
2
3 or more

Which Teacher Certification Program did the teacher experience?

In-state Public Traditional
In-state Private Traditional
In-state Non-Traditional
Out-of-State Public Traditional
Out of-State Private Traditional
Out-of-State Non-Traditional

What support was provided the teacher (check all that apply)?

Orientation of the school	
Orientation of the district	
A mentor	
A buddy teacher/coach	
Induction Program	
Frequent classroom visits	
Professional development opportunities outside of school	
Opportunities to observe excellent teachers	
Technology and appropriate training to use it effectively	
Other (Explain)	

Was this teacher offered a contract for 2008-09?

Yes
Yes, but on diagnostic program
No

Is the teacher planning to return to the school for 2008-09?
Yes
No

If "No," what is (were) the primary reason(s) for his/her departure? (check all that apply)

Family matters	
Moving closer to home	
Getting married	
Higher salary	
Wanted different grade level/courses to teach	
Inadequate housing	
Lack of collegial faculty	
Not offered contract - positions cut at school	
Not offered contract due to performance	
Working conditions	
Other (Please describe)	

Please provide any other comments you may have regarding the preparation of first year teachers. (Please limit your comments to 500 characters).

Do you want to receive further updates about the work of the SC Education Oversight Committee (EOC)?
Yes
No

Thank you. We appreciate your time in the completion of this survey.

Appendix C

Email Sent to Principals, April 21, 2008

Dear Principal,

On behalf of the Education Oversight Committee (EOC), I encourage you to participate in this survey on the preparation of new teachers.

The primary purposes of the survey will be to gather data on the preparedness of individuals new to the classroom to:

- Determine the readiness of teachers new to the classroom.
- Determine specific concerns regarding new teachers.
- Determine the perceived strengths and weaknesses of teachers new to the classroom.

The survey has been constructed with advice from several principals and teacher preparation institutions. Your responses will be kept confidential and will be used only for research purposes by the EOC, and we prefer that you answer the survey personally. **The deadline for completing the survey is midnight on Monday, May 5, 2008**.

To access the survey, click on the web address below. Your user name is your school email address. When prompted for a password, enter **teacher,** lower case letters only. Please be aware that there is a "timeout" feature to the survey; if the site remains active for longer than 30 minutes, you may get timed out. I encourage you to utilize the save button provided at strategic places in the survey as you proceed. Please click the "submit" button at the end of the survey to make certain your answers are recorded.

http://eoc.sc.gov/informationforeductators/teachersurvey2008.htm

If the link does not work, copy and paste this address into your browser.

Please contact me or my assistant, Darlene Simmons, if you have any questions about the survey or the survey process. Our contact information is below. Thank you in advance for your participation and feedback.

Paul Horne
Director of Curriculum and Program Review, EOC
phorne@eoc.sc.gov
803-734-8906

Darlene Simmons
dsimmons@eoc.sc.gov
803-734-2714

Appendix D

Tables for School Poverty, School Location, School Enrollment, and Teacher Preparation Programs

Table 8
Percentage of First Year Teachers Rated Strong, Between and Weak Often or Always Exhibiting Behaviors Disaggregated by School Poverty Level

Program Type	Strong <25	Between <25	Weak <25	Strong 25-50	Between 25-50	Weak 25-50	Strong 51-75	Between 51-75	Weak 51-75	Strong >75	Between >75	Weak >75
N=	**50**	**24**	**13**	**168**	**93**	**35**	**164**	**111**	**50**	**122**	**99**	**42**
Content Knowledge												
Knows the subject matter	92	54.2	23.1	88.7	64.5	28.6	92.1	61.3	32	89.3	56.6	28.6
Knows content-specific pedagogy	88	50	23.1	85.8	47.3	11.4	88.4	46.8	18	83.6	43.4	11.9
Delivers content knowledge in a clear manner	92	50	15.4	87.5	46.2	5.7	89	47.7	8	88.5	38.4	9.5
Knows the appropriate SC Academic Standards	90	58.3	46.1	89.3	57	11.4	86.6	56.7	18	85.2	38.4	19
Average	90.50	53.13	26.93	87.83	53.75	14.28	89.03	53.13	19.00	86.65	44.20	17.25
Management												
Understands and carries out routine tasks	90	54.2	30.8	90.5	54.8	8.6	89	52.3	12	87.7	40.4	11.9
Employs effective classroom management techniques	88	33.3	15.4	80.4	32.3	8.6	83	27.9	6	80.3	19.2	4.8
Addresses individual student behavior issues	88	37.5	23.1	81.6	36.5	8.6	84.1	31.5	2	86.1	21.2	7.1
Maximizes time on task	88	45.8	15.4	82.8	39.8	8.6	82.9	29.7	2	83.6	25.3	9.5
Maintains useful records	94	50	38.5	89.3	48.4	11.4	88.4	48.6	6	83.6	44.4	4.8
Average	89.60	44.16	24.64	84.92	42.36	9.16	85.48	38.00	5.60	84.26	30.10	7.62
Instruction												
Has a broad knowledge of instructional strategies	84	29.2	15.4	82.7	30.1	11.4	79.9	33.3	14	77	30.3	9.5
Has adequate knowledge of learning styles	82	41.7	23.1	78.6	31.2	2.9	78.7	27	10	76.2	27.3	9.5
Creates a supportive learning environment	94	50	30.8	85.7	42.9	5.7	89	48.6	8	85.2	37.4	14.3
Establishes high expectations for all students	90	37.5	30.8	84.5	49.5	5.7	89	42.3	4	86.9	38.4	14.3
Addresses individual student learning needs	88	33.3	23.1	78	31.2	2.9	79.9	31.5	2	78.7	29.3	7.1
Works with a wide variety of student ability levels	92	41.7	23.1	85.7	59.5	5.7	83.5	43.2	6	82	35.3	9.5
Presents challenging lessons	92	37.5	15.4	84.5	41.9	2.9	81.1	35.1	4	84.4	25.3	7.1
Integrates technology in instruction	90	54.2	46.1	79.2	50.5	17.1	82.3	40.5	20	74.6	35.3	9.5
Average	89.00	40.64	25.98	82.36	42.10	6.79	82.93	37.69	8.50	80.63	32.33	10.10

Program Type	Strong <25	Between <25	Weak <25	Strong 25-50	Between 25-50	Weak 25-50	Strong 51-75	Between 51-75	Weak 51-75	Strong >75	Between >75	Weak >75
N=	**50**	**24**	**13**	**168**	**93**	**35**	**164**	**111**	**50**	**122**	**99**	**42**
Curriculum												
Develops curriculum based on Academic Standards	92	45.8	38.5	89.3	55.9	11.4	90.2	54.1	26	84.4	47.5	9.5
Uses a variety of material to deliver curriculum	92	45.8	30.8	90.5	47.3	11.4	89	45.9	16	84.4	31.3	7.1
Plans for individual student needs	88	33.3	23.1	79.2	33.3	2.9	82.3	30.6	6	73.8	25.3	9.5
Understands their role in total school curriculum	82	41.7	41.7	82.7	41.9	41.9	84.1	37.8	37.8	76.2	33.3	33.3
Average	88.50	41.7	33.53	85.43	44.60	16.90	86.40	42.10	21.45	79.70	34.35	14.85
Assessment												
Has a broad knowledge of assessment strategies	78	33.3	15.4	73.2	27.9	2.9	77.4	25.2	10	69.7	36.7	4.8
Develops grade level/content-appropriate assessments	82	37.5	15.4	80.3	33.3	8.6	82.9	31.5	6	76.2	38.4	7.1
Communicates assessment information to all audiences	80	33.3	15.4	76.2	31.2	5.7	78.7	28.8	8	72.9	31.3	4.8
Uses assessment to enhance instruction	76	33.3	23.1	70.8	32.3	5.7	80.5	24.3	6	76.2	30.3	2.4
Differentiates assessments for individual needs	80	33.3	23.1	69	21.5	2.9	71.9	25.2	4	64.7	20.2	2.4
Is able to use assessment to inform/improve instruction	84	37.5	15.4	76.8	31.2	2.9	78.7	23.4	6	72.1	28.3	2.4
Has basic knowledge of statistical processes to analyze assessments appropriately and use results	70	37.5	23.1	71.4	35.5	5.7	74.4	24.3	6	66.4	27.3	2.4
Average	78.57	35.10	18.70	73.96	30.41	4.91	77.79	26.10	6.57	71.17	30.36	3.76
Interpersonal Relationships												
Capable of participating in parent conferences	92	54.2	23.1	89.3	68.8	20	90.2	54.9	22	89.3	49.5	7.1
Collaborates with other teachers	94	50	46.1	89.9	66.7	25.7	89.6	61.3	24	89.3	54.5	21.4
Understands the community of the school	94	41.7	30.8	85.1	57	14.3	84.1	48.6	12	79.5	43.4	7.1
Engages families in supporting the child's education	90	45.8	23.1	83.3	49.5	25.7	84.1	40.5	10	79.5	34.3	7.1
Engages in professional activities outside of school	82	41.7	38.5	85.1	46.2	14.3	82.3	40.5	8	78.7	38.4	11.9
Average	90.40	46.68	32.32	86.54	57.64	20.00	86.06	50.96	15.20	83.26	44.02	10.92

Table 9
Percentage of First Year Teachers Rated Strong, Between or Weak Often or Always Exhibiting Behaviors Disaggregated by School Location

Program Type	Strong Urban	Strong Suburban	Strong Rural	Between Urban	Between Suburban	Between Rural	Weak Urban	Weak Suburban	Weak Rural
N=	**61**	**171**	**272**	**43**	**92**	**192**	**17**	**41**	**82**
Content Knowledge									
Knows the subject matter	95.1	88.3	90.4	46.5	59.8	63.6	47.1	31.7	24.4
Knows content-specific pedagogy	90.2	85.4	86	34.9	44.5	49.5	17.6	24.4	9.7
Delivers content knowledge in a clear manner	93.4	87.7	88.2	30.2	40.2	50	11.8	14.6	4.9
Knows the appropriate SC Academic Standards	93.4	85.4	87.1	32.5	54.3	54.1	35.3	26.8	12.2
Average	93.03	86.70	87.93	36.03	49.70	54.30	27.95	24.38	12.80
Management									
Understands and carries out routine tasks	90.2	90.1	88.6	34.9	52.1	51.6	23.5	19.5	7.3
Employs effective classroom management techniques	85.2	82.5	80.9	18.6	29.3	27.6	5.9	7.3	21.9
Addresses individual student behavior issues	86.9	85.4	82.7	25.6	28.3	32.3	5.9	4.9	8.5
Maximizes time on task	85.2	84.2	82.7	27.9	32.6	33.3	11.8	12.2	3.7
Maintains useful records	88.5	90.1	86.8	41.8	45.7	49.5	11.8	17.1	6.1
Average	87.20	86.46	84.34	29.76	37.60	38.86	11.78	12.20	9.50
Instruction									
Has a broad knowledge of instructional strategies	82	84.2	77.9	30.3	29.3	32.3	23.5	17.1	7.3
Has adequate knowledge of learning styles	80.3	78.9	77.9	25.6	26.1	31.8	23.5	12.2	4.9
Creates a supportive learning environment	91.8	87.7	86.4	34.9	44.6	44.8	17.6	14.6	8.5
Establishes high expectations for all students	91.8	86	86.8	32.5	42.3	45.3	11.8	14.6	7.3
Addresses individual student learning needs	78.7	81.3	79	23.3	26.1	34.9	5.9	7.3	4.9
Works with a wide variety of student ability levels	85.2	86.5	83.5	23.3	46.8	42.2	5.9	9.8	8.5
Presents challenging lessons	80.3	86	80.1	25.6	36.9	34.9	5.9	7.3	4.9
Integrates technology in instruction	86.9	83.6	76.5	32.6	50	41.6	29.4	24.4	13.4
Average	84.63	84.28	81.01	28.51	37.76	38.48	15.44	13.41	7.46

Program Type	Strong Urban	Strong Suburban	Strong Rural	Between Urban	Between Suburban	Between Rural	Weak Urban	Weak Suburban	Weak Rural
N=	61	171	272	43	92	192	17	41	82
Curriculum									
Develops curriculum based on Academic Standards	86.9	90.6	87.9	41.8	53.3	53.6	29.4	22	14.6
Uses a variety of material to deliver curriculum	90.2	91.2	86.8	25.6	47.8	42.7	23.5	19.5	6.1
Plans for individual student needs	80.3	83	77.6	20.9	32.6	30.8	11.8	9.8	6.1
Understands their role in total school curriculum	80.3	82.5	81.3	30.2	39.2	39.1	5.9	9.8	8.5
Average	84.43	86.83	83.40	29.63	43.23	41.55	17.65	15.28	8.83
Assessment									
Has a broad knowledge of assessment strategies	75.4	76.6	72.4	16.3	26.1	30.2	23.5	7.3	3.7
Develops grade level/content-appropriate assessments	82	81.9	79	20.9	29.4	40.1	23.5	9.8	3.7
Communicates assessment information to all audiences	78.7	78.4	75	23.3	28.6	33.3	23.5	9.8	1.2
Uses assessment to enhance instruction	77	75.4	75.7	13.9	30.4	31.7	11.8	9.8	3.7
Differentiates assessments for individual needs	67.2	73.7	68.4	13.9	20.6	26.6	5.9	9.8	2.4
Is able to use assessment to inform/improve instruction	72.1	78.4	77.2	16.3	27.2	31.3	11.8	7.3	2.4
Has basic knowledge of statistical processes to analyze assessments appropriately and use results	68.9	70.2	72.1	16.3	28.3	32.8	11.8	12.2	2.4
Average	74.47	76.37	74.26	17.27	27.23	32.29	15.97	9.43	2.79
Interpersonal Relationships									
Capable of participating in parent conferences	90.2	90.6	89.3	44.2	58.7	59.4	17.6	24.4	13.4
Collaborates with other teachers	90.2	90.1	90.1	46.5	58.7	64.1	17.6	34.1	23.2
Understands the community of the school	85.2	87.7	82	32.5	48.9	52.6	11.8	17.1	11
Engages families in supporting the child's education	86.9	83.6	82.3	27.9	43.5	43.8	11.8	17.1	7.3
Engages in professional activities outside of school	80.3	81.9	83.1	34.9	40.2	48.9	17.6	17.1	18.3
Average	86.56	86.78	85.36	37.20	50.00	53.76	15.28	21.96	14.64

Table 10
Percentage of First Year Teachers Rated Strong Often or Always Exhibiting Behaviors Disaggregated by School Enrollment

School size	< 250	< 250	< 250	251-500	251-500	251-500	501-750	501-750	501-750	751-1000	751-1000	751-1000	1001-1250	1001-1250	1001-1250	> 1250	> 1250	> 1250
Category	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**
N =	**26**	**25**	**8**	**115**	**78**	**31**	**185**	**117**	**44**	**104**	**62**	**26**	**26**	**20**	**9**	**48**	**25**	**22**
Content Knowledge																		
Knows the subject matter	84.6	60	25	90.4	57.7	29	90.8	56.4	25	94.2	66.1	26.9	84.6	65	22.2	85.4	68	45.5
Knows content-specific pedagogy	73.1	60	12.5	89.5	47.4	12.9	86.5	46.1	15.9	88.5	41.9	19.2	84.6	30	11.1	81.3	52	13.6
Delivers content knowledge in a clear manner	80.8	44	12.5	86.9	43.6	3.2	89.8	43.6	6.8	92.3	46.8	15.4	84.6	40	11.1	87.5	52	9.1
Knows the appropriate SC Academic Standards	84.6	52	12.5	88.7	46.1	12.9	87.6	48.7	22.7	90.4	59.7	15.4	84.6	50	33.3	81.3	60	22.7
Average	80.78	54.00	15.63	88.88	48.70	14.50	88.68	48.70	17.60	91.35	53.63	19.23	84.60	46.25	19.43	83.88	58.00	22.73
Management																		
Understands and carries out routine tasks	76.9	44	12.5	90.4	44.9	6.5	88.1	47	13.6	95.2	62.9	11.5	88.5	65	11.1	85.4	36	22.7
Employs effective classroom management techniques	73.1	16	0	84.3	23.1	6.5	78.4	29.1	6.4	91.3	32.3	7.7	80.8	30	11.1	75	24	9.1
Addresses individual student behavior issues	84.6	24	0	86.1	25.6	6.5	80	29.1	9.1	92.3	41.9	7.7	84.6	30	11.1	77.1	28	4.5
Maximizes time on task	73.1	16	0	84.3	30.8	6.5	83.2	33.3	6.8	89.4	38.7	11.5	84.6	35	0	75	32	9.1
Maintains useful records	80.8	40	0	88.6	50	9.7	87.6	45.3	9.1	92.3	46.8	11.5	84.6	50	22.2	85.4	56	9.1
Average	77.70	28.00	2.50	86.74	34.88	7.14	83.46	36.76	9.00	92.10	44.52	9.98	84.62	42.00	11.10	79.58	35.20	10.90
Instruction																		
Has a broad knowledge of instructional strategies	80.8	24	12.5	73.9	29.5	12.9	81.1	34.2	9.1	86.5	32.3	19.2	84.6	25	0	79.2	32	13.6
Has adequate knowledge of learning styles	76.9	40	12.5	74.8	29.5	9.7	77.8	26.5	6.8	81.7	33.9	7.7	80.8	10	11.1	81.3	36	13.6

School size	< 250	< 250	< 250	251-500	251-500	251-500	501-750	501-750	501-750	751-1000	751-1000	751-1000	1001-1250	1001-1250	1001-1250	> 1250	> 1250	> 1250
Category	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**
N =	**26**	**25**	**8**	**115**	**78**	**31**	**185**	**117**	**44**	**104**	**62**	**26**	**26**	**20**	**9**	**48**	**25**	**22**
Establishes high expectations for all students	84.6	44	12.5	87.8	41	3.2	86.5	41	13.6	90.4	50	11.5	88.5	40	11.1	81.3	40	9.1
Addresses individual student learning needs	80.8	32	0	75.7	34.6	6.5	80	29.9	4.5	88.5	35.5	7.7	76.9	15	11.1	70.8	24	4.5
Works with a wide variety of student ability levels	84.6	48	0	80.9	39.7	9.7	85.4	40.2	11.4	92.3	45.2	11.5	88.5	50	0	72.9	32	4.5
Presents challenging lessons	96.1	24	0	79.1	29.5	3.2	83.8	36.7	6.8	90.4	38.7	7.7	84.6	30	0	77.1	40	9.1
Integrates technology in instruction	84.6	52	0	73.9	32.1	22.6	81.6	45.3	15.9	86.5	48.4	26.9	80.8	40	33.3	72.9	44	9.1
Average	84.13	38.50	6.25	78.91	34.94	9.29	82.84	36.85	10.50	88.81	41.55	12.96	84.15	31.25	9.71	77.35	36.50	9.08
Curriculum																		
Develops curriculum based on Academic Standards	88.5	56	0	88.7	47.4	12.9	86.5	50.4	15.9	93.3	58.1	30.8	88.5	45	22.2	87.5	60	22.7
Uses a variety of material to deliver curriculum	84.6	36	0	86.9	37.2	6.5	88.6	40.2	13.6	92.3	56.5	23.1	84.6	40	11.1	87.5	36	18.2
Plans for individual student needs	76.9	28	0	78.3	28.2	6.5	78.4	30.8	9.1	84.6	30.6	7.7	80.8	25	11.1	79.2	36	9.1
Understands their role in total school curriculum	73.1	36	0	80.8	33.3	3.2	80	38.5	13.6	87.5	43.5	15.4	84.6	40	0	79.2	36	4.5
Average	80.78	39.00	0.00	83.68	36.53	7.28	83.38	39.98	13.05	89.43	47.18	19.25	84.63	37.50	11.10	83.35	42.00	13.63
Assessment																		
Has a broad knowledge of assessment strategies	69.2	32	0	69.6	26.9	9.7	75.7	23.9	4.5	77.9	32.3	3.8	76.9	25	11.1	72.9	28	13.6
Develops grade level/content-appropriate assessments	73.1	52	0	80	30.8	6.5	79.5	33.3	2.3	83.7	37.1	11.5	76.9	30	22.2	83.3	32	13.6

School size	< 250	< 250	< 250	251-500	251-500	251-500	501-750	501-750	501-750	751-1000	751-1000	751-1000	1001-1250	1001-1250	1001-1250	> 1250	> 1250	> 1250
Category	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**	**S**	**B**	**W**
N =	**26**	**25**	**8**	**115**	**78**	**31**	**185**	**117**	**44**	**104**	**62**	**26**	**26**	**20**	**9**	**48**	**25**	**22**
Communicates assessment information to all audiences	73.1	32	0	76.5	29.5	6.5	74.6	29.9	2.3	79.8	32.3	11.5	76.9	35	11.1	79.2	28	13.6
Uses assessment to enhance instruction	73.1	40	0	74.8	26.9	3.2	77.8	29.1	4.5	78.8	27.4	11.5	73.1	35	11.1	66.7	24	9.1
Differentiates assessments for individual needs	76.9	28	0	68.7	23.1	3.2	64.9	24.8	2.3	76.9	21	7.7	73.1	15	0	72.9	24	9.1
Is able to use assessment to inform/improve instruction	88.5	40	0	73	23.1	3.2	74.6	29.1	4.5	79.8	25.8	7.7	80.8	20	0	77.1	40	9.1
Is able to use assessment to inform/improve instruction	73.1	40	0	69.6	23.1	3.2	69.7	31.6	4.5	71.1	29	7.7	76.9	25	22.2	75	32	9.1
Average	75.29	37.71	0.00	73.17	26.20	5.07	73.83	28.81	3.56	78.29	29.27	8.77	76.37	26.43	11.10	75.30	29.71	11.03

Interpersonal Relationships

Capable of participating in parent conferences	88.5	48	0	93	50	22.6	87	60.7	13.6	95.2	61.3	19.2	88.5	60	11.1	83.3	60	22.7
Collaborates with other teachers	92.3	52	12.5	90.4	61.5	35.5	89.7	60.7	22.7	92.3	62.9	30.8	92.3	65	22.2	83.3	52	18.2
Understands the community of the school	73.1	52	0	82.6	41	9.7	84.3	54.7	15.9	89.4	50	19.2	92.3	55	11.1	79.2	36	9.1
Engages families in supporting the child's education	76.9	40	0	84.3	30.8	9.7	82.7	47.9	15.9	85.6	43.5	15.4	84.6	50	22.2	81.3	36	4.5
Engages in professional activities outside of school	76.9	36	0	80	44.9	16.1	87.6	53.8	18.2	81.7	38.7	23.1	84.6	40	22.2	72.9	28	9.1
Average	81.54	45.60	2.50	86.06	45.64	18.72	86.26	55.56	17.26	88.84	51.28	21.54	88.46	54.00	17.76	80.00	42.40	12.72

Table 11
Percentage of First Year Teachers Rated Strong Often or Always Exhibiting Behaviors Disaggregated by Teacher Preparation Program

Certification Program Category	In Pub S	In Pub B	In Pub W	In Priv S	In Priv B	In Priv W	In Non S	In Non B	In Non W	Out Pub S	Out Pub B	Out Pub W	Out Priv S	Out Priv B	Out Priv W	Out Non S	Out Non B	Out Non W
N =	**319**	**187**	**65**	**54**	**26**	**14**	**41**	**39**	**17**	**65**	**57**	**33**	**9**	**6**	**5**	**8**	**9**	**4**
Content Knowledge																		
Knows the subject matter	91.5	58.8	29.2	88.9	65.4	14.3	91.2	64.1	41.2	87.7	61.4	33.3	100	66.7	40	100	55.5	0
Knows content-specific pedagogy	88.7	45.5	18.5	83.3	69.2	7.1	75.6	33.3	11.8	87.7	49.1	18.2	100	66.7	0	87.5	33.3	0
Delivers content knowledge in a clear manner	90.3	47.1	10.8	85.2	57.7	7.1	85.4	33.3	0	89.2	42.1	12.1	88.9	66.7	0	100	22.2	0
Knows the appropriate SC Academic Standards	90.6	54.5	23.1	83.3	65.4	7.1	85.4	48.7	23.5	80	40.3	21.2	100	50	0	87.5	44.4	0
Average	90.28	51.48	20.40	85.18	64.43	8.90	84.40	44.85	19.13	86.15	48.23	21.20	97.23	62.53	10.00	93.75	38.85	0
Management																		
Understands and carries out routine tasks	90.6	50.3	15.4	85.2	53.8	14.3	82.9	46.1	23.5	92.3	49.1	6.1	100	50	0	100	44.4	0
Employs effective classroom management techniques	83.4	27.8	9.2	75.9	46.1	14.3	73.2	25.6	0	86.1	21.1	6.1	88.9	33.3	0	87.5	0	0
Addresses individual student behavior issues	86.2	31	7.7	77.8	46.1	14.3	82.9	30.8	5.9	83.1	22.8	6.1	77.8	50	0	100	11.1	0
Maximizes time on task	85.6	30.5	10.8	75.9	46.1	7.1	78	35.9	0	86.1	28.1	6.1	88.9	66.7	0	100	33.3	0
Maintains useful records	89	48.6	12.3	83.3	50	7.1	80.5	35.9	5.9	92.3	52.6	12.1	100	50	0	100	44.4	0
Average	86.96	37.64	11.08	79.62	48.42	11.42	79.50	34.86	7.06	87.98	34.74	7.30	91.12	50.00	0.00	97.50	26.64	0.00
Instruction																		
Has a broad knowledge of instructional strategies	83.7	32.1	16.9	74.1	61.5	7.1	63.4	20.5	5.9	87.7	28.1	12.1	88.9	16.7	0	87.5	11.1	0
Has adequate knowledge of learning styles	81.5	31.5	10.8	77.8	42.3	7.1	63.4	17.9	5.9	81.5	28.1	12.1	77.8	33.3	0	87.5	11.1	0

Certification Program Category	In Pub S	In Pub B	In Pub W	In Priv S	In Priv B	In Priv W	In Non S	In Non B	In Non W	Out Pub S	Out Pub B	Out Pub W	Out Priv S	Out Priv B	Out Priv W	Out Non S	Out Non B	Out Non W
N =	**319**	**187**	**65**	**54**	**26**	**14**	**41**	**39**	**17**	**65**	**57**	**33**	**9**	**6**	**5**	**8**	**9**	**4**
Instruction																		
Creates a supportive learning environment	89	47.1	16.9	83.3	50	7.1	85.4	30.8	5.9	87.7	40.3	9.1	100	33.3	0	100	44.4	0
Establishes high expectations for all students	88.1	41.7	12.3	83.3	53.8	7.1	87.8	38.5	11.8	89.2	43.9	9.1	88.9	50	0	100	55.5	0
Addresses individual student learning needs	82.7	32.1	6.2	72.2	50	7.1	73.2	17.9	0	76.9	28.1	9.1	88.9	33.3	0	100	33.3	0
Works with a wide variety of student ability levels	87.5	39	12.3	75.9	57.7	7.1	80.5	38.5	5.9	84.6	43.9	6.1	88.9	50	0	100	55.5	0
Presents challenging lessons	84.3	31	6.2	77.8	57.7	7.1	85.4	33.3	5.9	90.8	33.3	6.1	88.9	50	0	100	44.4	0
Integrates technology in instruction	83.4	43.3	21.5	68.5	61.5	7.1	80.5	41	29.4	80	40.3	18.2	88.9	33.3	0	75	22.2	0
Average	85.03	37.23	12.89	76.61	54.31	7.10	77.45	29.80	8.84	84.80	35.75	10.24	88.90	37.49	0.00	93.75	34.69	0
Curriculum																		
Develops curriculum based on Academic Standards	90.3	52.4	20	87	57.7	7.1	85.4	51.3	29.4	87.7	54.4	21.2	100	50	0	87.5	33.3	0
Uses a variety of material to deliver curriculum	90	43.3	9.2	85.2	50	7.1	87.8	41	11.8	87.7	38.6	12.1	100	50	0	100	22.2	0
Plans for individual student needs	81.8	31.5	12.3	77.8	46.1	7.1	65.9	28.2	0	83.1	22.8	6.1	88.9	16.7	0	100	22.2	0
Understands their role in total school curriculum	84.3	38.5	9.2	75.9	46.1	7.1	78	30.8	5.9	80	45.6	12.1	77.8	16.7	0	87.5	11.1	0
Average	86.60	41.43	12.68	81.48	49.98	7.10	79.28	37.83	11.78	84.63	40.35	12.88	91.68	33.35	0.00	93.75	22.20	0.00
Assessment																		
Has a broad knowledge of assessment strategies	75.9	27.3	7.7	72.2	46.1	7.1	65.9	25.7	5.9	78.5	22.8	9.1	66.7	16.7	0	100	22.2	0
Develops grade level/content-appropriate assessments	81.5	33.1	7.7	79.6	46.1	7.1	75.6	33.3	5.9	83.1	35.1	12.1	88.9	50	0	100	33.3	0

Certification Program Category	In Pub S	In Pub B	In Pub W	In Priv S	In Priv B	In Priv W	In Non S	In Non B	In Non W	Out Pub S	Out Pub B	Out Pub W	Out Priv S	Out Priv B	Out Priv W	Out Non S	Out Non B	Out Non W
N =	**319**	**187**	**65**	**54**	**26**	**14**	**41**	**39**	**17**	**65**	**57**	**33**	**9**	**6**	**5**	**8**	**9**	**4**
Assessment																		
Communicates assessment information to all audiences	78.7	32.1	7.7	77.8	46.1	7.1	65.9	23.1	5.9	78.5	28.1	9.1	66.7	16.7	0	100	22.2	0
Uses assessment to enhance instruction	74.9	29.4	9.2	77.8	34.6	7.1	80.5	20.5	0	81.5	31.6	6.1	66.7	33.3	0	100	33.3	0
Differentiates assessments for individual needs	71.8	23.5	9.2	66.7	42.3	7.1	61	15.4	5.9	73.8	21.1	0	66.7	33.3	0	100	11.1	0
Is able to use assessment to inform/improve instruction	76.8	26.2	9.2	75.9	53.8	7.1	78	23.1	0	80	28.1	0	100	33.3	0	100	22.2	0
Has basic knowledge of statistical processes	71.5	28.9	7.7	74.1	46.1	7.1	65.9	20.5	5.9	75.4	29.8	6.1	66.7	33.3	0	87.5	33.3	0
Average	75.87	28.64	8.34	74.87	45.01	7.10	70.40	23.09	4.21	78.69	28.09	6.07	74.63	30.94	0.00	98.21	25.37	0.00
Interpersonal Relationships																		
Capable of participating in parent conferences	90	57.7	16.9	92.6	73.1	14.3	87.8	64.1	17.6	92.3	50.9	21.2	100	50	20	100	33.3	0
Collaborates with other teachers	90.6	61	32.3	92.6	61.5	14.3	92.7	61.5	11.8	86.1	59.6	30.3	100	66.7	20	100	44.4	0
Understands the community of the school	85.9	49.7	16.9	85.2	53.8	7.1	85.4	56.4	11.8	80	45.6	9.1	77.8	50	20	87.5	22.2	0
Engages families in supporting the child's education	84.9	43.3	15.4	81.5	42.3	7.1	85.4	48.7	11.8	81.5	35.1	3	77.8	50	20	100	22.2	0
Engages in professional activities outside of school	83.1	41.7	18.5	87	57.7	7.1	82.9	56.4	23.5	76.9	47.4	6.1	88.9	16.7	0	100	33.3	0
Average	86.90	50.68	20.00	87.78	57.68	9.98	86.84	57.42	15.30	83.36	47.72	13.94	88.90	46.68	16.00	97.50	31.08	0.00

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

Principals Speak:
First Year Teacher Readiness in South Carolina

SC EDUCATION OVERSIGHT COMMITTEE

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The Study

Study Purpose

In 2006, the South Carolina General Assembly adopted a proviso to establish a teacher recruitment and retention task force. One of the issues the task force encountered during the study period was the complaint by school principals and district superintendents that first year teachers were ill-prepared for the classroom. The task force report was completed and presented in late 2007.

To better understand principals' and superintendents' concerns, the SC Education Oversight Committee created and administered a survey of school principals statewide in Spring 2008. The three purposes of the survey were to understand principals' perception of:

- The readiness of teachers new to the classroom;
- Perceived strengths and weaknesses of first-year teachers; and
- Concerns regarding new teachers.

Study Overview

In the second quarter of 2008, an email survey was distributed to more than 1,200 of South Carolina's principals and directors of primary, elementary, middle, high, career center, and special schools. Slightly more than 50% of them responded about their experiences with first-year teachers during the 2007-08 school year. A representative cross-section of respondents from the various school levels, locations, poverty levels, and enrollments was received.

Survey questions were based on the National Council for Accreditation of Teacher Education's (NCATE) accreditation process for teacher preparation programs and the state's ADEPT Performance Standards for evaluating new teachers. An advisory group of representatives from educational organizations and schools guided survey development and analyses.

The study collected information on first year teachers, their readiness for the classroom, and the support they received. The survey gathered data in six main areas of teacher preparedness:

1. Content Knowledge – Knows the subject matter and delivers it in an appropriate and clear manner.

2. Management – Understands and effectively manages the students and routine tasks in the classroom.

3. Instruction – Exhibits a broad knowledge of learning styles and establishes high expectations for students through challenging lessons and the necessary support.

4. Curriculum – Develops curriculum based on academic standards and effectively tailors it for individual student needs.

5. Assessment – Understands assessment methods and assesses student performance and their own instructional delivery styles to improve classroom instruction.

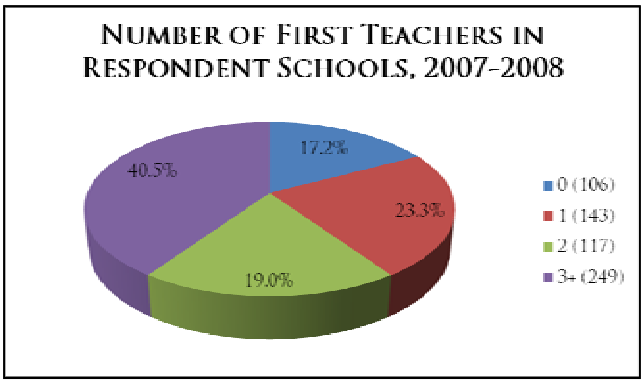
6. Interpersonal relationships – Communicates effectively and collaborating with parents and other teachers.

The Study

First Year Teacher Readiness Findings

Survey Respondent Details

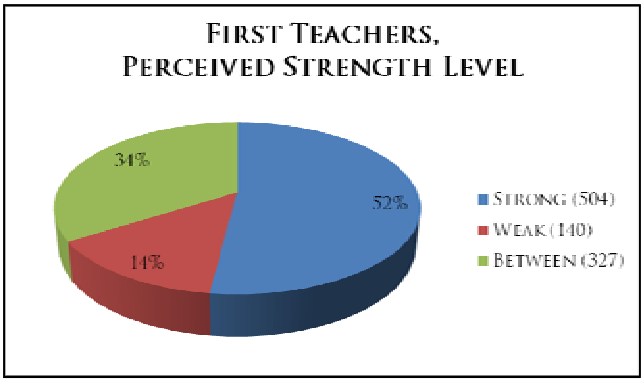
- 40% of principals reported they had three or more first year teachers at their schools.



- Responses came mainly from school principals with 15 or fewer years of experience as a principal.
- More than half of the responding principals have less than five years of experience at their current schools.
- The respondents were representative of the state's demographic distribution in terms of school poverty level, school location, school enrollment, and school level.

Readiness Details

The largest part of the survey collected information on first year teachers, including information on the readiness of these teachers, the assistance they receive, and their employment status for the 2008-09 school year. Respondents could provide information on up to three first-year teachers at their school. In addition, respondents were asked to "rate" each of the teachers as "strong," "between strong and weak" (or "between"), or "weak." Respondents described more than half of first year teachers as strong (52%), 34% as "in-between," and the remaining percentage as weak.



The section examining the readiness of first-year teachers was divided into six subsections – Content Knowledge, Management, Instruction, Curriculum, Assessment, and Interpersonal Relationships. Respondents were asked to rate the teacher on a scale of 1-5 depending on the frequency with which they exhibited a particular behavior (1-never exhibited the behavior; 5-always exhibited the behavior).

Survey Results

Perceived Areas of Strength

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Content Knowledge (88.2%*)	Content Knowledge (50.6%*)	Content Knowledge (18.1%*)
Interpersonal Relationships (86%*)	Interpersonal Relationships (50.5%*)	Interpersonal Relationships (19.1%*)
Curriculum — Knows and Uses SC Academic Standards (84.7%*)	Curriculum — Knows and Uses SC Academic Standards (40.5%*)	Curriculum — Knows and Uses SC Academic Standards (12.2%*)

** Average percentage often or always exhibiting behavior.*

Perceived Teacher Weaknesses/Improvement Needed

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Assessment (74.9%*)	Assessment (28.2%*)	Assessment (6.4%*)
	Classroom Management (37.3%*)	Classroom Management (8.8%*)
	Instruction: Individual Student Needs (36.9%*)	Instruction: Individual Student Needs (10.2%*)

** Average percentage often or always exhibiting behavior.*

Additional Findings and Conclusions

Strong teachers were rated strong across all six areas considered in the study. Often teachers were rated "sometimes" exhibiting behaviors in the six categories even when they were rated weak. These data recognize that first year teachers are developing professionals in their novice year.

Open response comments identified the teaching of reading by all first year teachers as an area of concern.

Regarding the principals' perception of first year teachers, there is no significant statistical difference between teachers at schools at different school poverty levels. The study also found that type of teacher preparation training (e.g., public, private, in-state, out-of-state institution, traditional, non-traditional program) made little or no difference in the ratings distribution. Similar support strategies were used for all teachers.

The survey found that many principals retain their weak teachers without an improvement plan attached to the subsequent year's contract.

Keeping in mind that first year teachers are developing professionals and should continue to improve with each year of experience, the study found a need for teachers identified as weak to: receive assistance from a strong mentor during their first year, be provided an improvement plan, and have another year added in the induction program for increased skill development.

Recommendations For Action

Teacher Preparation Institutions

Evaluate courses and programs to determine:

- In which courses are these topics and/or skills taught?
- How recently has the content of the courses been updated?
- How much emphasis is given to these topics in the overall teacher preparation program?
- Are there new courses that should be developed as part of the overall program?
- How are teacher candidates assessed to determine how they are putting into practice the information learned in the classes?
- How do we require new teacher candidates to practice these topics in the early field experiences?
- How can we expand the number of quality early field experiences for our candidates?
- How do (or can) we support our graduates during the first year in the classroom?
- How can we build stronger relationships with school districts regarding new hires?

Principals and School Districts

As principals and school district personnel interview potential new teacher candidates, they should:

- Evaluate the interview process now used and include questions addressing the areas of Assessment, Classroom Management, Professionalism, Interpersonal Relationship Skills, Individualized Instruction, and Reading.
- Review transcripts for potential teachers for courses in these same areas.
- Prepare materials for distribution that emphasize professionalism expectations for their employees.
- Evaluate the process used to determine whether first year teachers viewed as weak should receive contracts without improvement plans.

SC General Assembly

Our state's policy leaders should work toward:

- All individuals completing a teacher preparation program, whether a traditional or non-traditional program, and regardless of content discipline or grade level, be required to successfully complete a course on reading instruction.
- All continuing teachers, regardless of content discipline or grade level, should be required to successfully complete a course on reading instruction by the end of the 2013-2014 school year.
- A survey of first year teachers should be conducted to obtain their feedback on their readiness for the classroom.
- A follow-up study on why weak teachers are retained should be conducted.

The SC Education Oversight Committee is an independent, nonpartisan group made up of 18 educators, business people, and elected officials who have been appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998. The Act sets standards for improving the state's K-12 educational system.

The EOC provides regular, routine and ongoing review of the state's education improvement process, assesses how our schools are doing and evaluates the standards our schools must meet to build the education system needed to compete in the next century. The committee accomplishes its work through three subcommittees and the full committee. Each of the subcommittees addresses issues that support higher levels of student achievement.

A complete copy of the full technical report, "Survey of Principals on the Readiness of First Year Teachers" can be found online at www.eoc.sc.gov. For additional information, contact the EOC at 803-734-6148.

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First Year Teacher Readiness
Are New Teachers Prepared for the Classroom?

Webinar

March 25, 2009

Dr. Paul Horne, EOC Director of Curriculum and Program Review

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Background

- Teacher Recruitment and Retention Task Force (2006-07) established by proviso
- Common complaint by school principals and district superintendents that first year teachers were ill-prepared for the classroom
- To better understand concerns, EOC administered survey of principals (Spring 2008)

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Survey Purposes

To understand principals' perceptions of:

- The readiness of teachers new to the classroom
- Perceived strengths and weaknesses of first-year teachers
- Concerns regarding first year teachers

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Survey Overview

- Distributed to over 1,200 SC principals and directors
  - Over 50 percent response rate
- Questions based on NCATE accreditation process and ADEPT Performance Standards for evaluating new teachers
- Collected information on six main areas of teacher preparedness: Content Knowledge, Management, Instruction, Curriculum, Assessment, and Interpersonal Relationships

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Survey Respondents

- Responses came mainly from school principals with 15 or fewer years of experience as a principal.
- More than half of the responding principals have less than five years of experience at their current schools.
- The respondents were representative of the state's demographic distribution in terms of school poverty level, school enrollment, school location, and school level.
- The response rate was representative of the ratings for all schools for 2007.

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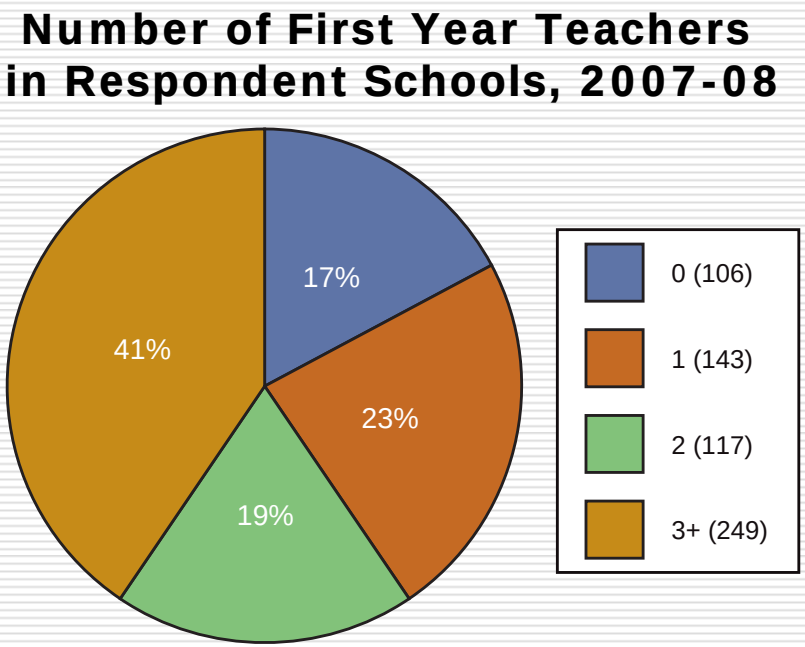
Survey Respondents: Numbers of First Year Teachers



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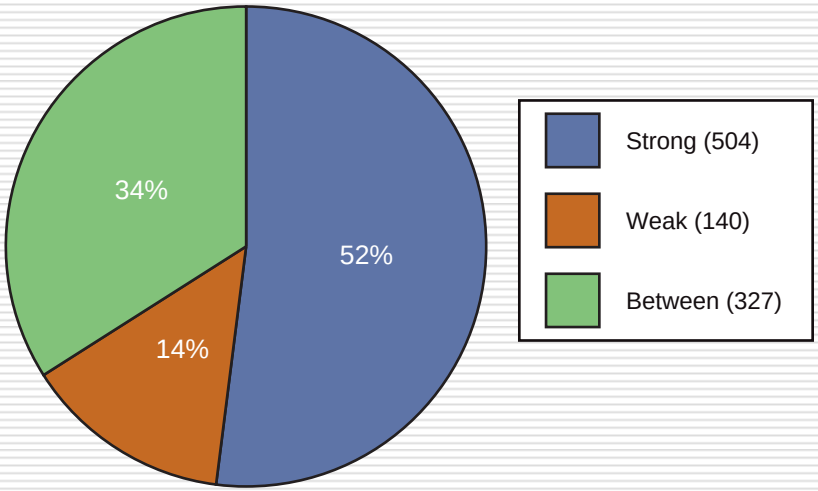
Readiness Details

- Respondents were asked to provide information on up to three first year teachers at their school
- Asked to “rate” teachers as “strong,” “between strong and weak,” or “weak”
- Asked to rate the teachers on six main areas of teacher preparedness – on a scale of 1-5 depending on the frequency with which they exhibited a particular behavior (1-never; 5-always)

First Year Teachers, Perceived Strength Level



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Perceived Areas of Strength

Average percentage <u>often</u> or <u>always</u> exhibiting behavior

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Content Knowledge (88.2%)	Content Knowledge (50.6%)	Content Knowledge (18.1%)
Interpersonal Relationships (86.0%)	Interpersonal Relationships (50.5%)	Interpersonal Relationships (19.1%)
Curriculum: Knows and Uses SC Academic Standards (84.7%)	Curriculum: Knows and Uses SC Academic Standards (40.5%)	Curriculum: Knows and Uses SC Academic Standards (12.2%)

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Perceived Areas of Weakness

Average percentage <u>often</u> or <u>always</u> exhibiting behavior

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Assessment (74.9%)	Assessment (28.2%)	Assessment (6.4%)
	Classroom Management (37.3%)	Classroom Management (8.8%)
	Instruction: Individual Student Needs (36.9%)	Instruction: Individual Student Needs (10.2%)

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Perceived Areas of Strength

Average percentage sometimes, often or always exhibiting behavior

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Content Knowledge (98.5%)	Content Knowledge (84.3%)	Content Knowledge (47.2%)
Interpersonal Relationships (97.3%)	Interpersonal Relationships (83.1%)	Interpersonal Relationships (38.9%)
Curriculum: Knows and Uses SC Academic Standards (97.6%)	Curriculum: Knows and Uses SC Academic Standards (80.0%)	Curriculum: Knows and Uses SC Academic Standards (35.2%)

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Perceived Areas of Weakness

Average percentage sometimes, often or always exhibiting behavior

First Year Teachers Rated Strong	First Year Teachers Rated Between	First Year Teachers Rated Weak
Assessment (95.3%)	Assessment (68.7%)	Assessment (23.3%)
	Classroom Management (75.6%)	Classroom Management (29.9%)
	Instruction: Individual Student Needs (77.6%)	Instruction: Individual Student Needs (29.9%)

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Additional Findings

- The type of teacher preparation training (public, private, in-state, out-of-state, traditional, non-traditional) made little or no difference in ratings distribution

- Regardless of the rating of the first year teacher, there was no statistical difference in the frequency that first year teachers exhibited behaviors often or always among school poverty level, school enrollment, school location, and school type.

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Additional Findings

- Open response comments identified the teaching of **reading** by first year teachers as an area of concern

- Many principals retain weak teachers **without an improvement plan** attached to the subsequent year's contract

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Recommendations for Teacher Preparation Institutions

Evaluate courses and programs to determine:

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Recommendations for Principals and School Districts

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- Prepare materials for distribution that emphasize professionalism expectations for their employees
- Evaluate the process used to determine whether first year teachers viewed as weak should receive contracts without improvement plans

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Recommendations for SC General Assembly

State policy leaders should work toward:

- All individuals completing a teacher preparation program, whether a traditional or non-traditional program, and regardless of content discipline or grade level, be required to successfully complete a course on reading instruction
- All continuing teachers, regardless of content discipline or grade level, should be required to successfully complete a course on reading instruction by the end of the 2013-14 school year
- A survey of first year teachers should be conducted to obtain their feedback on their readiness for the classroom
- A follow-up study on why weak teachers are retained should be conducted

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Questions?

Dr. Paul Horne
(803) 734-6148
phorne@eoc.sc.gov

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