

Missouri Department of Elementary and
Secondary Education

First-Year Teacher Survey, 2007

January 11, 2008
Jefferson City, Missouri

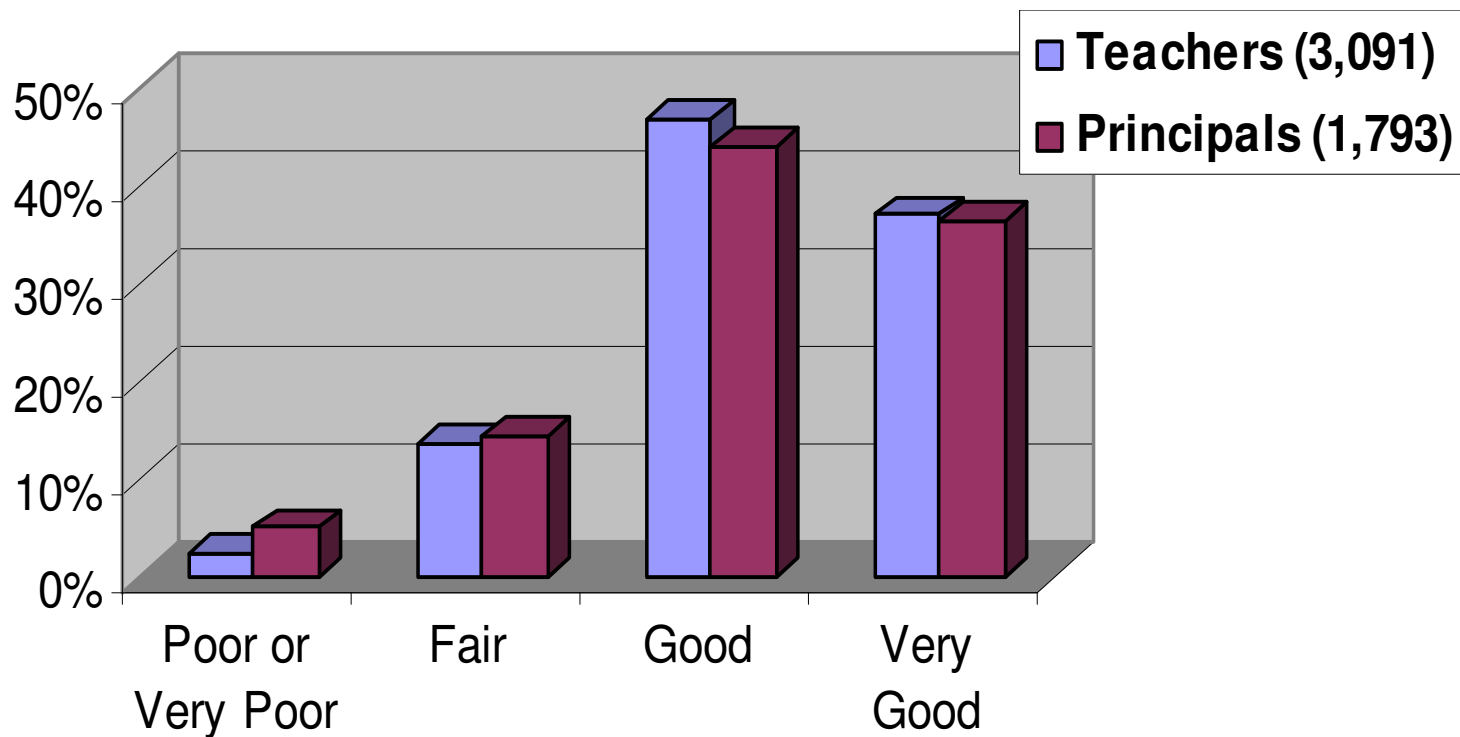
Bill Elder
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Office of Social and Economic Data Analysis

“Good News”

- Both Teacher and Principal Ratings are quite positive about Preparation
- Linkages from DESE core data and web survey applications worked well and can be improved
- Response rates for web survey were comparatively high:
 - Teachers 60%
 - Principals 50%

“Good or Very Good” Teachers 84% --- Principals 80%

Percent Rating of Quality of Teacher Preparation Programs, DESE First-Year Teacher Survey, 2007



Overview

- Background
 - Source of Items
 - Methods
- Reports (descriptive statistics) -- CDs
 - Statewide frequency reports
 - Institution specific frequency reports (n>5)
 - Statewide cross-tabulations reports
- Review 2007 Results
- Discussion
 - Future directions
 - Review of questions
 - Additional analyses

Background—Items

- Missouri Standards for Teacher Education Standards (MoSTEPS)
- Teacher and Principal Items not aligned as well as possible but quite similar
- May desire additional items (mentoring)

Background--Methods

- 100% of Missouri first-year teachers contacted by letter and email (@ 5,150)
- First-year teachers defined by DESE Core Data
- Survey is ***confidential*** but not anonymous (***security***)
- Principal survey specifically referenced individual first-year teachers
- Principal responses were limited to no more than six first-year teachers (if >6, randomly selected from Mo.)

Background--Methods

- Communications included individual letter from the Commissioner and email follow-up until over 50% response rate achieved
- Gathered as late in the year as possible
April-May 2007
- Relatively short survey with easy responses formats – related to response
 - Characteristics in Core Data
 - Short open-ended question possible in 2008

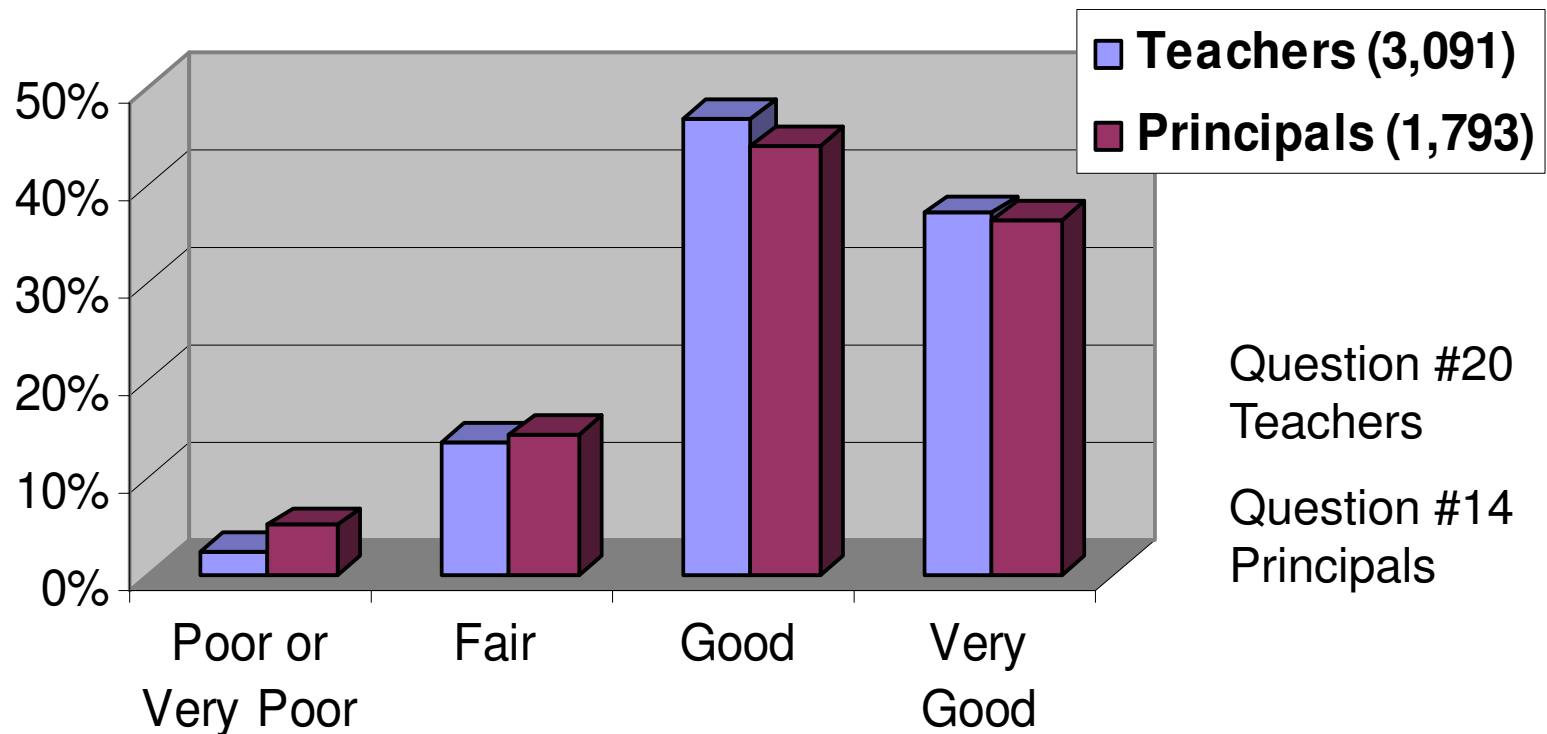
Reports and CD

- Statewide frequency reports for teacher and principal surveys
- Institution specific frequency reports for teacher and principal surveys ($n > 5$)
- Selected statewide cross tabulations for teacher and principal surveys
- Additional reports possible in March

Review 2007 Results

Teachers 84% --- Principals 80%

Percent Rating of Quality of Teacher Preparation Programs, DESE First-Year Teacher Survey, 2007



Factor Analysis of Teacher Survey

Suggest Five Survey Dimensions

Dimension

Teacher Questions

- Overall Rating 20
- Institution specific customized questions
- Additional certifications
- More specific categories (as N allows)
- Teaching outside Initial certification – additional cert.
- Professional development
- Continuing education
- Classroom Management
- Assessment **For** Learning
- Subject Mastery 4
- Planning for Teaching 5-10
- Teaching 11-17
- Using Technology 18-19

Subject Level Mastery -- Teachers

4	Having a thorough knowledge of the subjects that I teach.	72%
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Planning for Teaching -- Teachers

5	Understanding how students learn and develop.	75%
6	Understanding how students differ in their approaches to learning.	76%
7	Designing lessons that address different learning styles.	69%
8	Delivering lessons that work well for different learning styles.	66%
9	Planning lessons based on curriculum goals and performance standards.	68%
10	Facilitating higher levels of learning by employing a variety of instructional strategies	71%

Teaching -- Teachers

11	Creating a classroom learning environment that encourages student engagement.	75%
12	Using communication skills to effectively foster learning.	76%
13	Using assessments effectively to evaluate student academic achievement.	66%
14	Using professional instructional practices.	77%
15	Using ethical instructional practices.	81%
16	Fostering continuous professional development.	76%
17	Interacting effectively with colleagues, parents and other members of my learning community.	74%

Technology -- Teachers

18	Using technology to enhance my personal productivity.	67%
19	Using technology effectively as part of my instructional strategies.	63%

Subject Level Mastery -- Principals

1	Using knowledge in the subject(s) that s/he teaches.	75%
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Planning for Teaching -- Principals

2	Understanding of theories about how students learn.	63%
3	Understanding of theories about how students develop.	61%
4	Designing lessons that address a variety of learning styles.	56%
5	Designing lessons aligned to curriculum goals and performance standards.	69%

Teaching -- Principals

6	Using effective instructional strategies to attain high levels of learning.	64%
7	Creating an environment that encourages active student engagement.	70%
8	Using effective communication skills.	71%
9	Using assessments effectively to evaluate student academic achievement.	61%
10	Demonstrating knowledge of ethical professional practices.	77%
11	Striving for continuous professional growth.	76%
12	Interacting effectively with colleagues to support student learning.	76%

Technology -- Principals

13	Using technology to enhance instruction.	66%
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Selected Cross-Tabulations

- *Percent Free and Reduced Lunch*
- *District Geographic Locale*
- *District Enrollment Size*
- *Recent Completer*
- *In or Out of State Educational Program*
- *Public or Private Institution*
- *District Accreditation Status*
- *Others*

Cross Tabulation Factors

	Principals		Teachers	
FR Lunch	N	Pct	N	Pct
Less Than 25%	323	17.9	572	18.4
25% to 49%	901	50.1	1,455	46.8
50% or More	576	32.0	1,083	34.8
Totals	1,800	100.0	3,110	100.0

Cross Tabulation Factors

	Principals		Teachers	
Geographic Location	N	Pct	N	Pct
Large City	127	7.1	236	7.7
Mid-Size City	165	9.3	280	9.1
Fringe Large City	510	28.6	906	29.4
Fringe Mid-Size City	79	4.4	144	4.7
Town	302	16.9	519	16.9
Rural Areas	601	33.7	993	32.3
Totals	1,784	100.0	3,078	100.0

Cross Tabulation Factors

District Enrollment Size	Principals		Teachers	
	N	Pct	N	Pct
400 or Less	206	11.4	300	9.7
801 - 2000	318	17.7	514	16.5
2001 - 6000	534	29.7	986	31.7
6000 or More	550	30.6	1,015	32.6
Totals	1,800	100.0	3,110	100.0

Cross Tabulation Factors

Recent Completer	Principals		Teachers	
	N	Pct	N	Pct
Before 2006	420	43.2	1,344	51.8
Since 2006	552	56.8	1,250	48.2
Totals	972	100	2,594	100

Cross Tabulation Factors

	Principals		Teachers	
In or Out of State Program	N	Pct	N	Pct
In State	1,121	96.3	2,433	78.6
Out of State	43	3.7	662	21.4
Totals	1,164	100	3,095	100

Cross Tabulation Factors

Type of Program	Principals		Teachers	
	N	Pct	N	Pct
Non-Missouri	118	10.1	871	28.0
Private	368	31.5	802	25.8
Public	679	58.4	1,439	46.2
Totals	1,165	100.0	3,112	100.0

Cross Tabulation Factors

	Principals		Teachers	
District Accreditation	N	Pct	N	Pct
Accredited	1,671	94.2	2,897	94.7
Provisional	103	5.8	163	5.3
Totals	1,774	100.0	3,060	100.0

Rating of Quality of Teacher Preparation

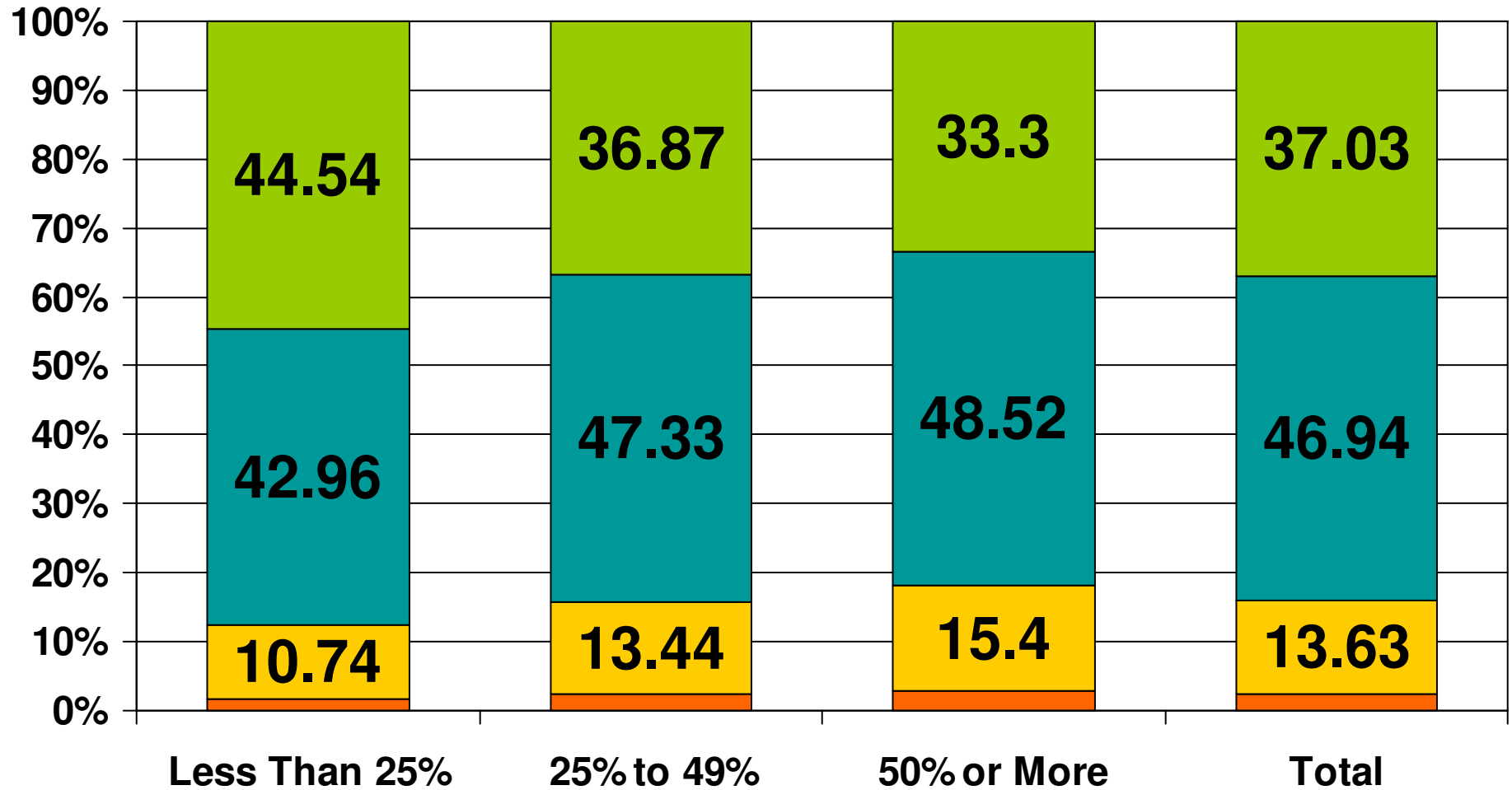
Teachers #20

- *Good or Very Good*
84%
- *FRL*
- *Size*
- *Recent Completer*
- *In-Out of State*
- *Accreditation Status*

Principals #14

- *Good or Very Good*
80%
- *FRL*
- *Size*
- *Type of Program*
- *Accreditation Status*

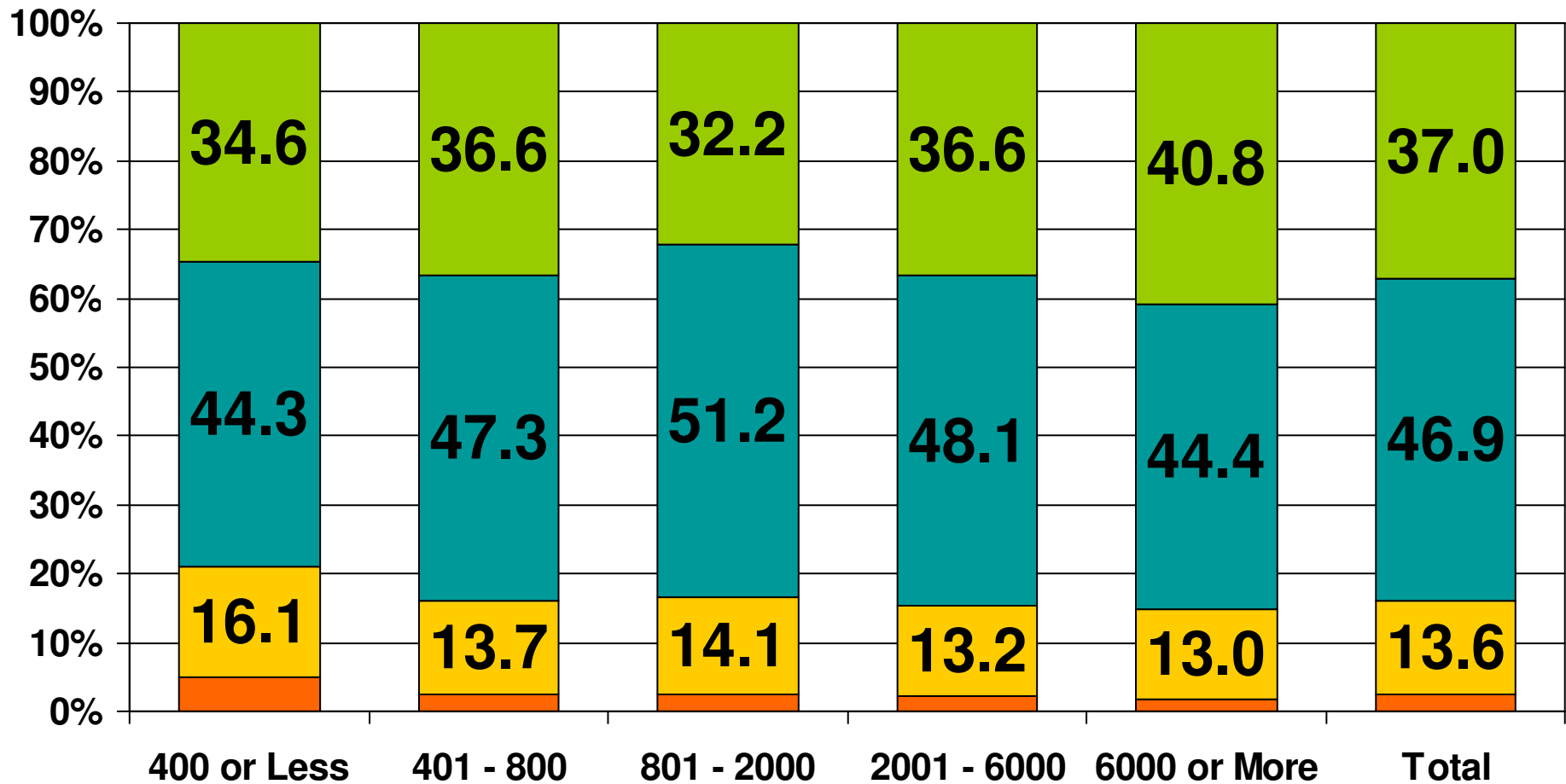
T20 What overall rating would you give the quality of your professional education preparation program?



Pct. Free or Reduced Lunch

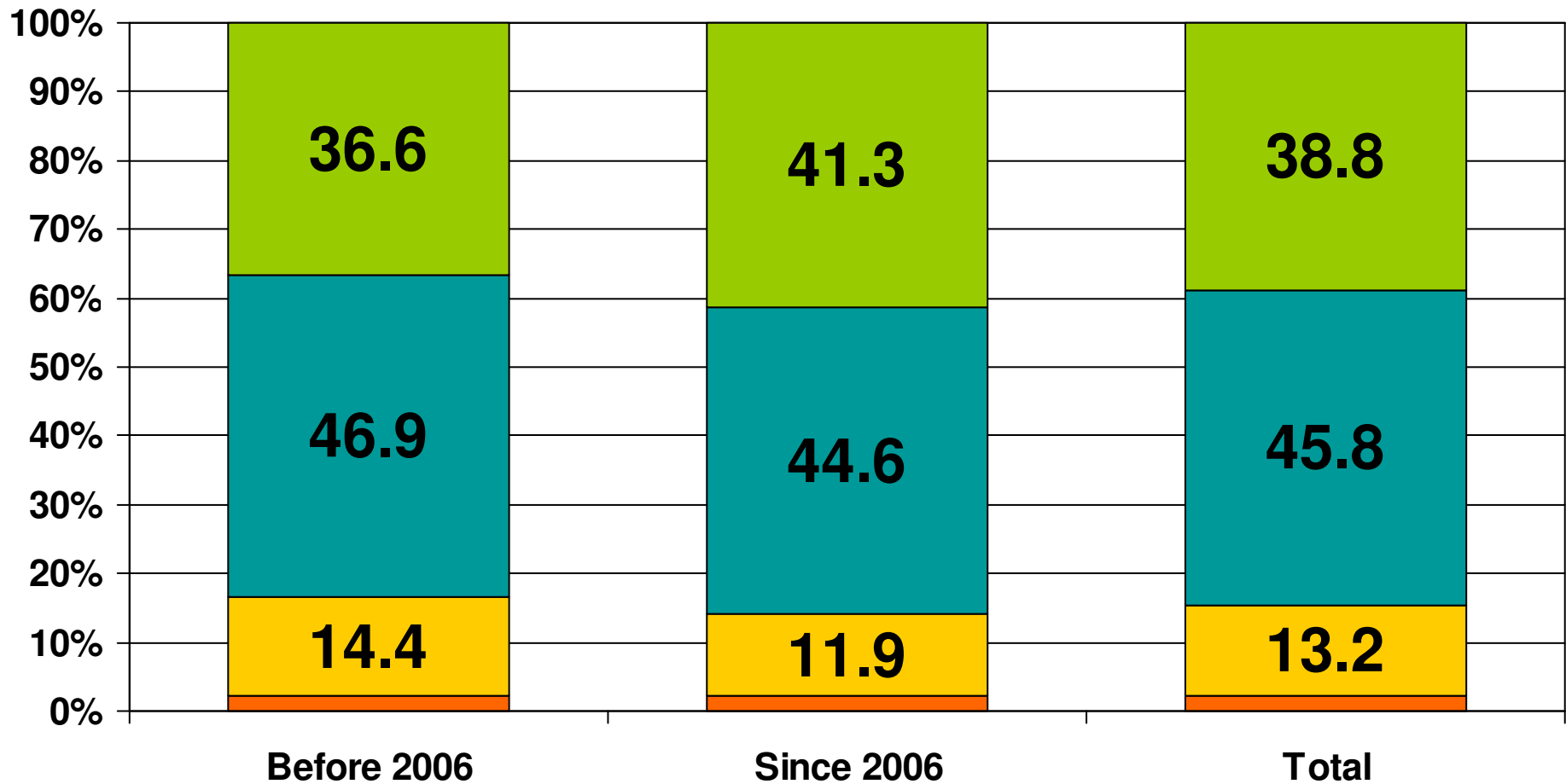
T20

What overall rating would you give the quality of your professional education preparation program?



Enrollment Category

T20 What overall rating would you give the quality of your professional education preparation program?



Program Completion Year

T20

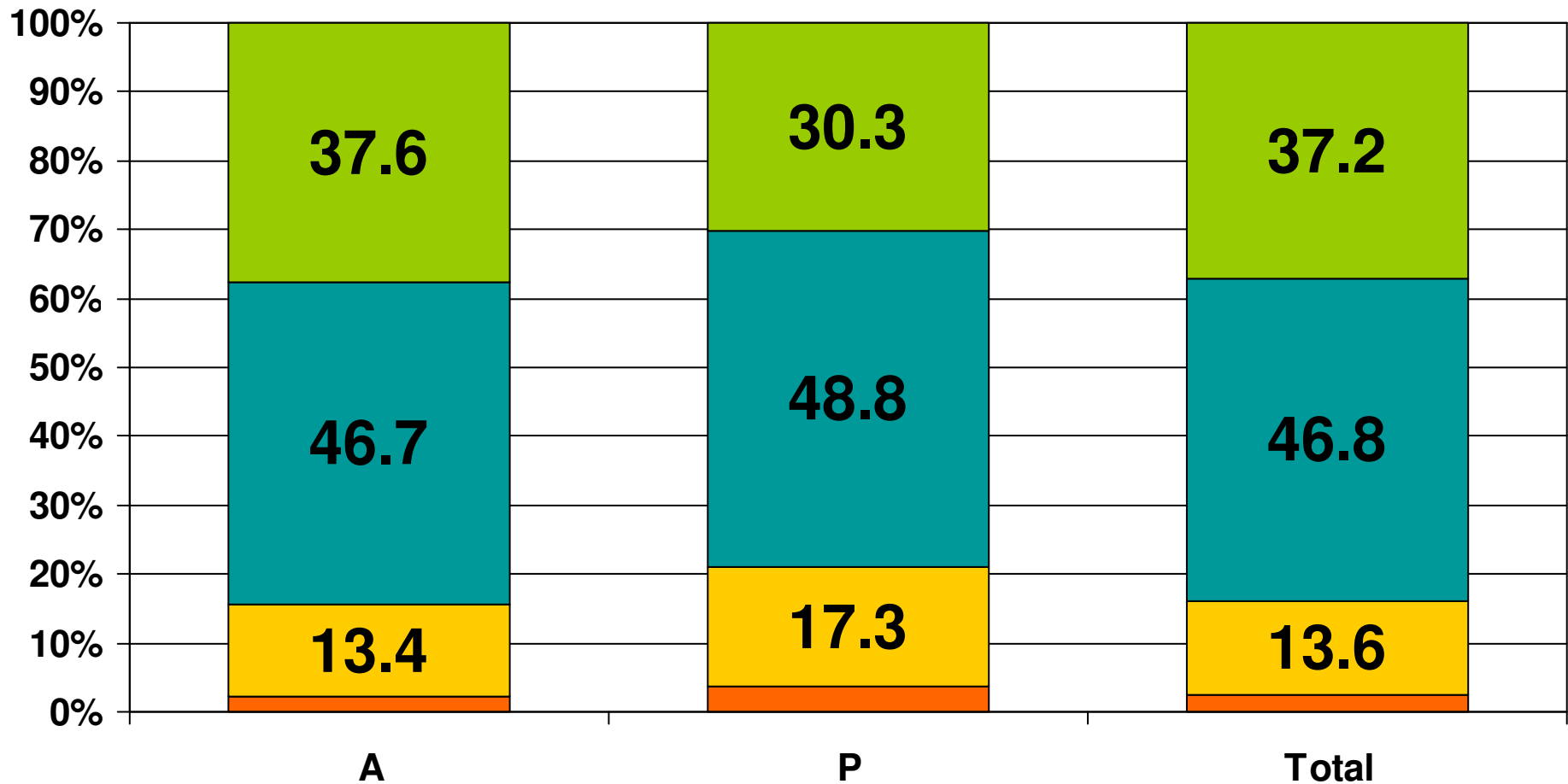
What overall rating would you give the quality of the professional education preparation program?



Program Location

T20

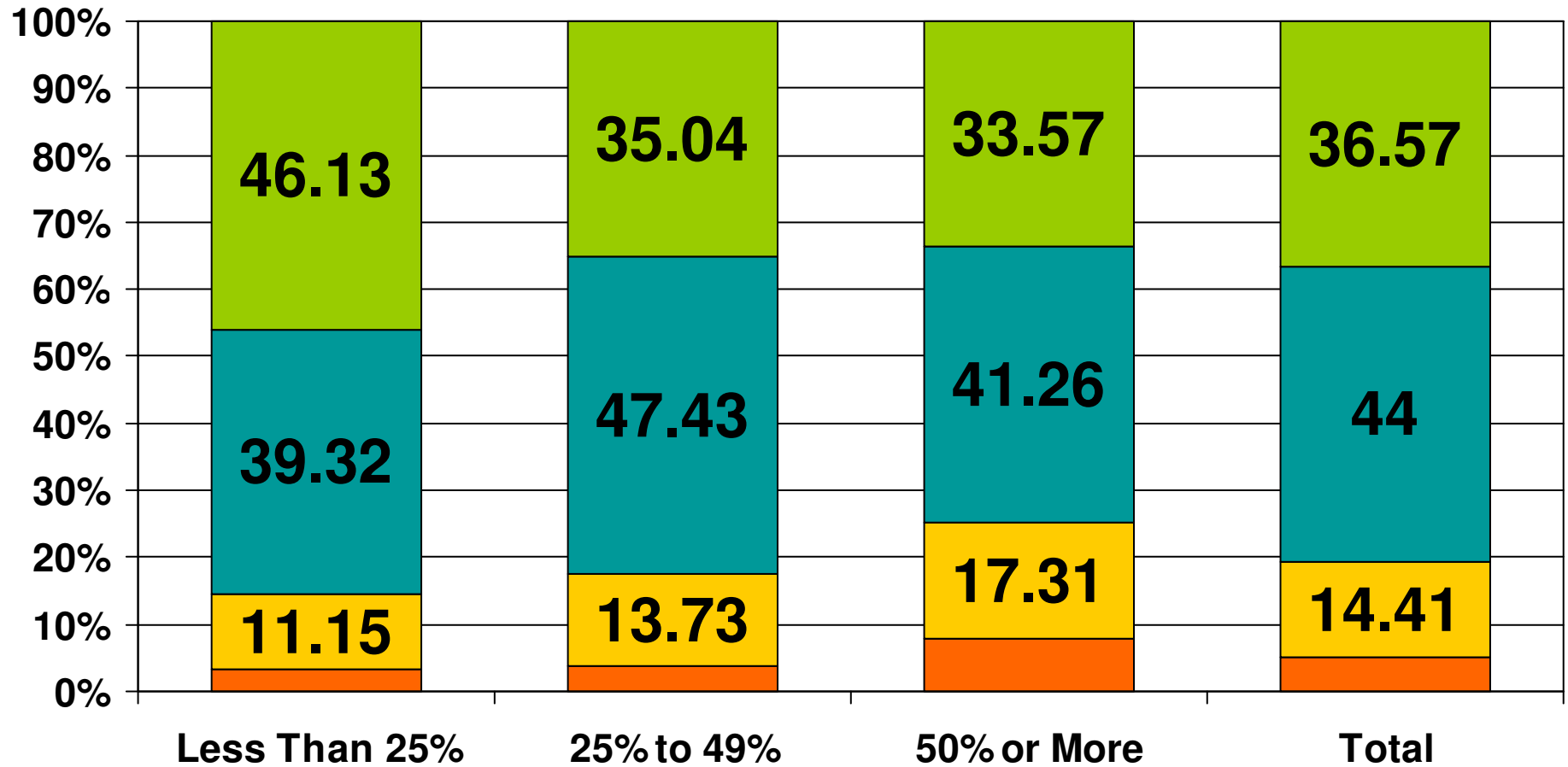
What overall rating would you give the quality of the professional education preparation program?



Accreditation Status

P14

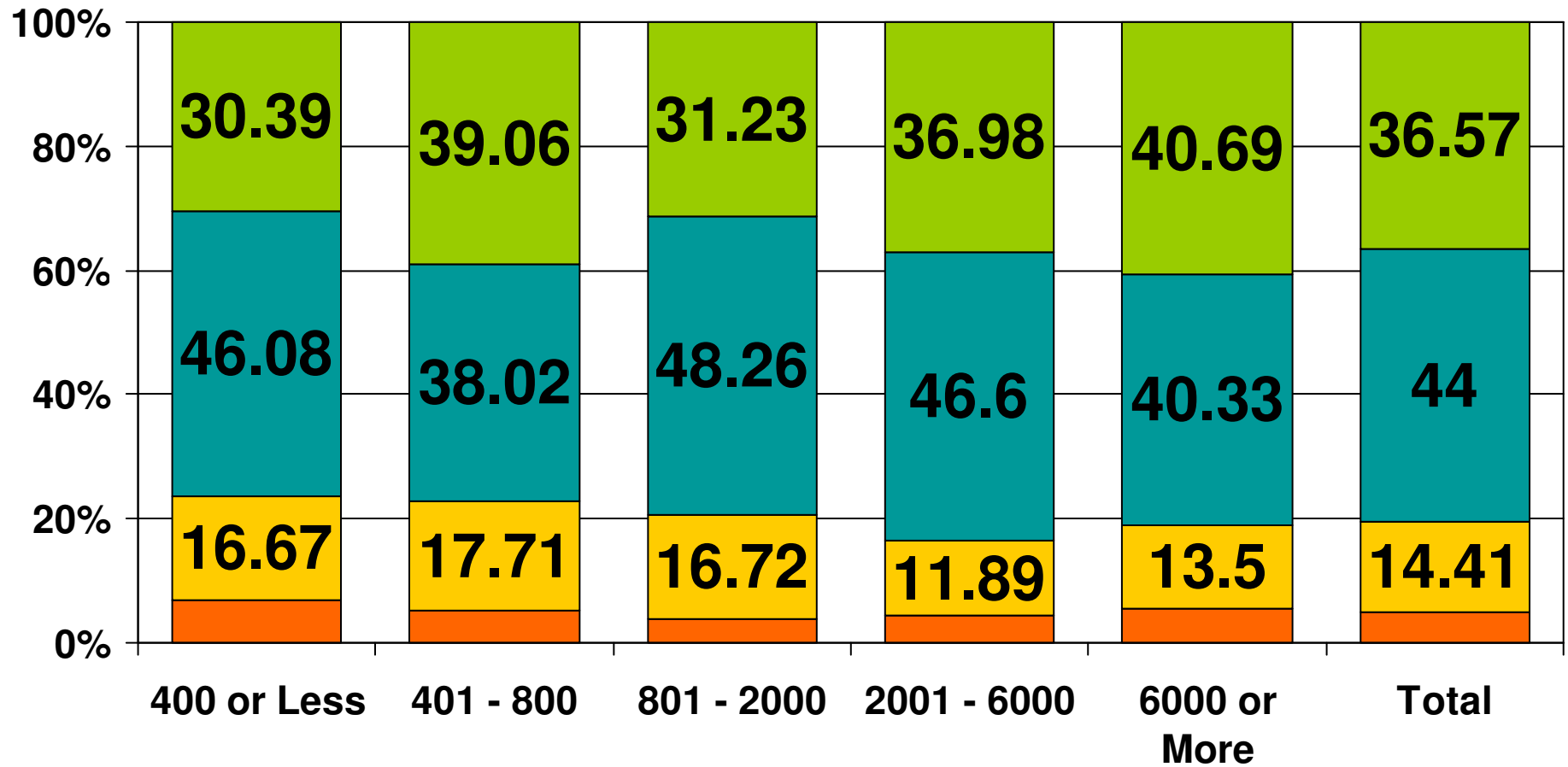
What is your overall rating of the teacher's preparation?



Pct. Free or Reduced Lunch

P14

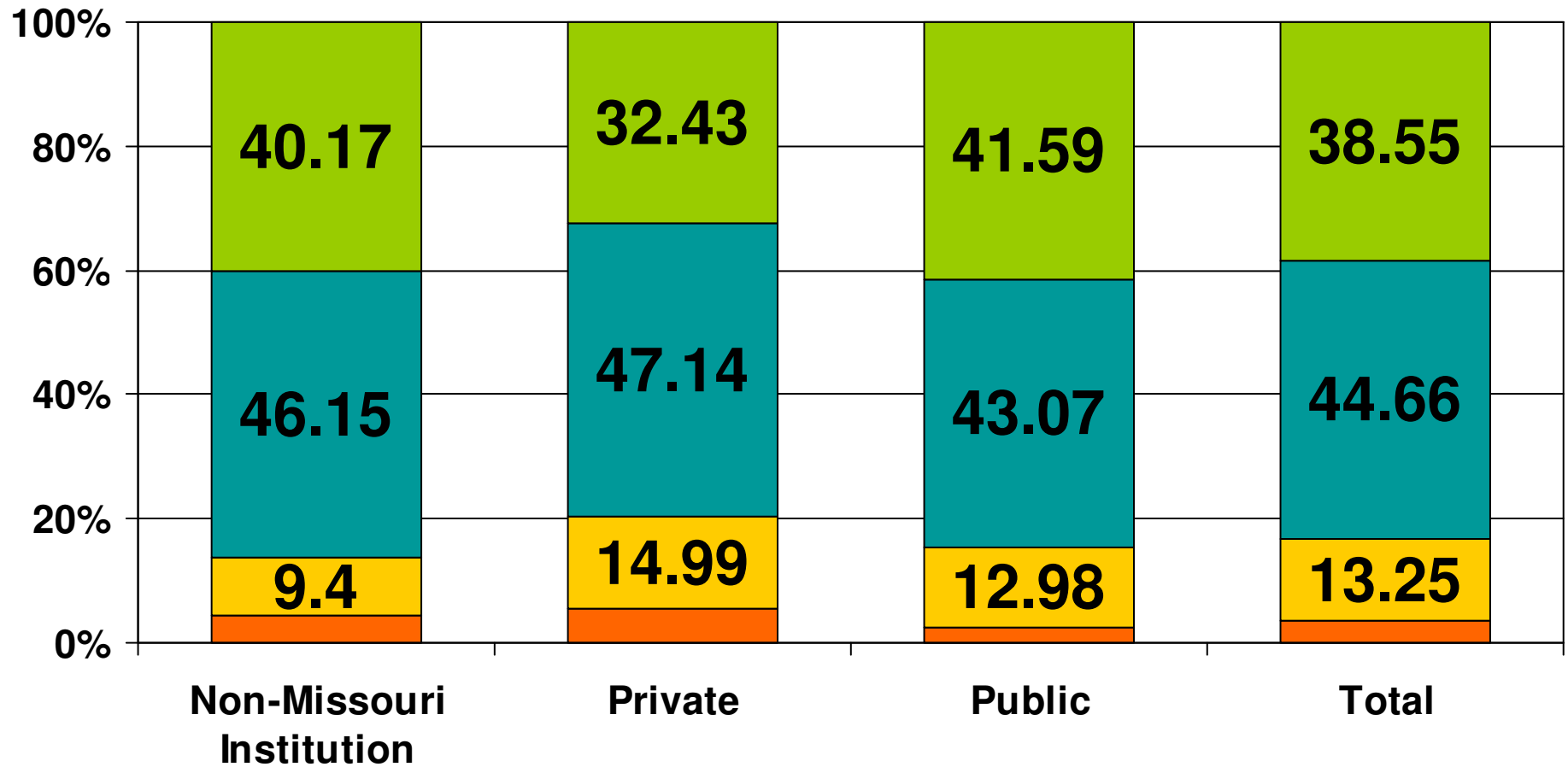
What is your overall rating of the teacher's preparation?



Enrollment Category

P14

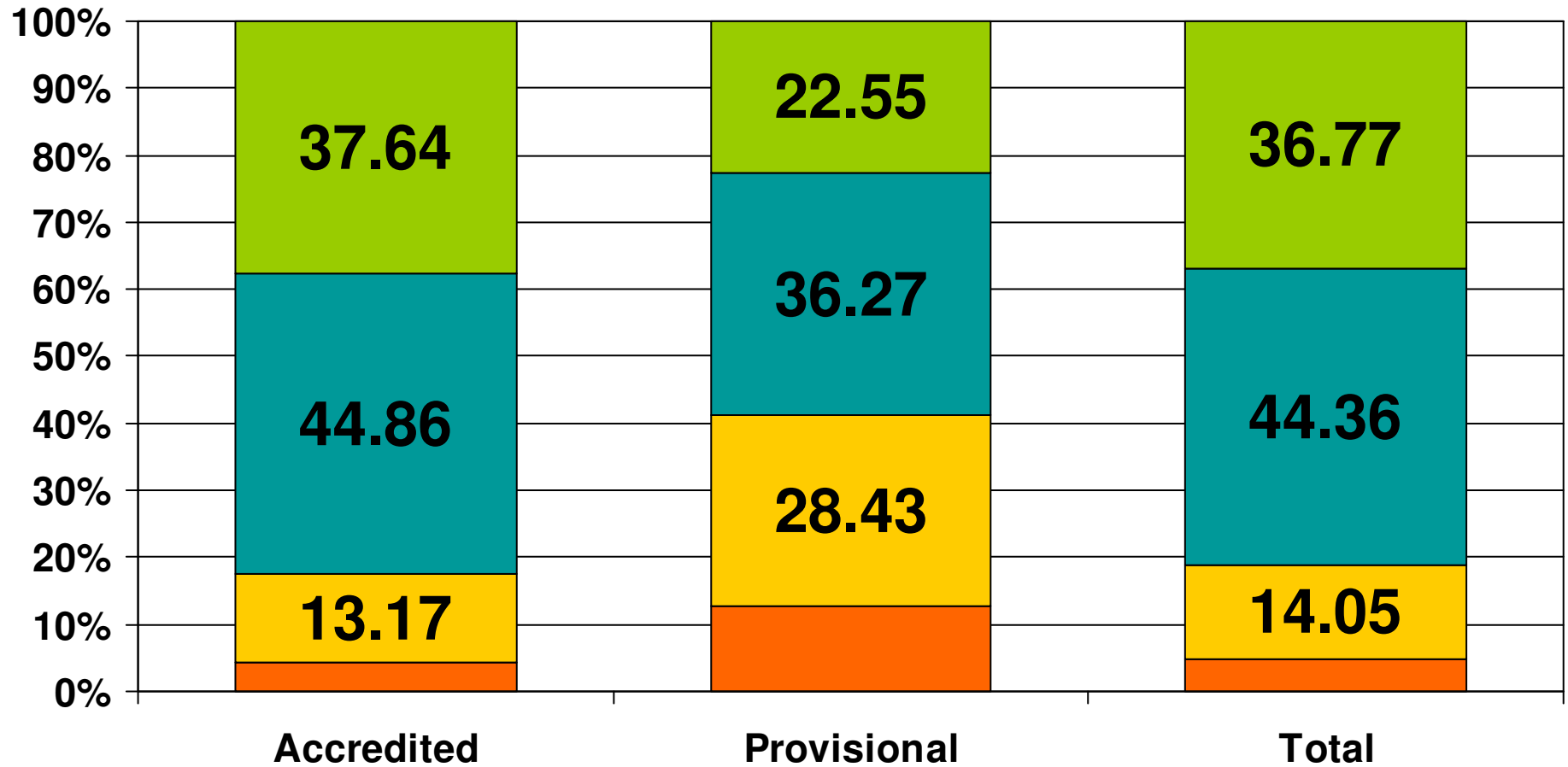
What is your overall rating of the teacher's preparation?



Program type

P14

What is your overall rating of the teacher's preparation?



Accreditation Status

Knowledge of Subjects Taught

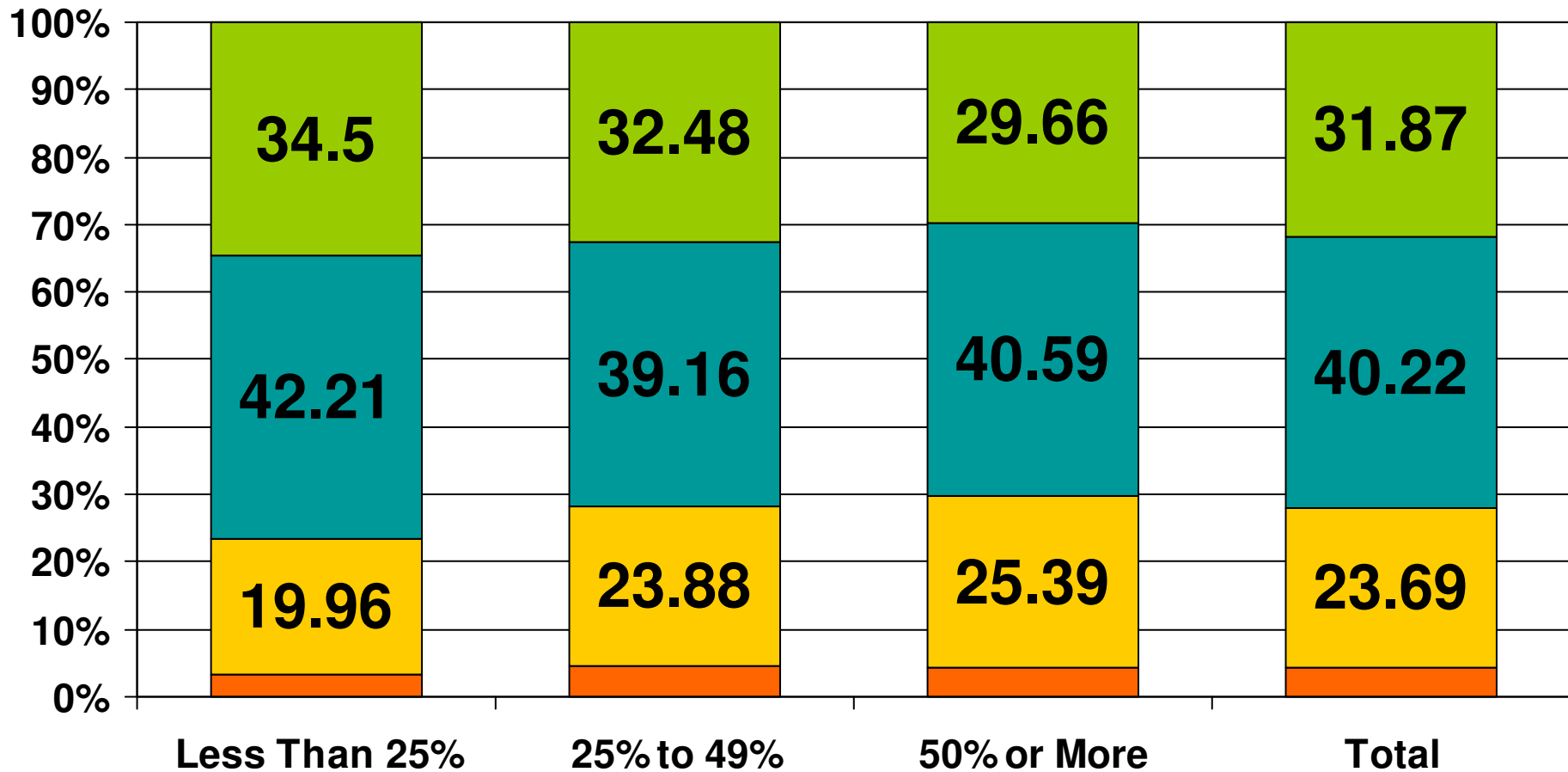
Teachers #4

- ***Good or Very Good***
72%
- ***FRL***
- ***Locale***
- ***Size***

Principals #1

- ***Good or Very Good***
75%
- ***Size***
- ***FRL***
- ***Recent Completer***
- ***Accreditation Status***

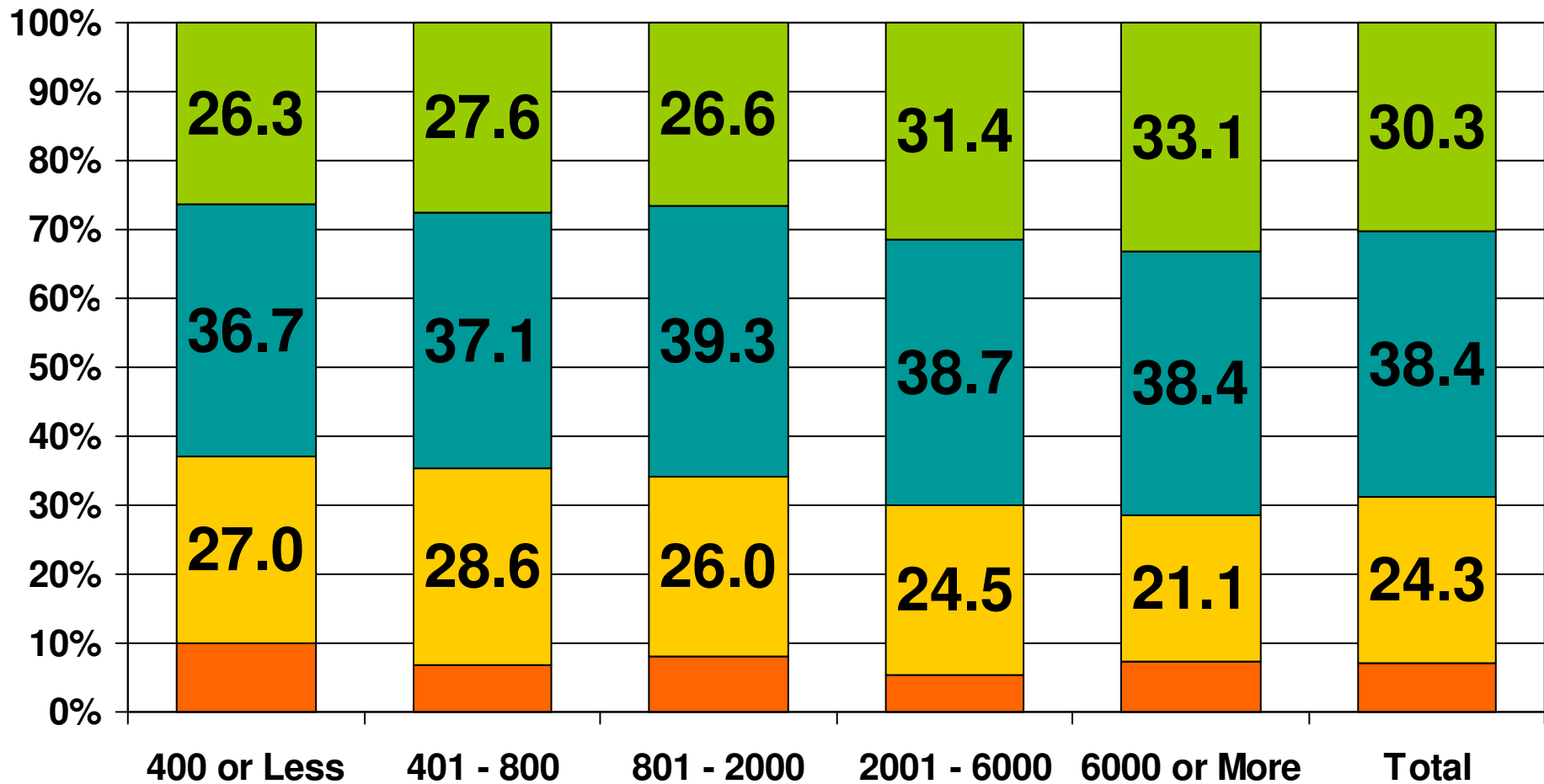
T4 Having a thorough knowledge of the subjects that I teach.



Pct. Free or Reduced Lunch

T4

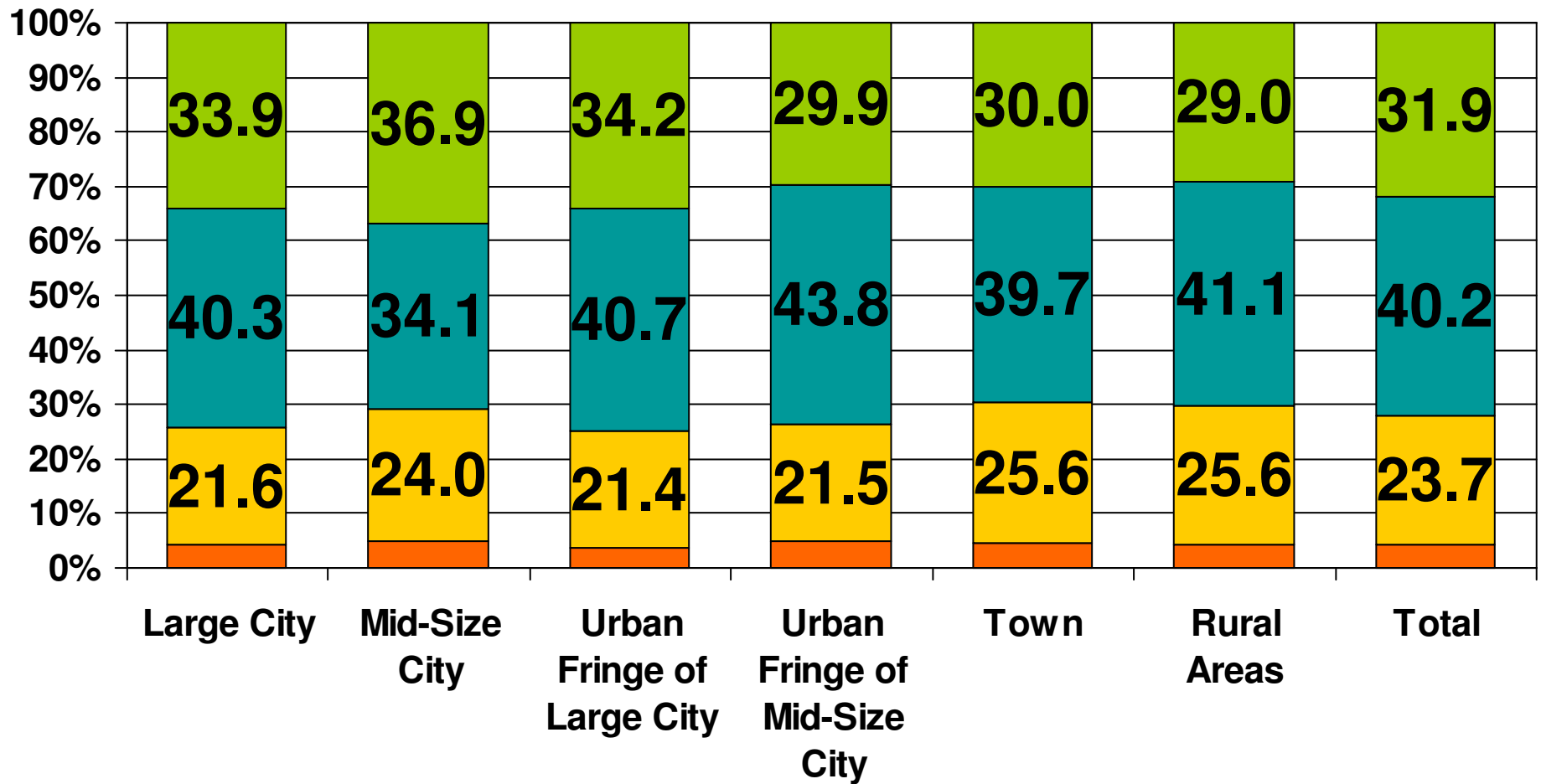
Having a thorough knowledge of the subjects that I teach.



Enrollment Category

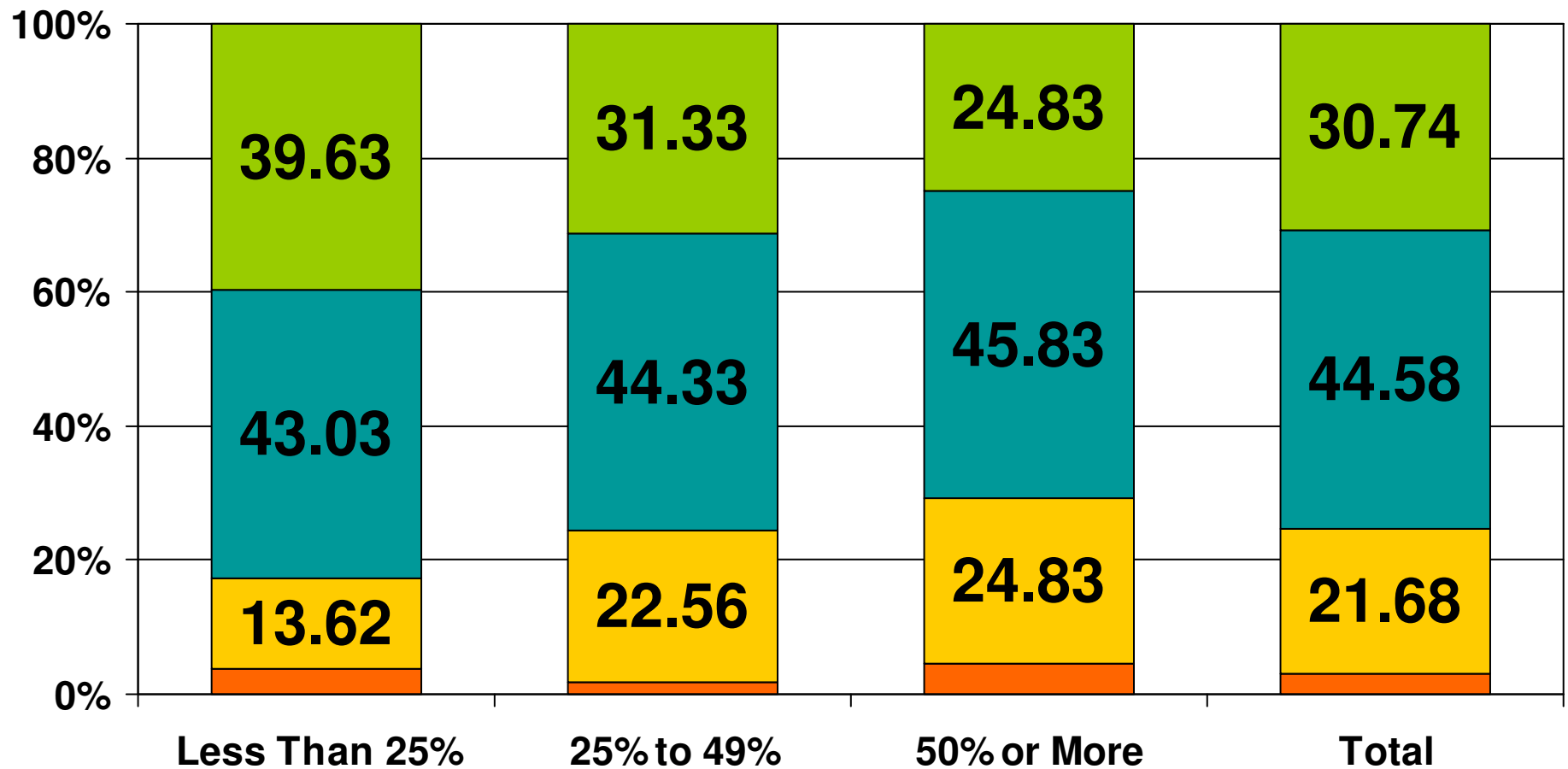
T4

Having a thorough knowledge of the subjects that I teach.



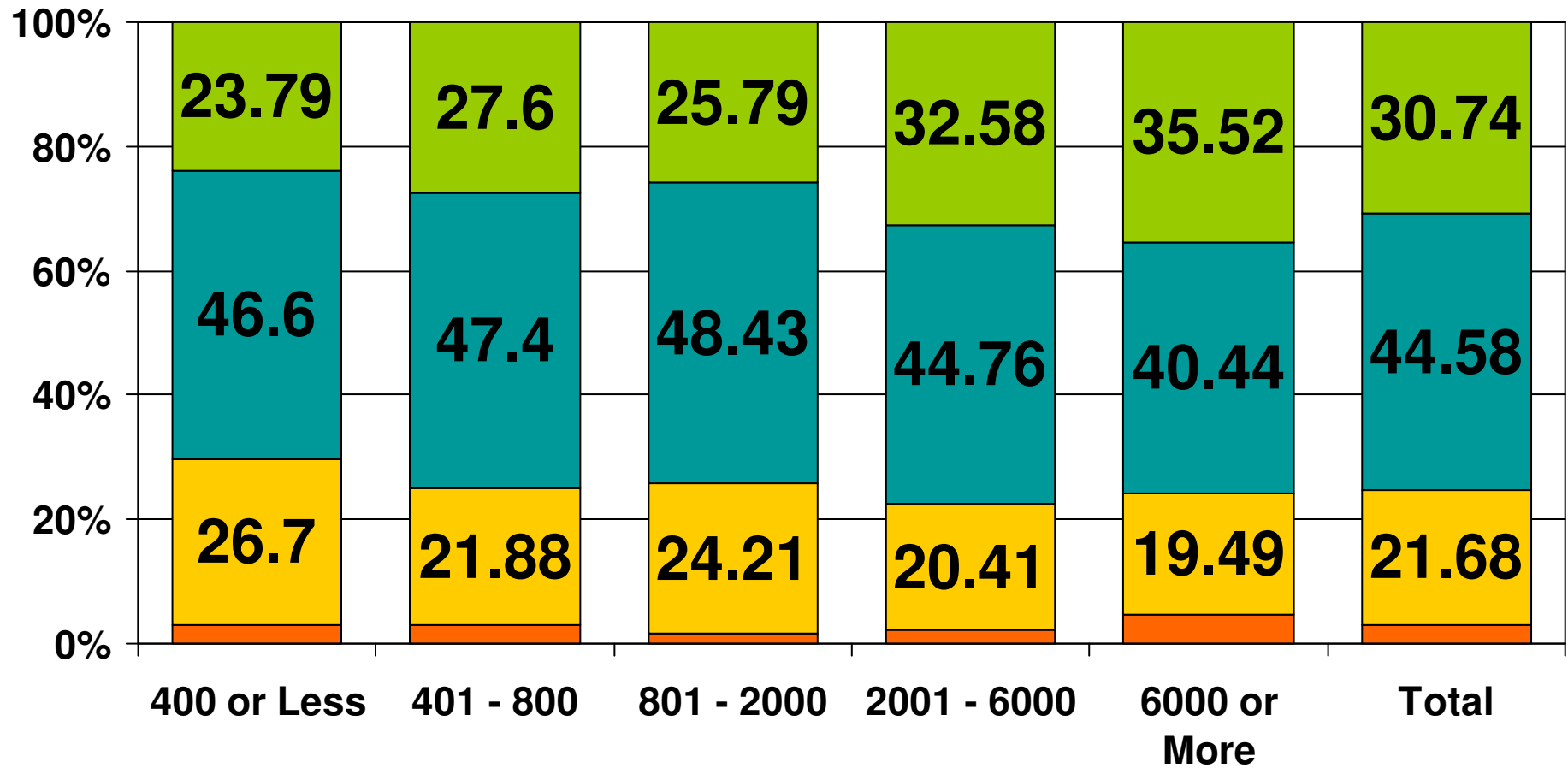
Geographic Location

P1 Using knowledge in the subject(s) that s/he teaches.



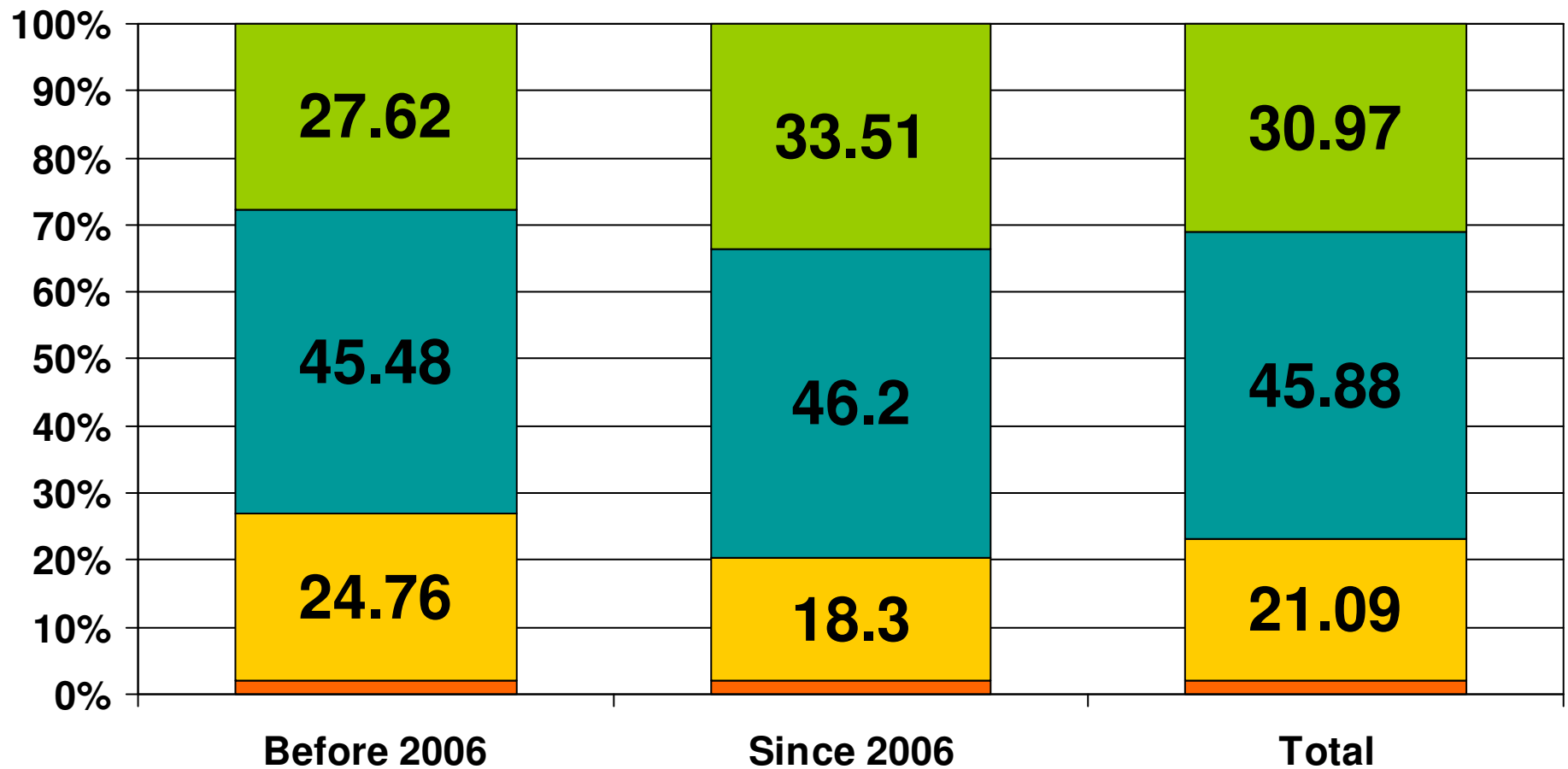
Pct. Free or Reduced Lunch

P1 Using knowledge in the subject(s) that s/he teaches.



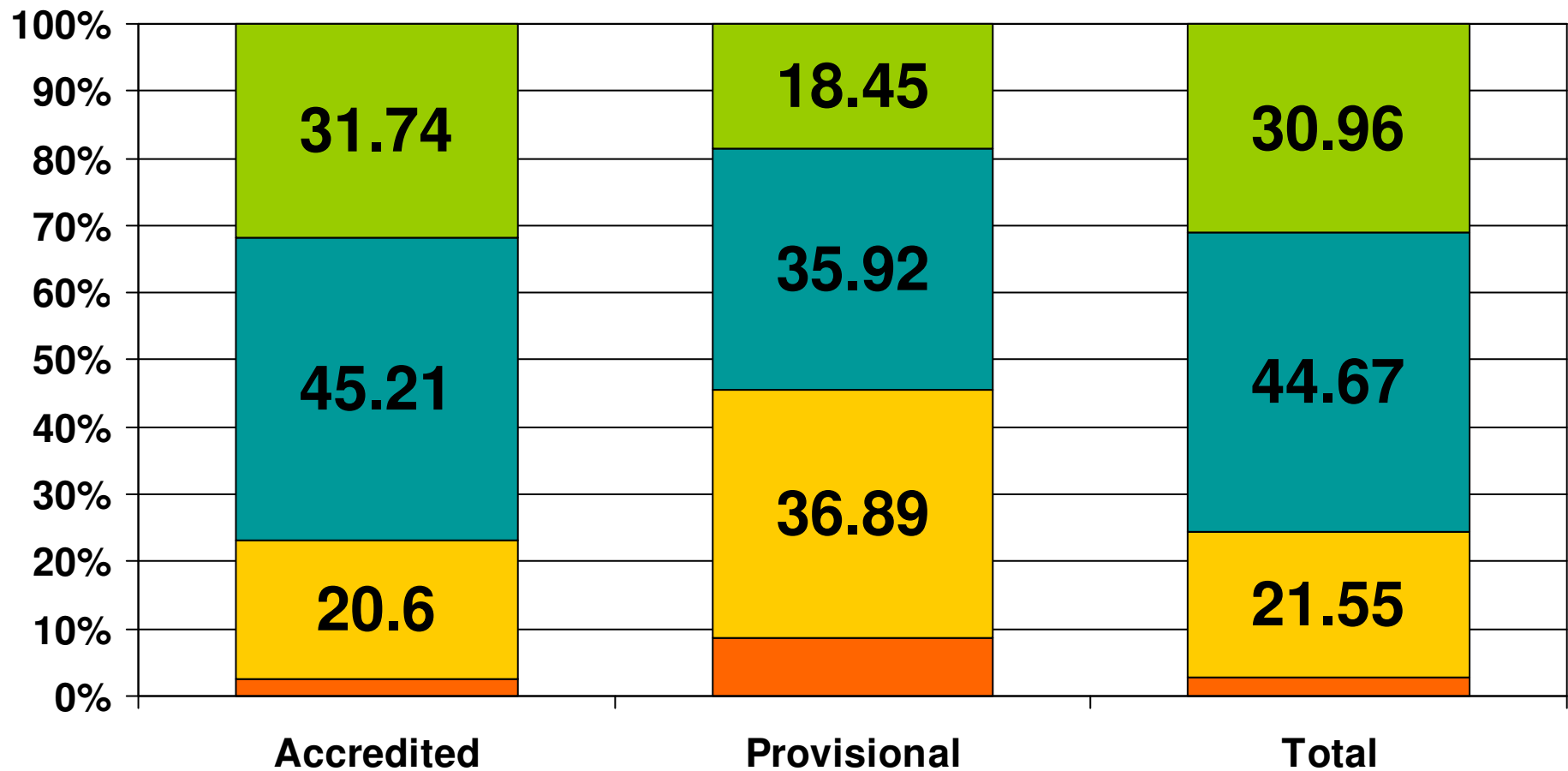
Enrollment Category

P1 Using knowledge in the subject(s) that s/he teaches.



Program Completion Year

P1 Using knowledge in the subject(s) that s/he teaches.



Accreditation Status

Addressing Different Learning Styles

Teachers #7

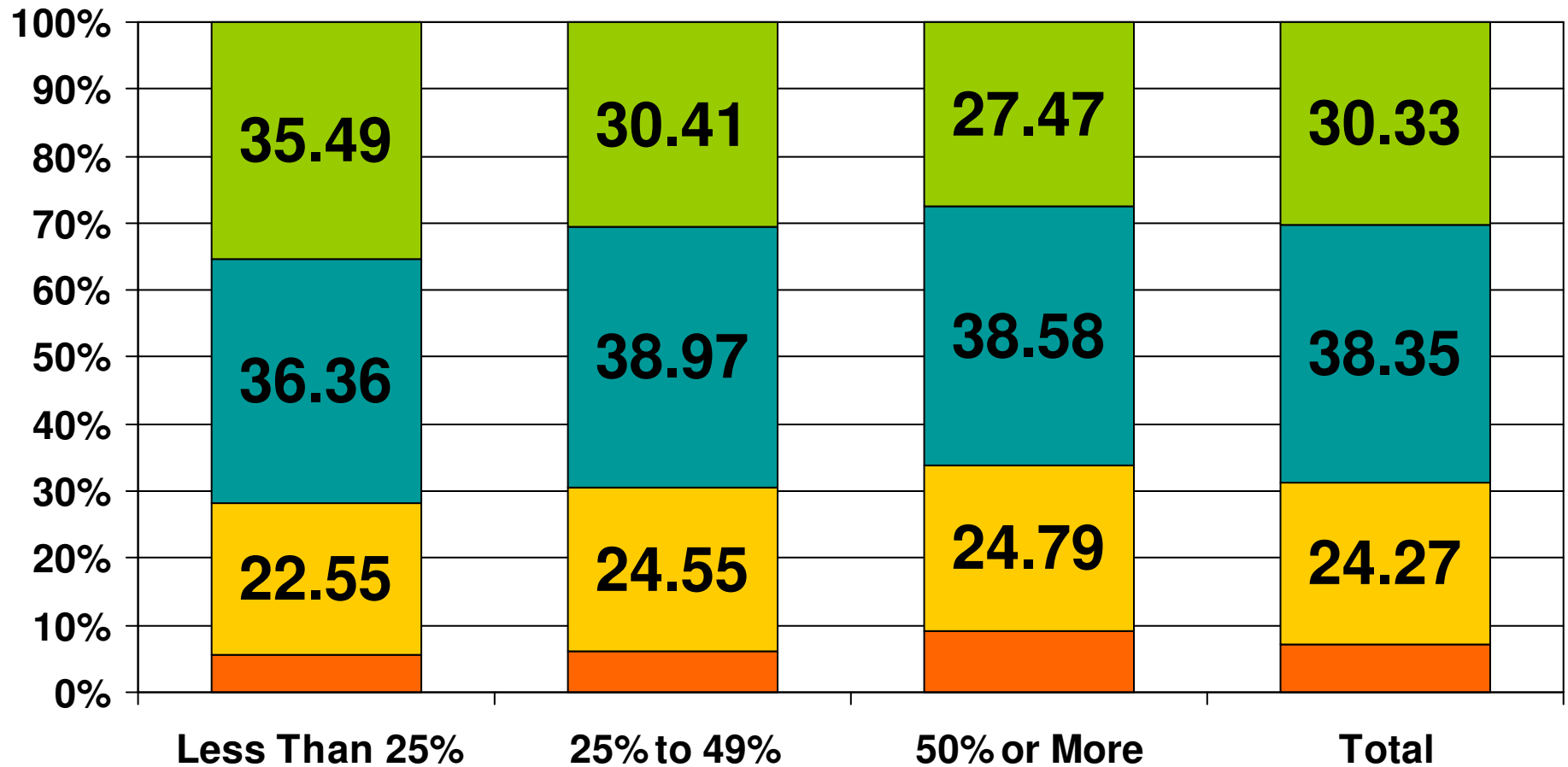
- *Good or Very Good*
69%
- *FRL*
- *Recent Completers*
- *Accreditation Status*

Principals #4

- *Good or Very Good*
56%
- *FRL*
- *Type of Program*
- *Accreditation Status*

T7

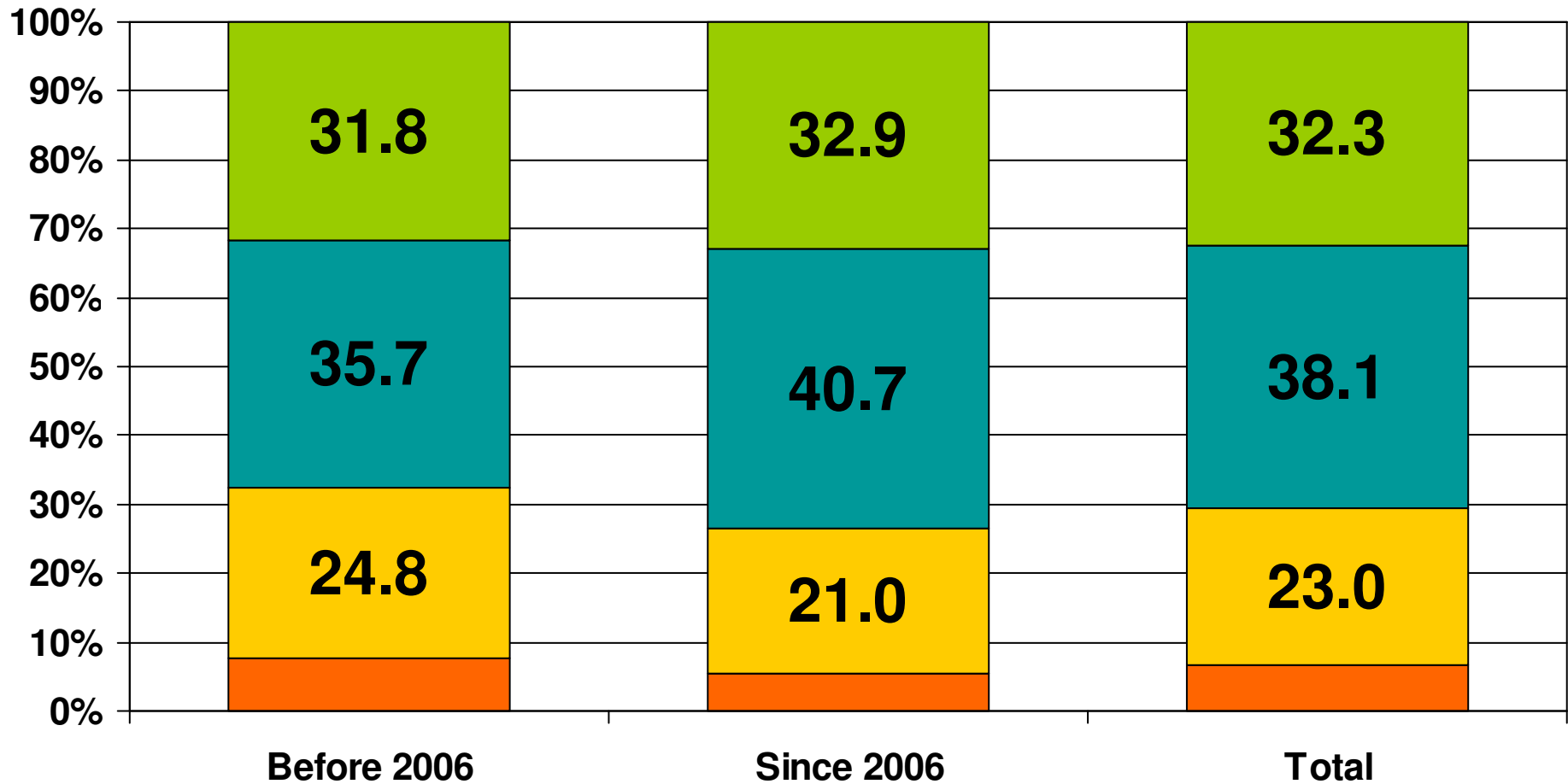
Designing lessons that address different learning styles.



Pct. Free or Reduced Lunch

T7

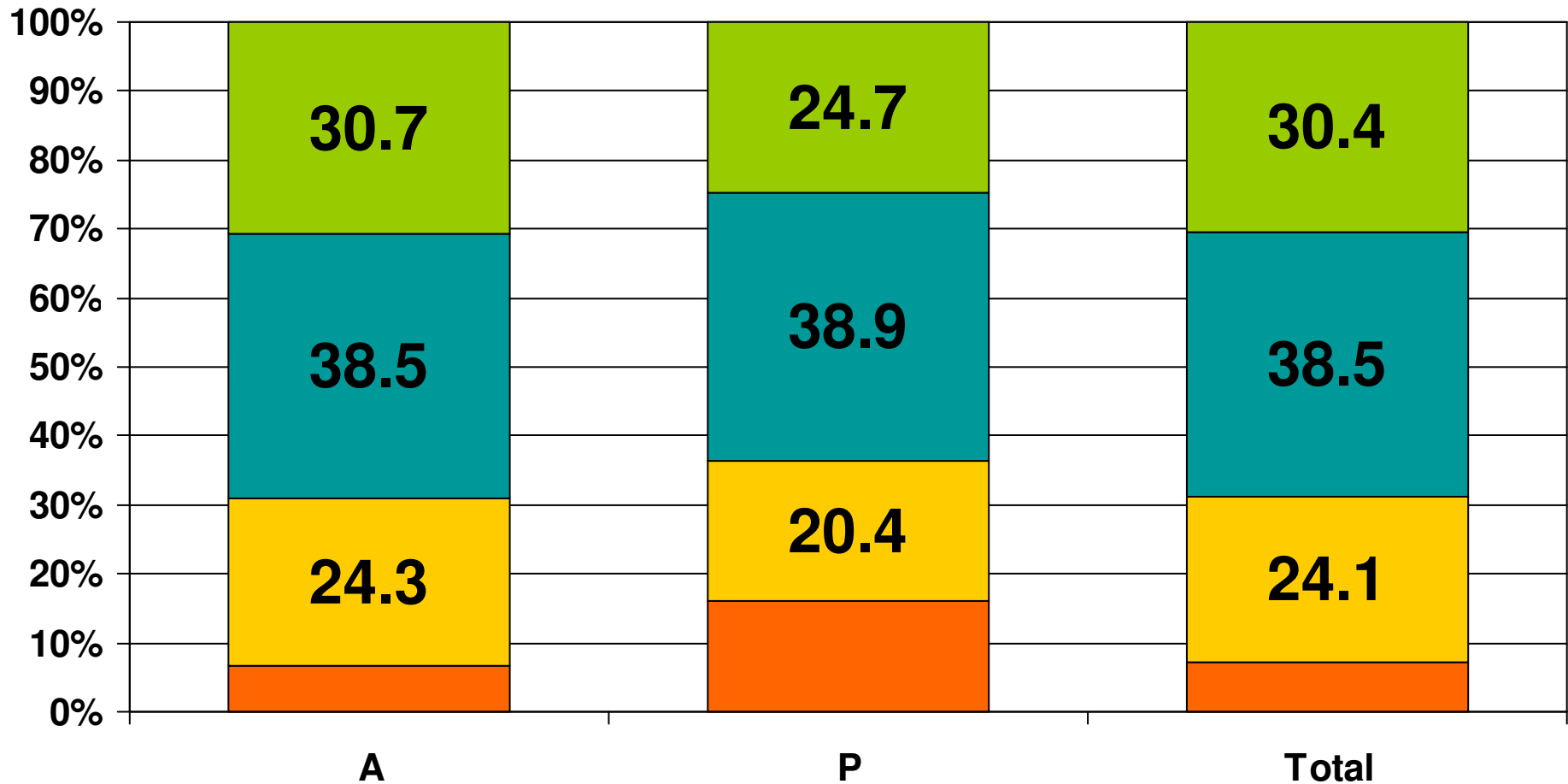
Designing lessons that address different learning styles.



Program Completion Year

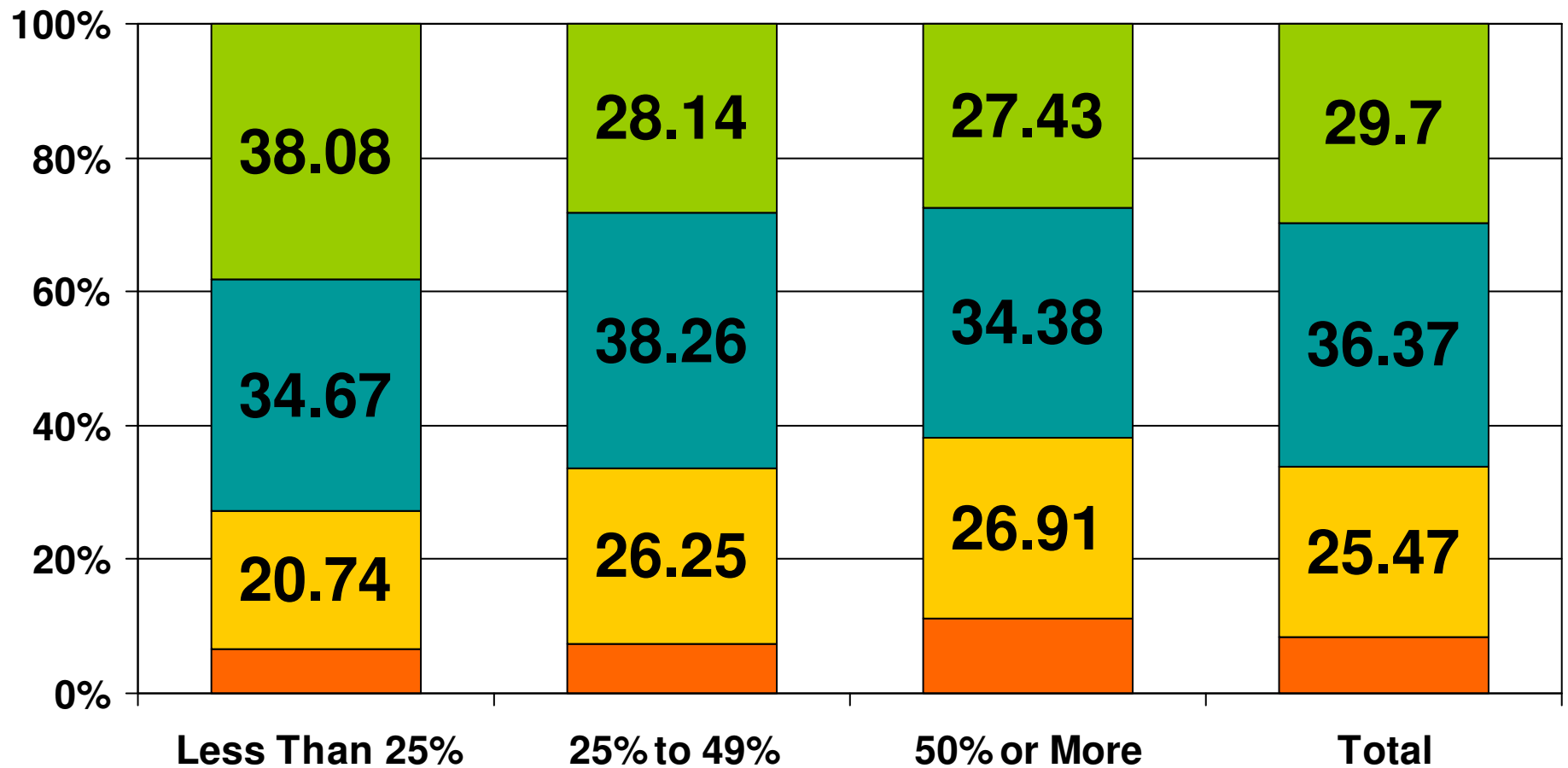
T7

Designing lessons that address different learning styles.



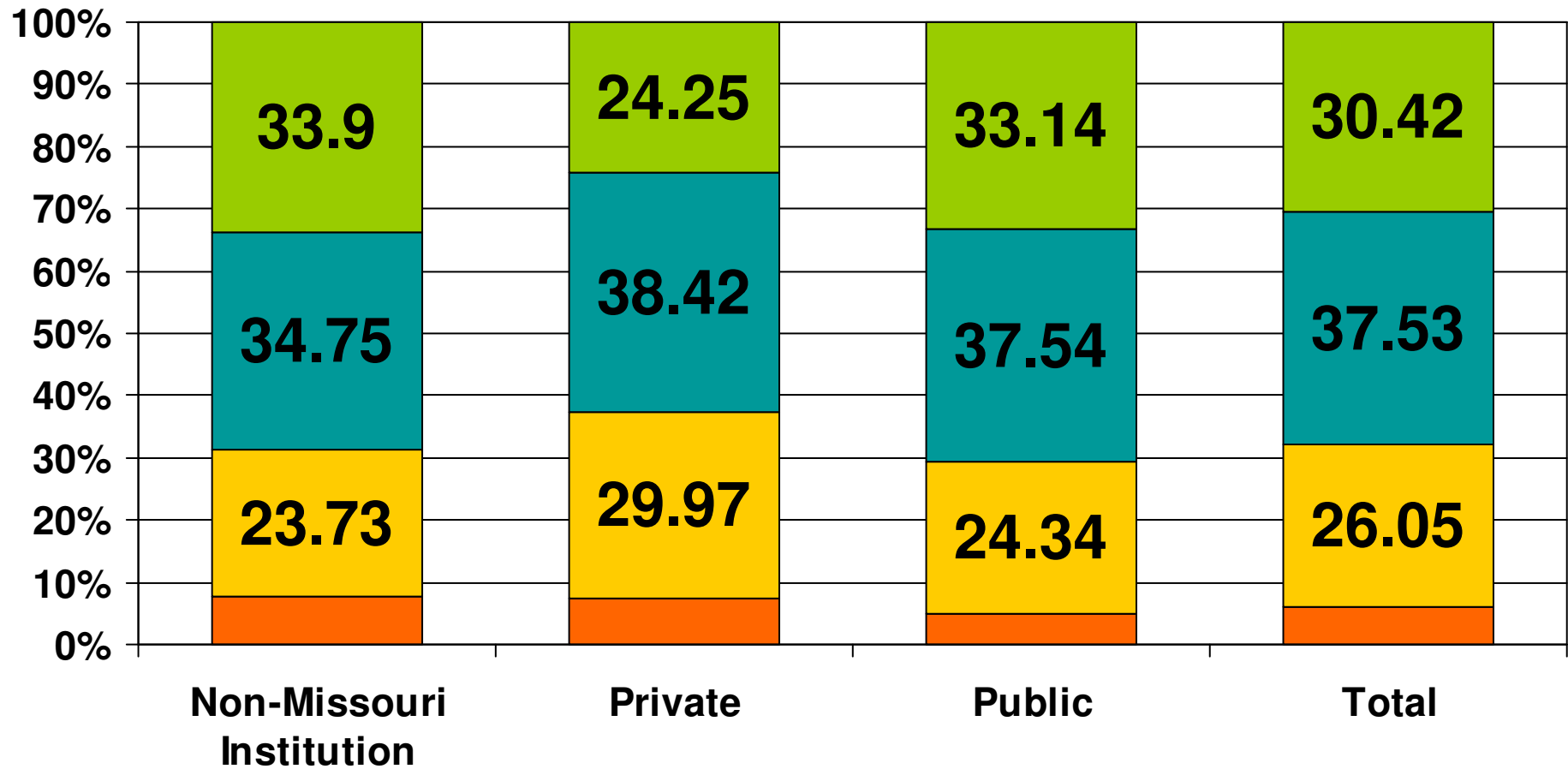
Accreditation Status

P4 Designing lessons that address a variety of learning styles.



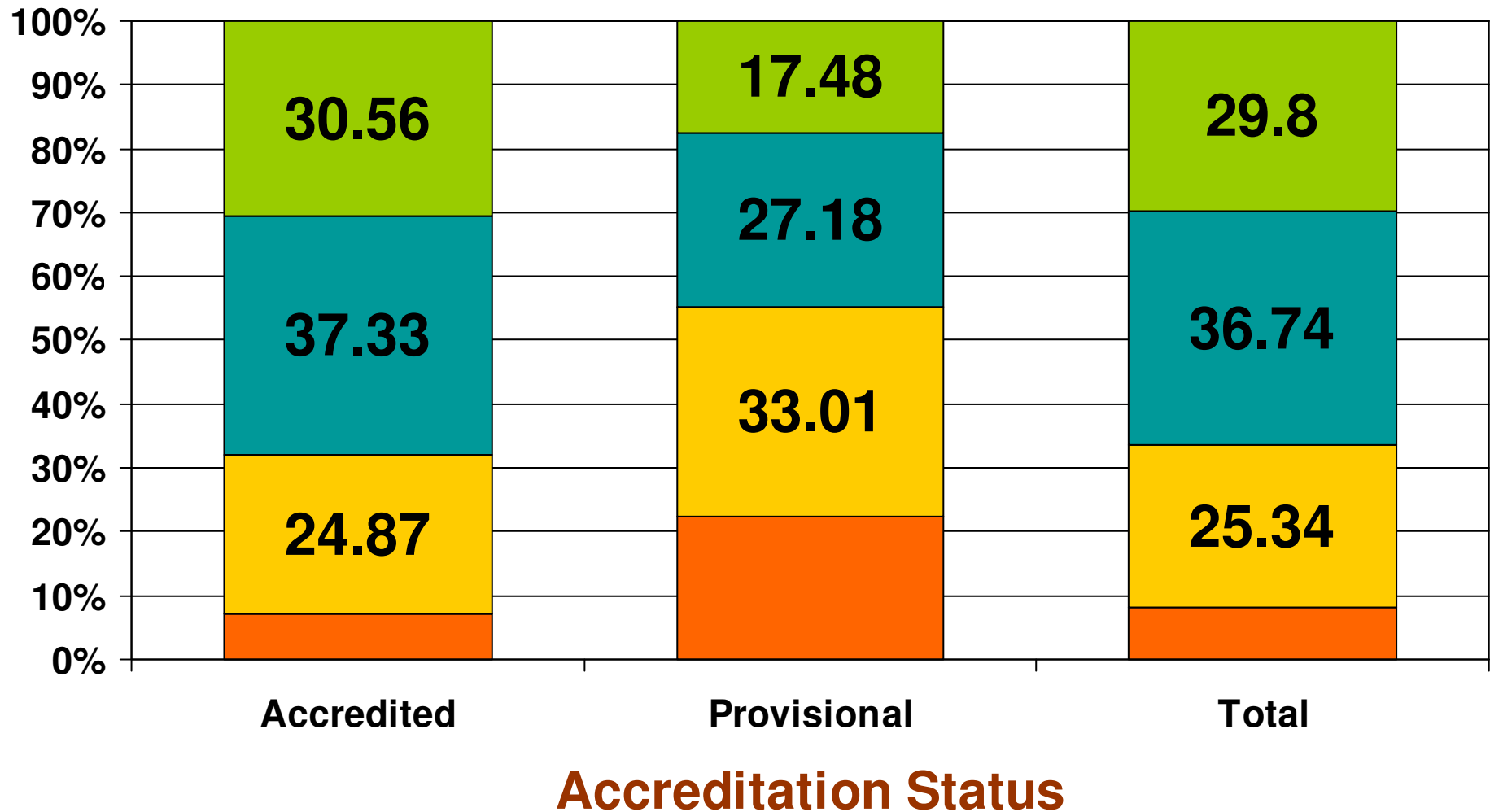
Pct. Free or Reduced Lunch

P4 Designing lessons that address a variety of learning styles.



Program type

P4 Designing lessons that address a variety of learning styles.



Creating Engaging Learning Environment

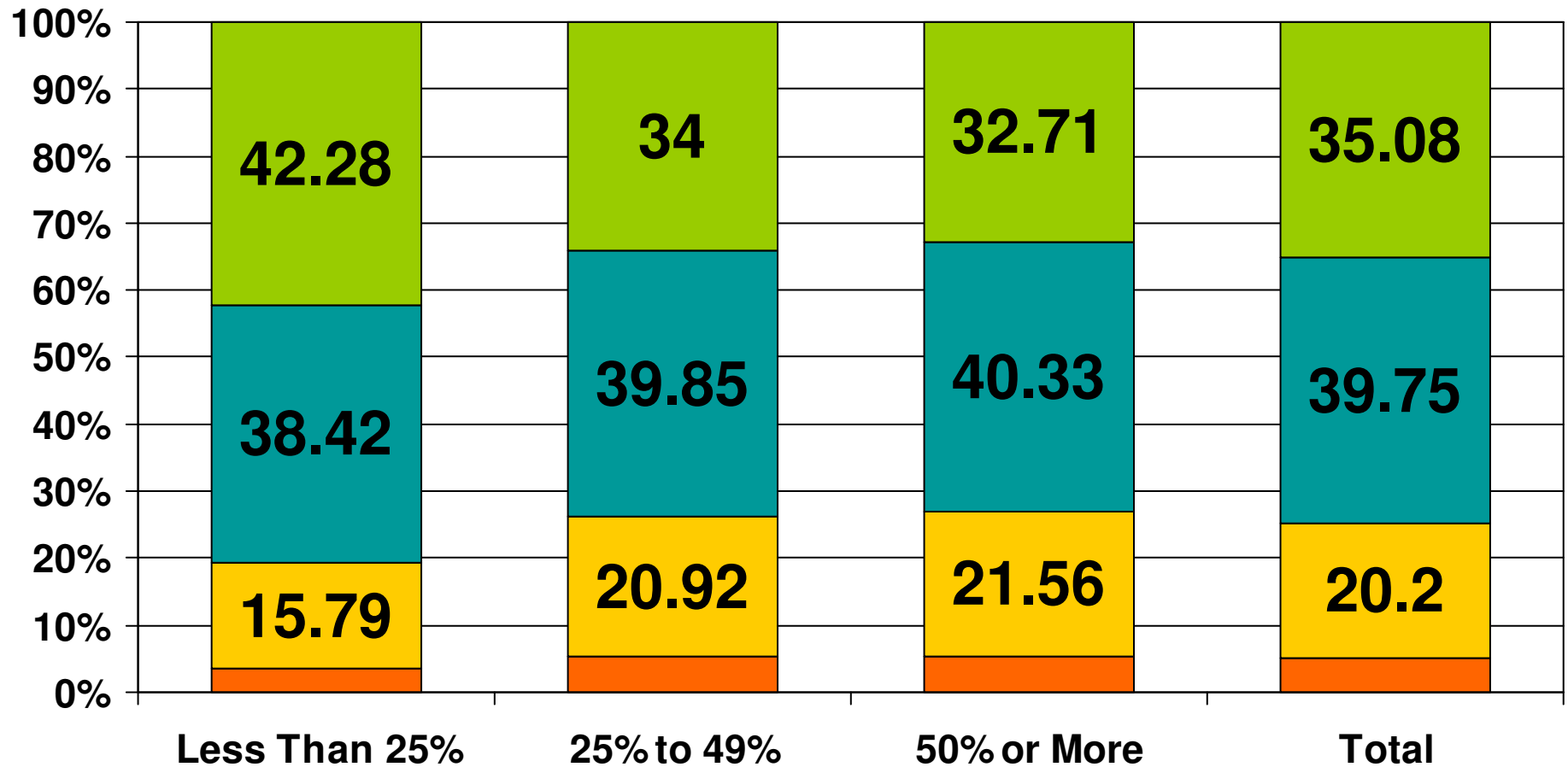
Teachers #11

- *Good or Very Good*
75%
- *FRL*
- *Locale*
- *Size*

Principals #7

- *Good or Very Good*
70%
- *Size*
- *FRL*
- *Type of Program*
- *Accreditation Status*

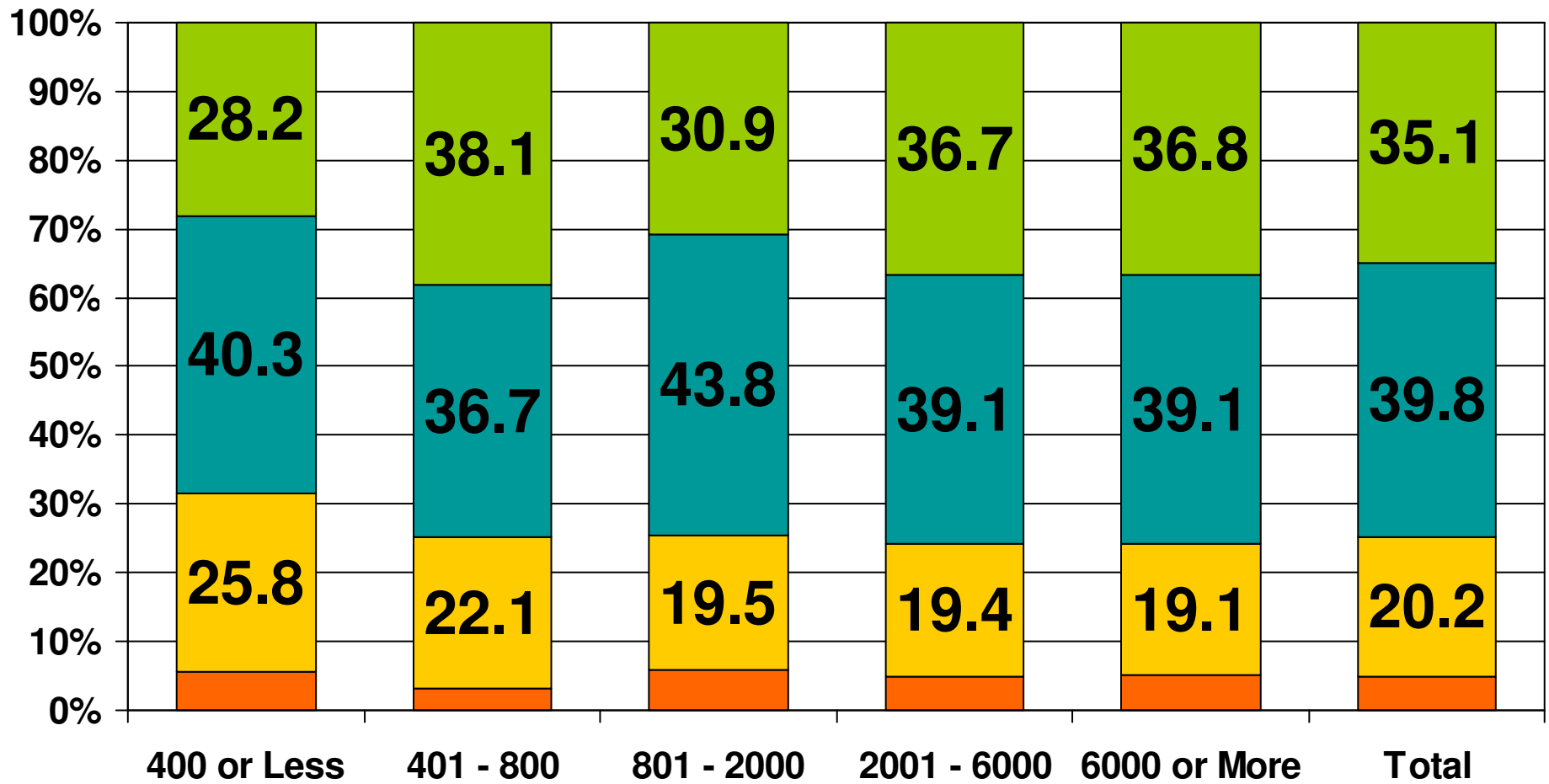
T11 Creating a classroom learning environment that encourages student engagement.



Pct. Free or Reduced Lunch

T11

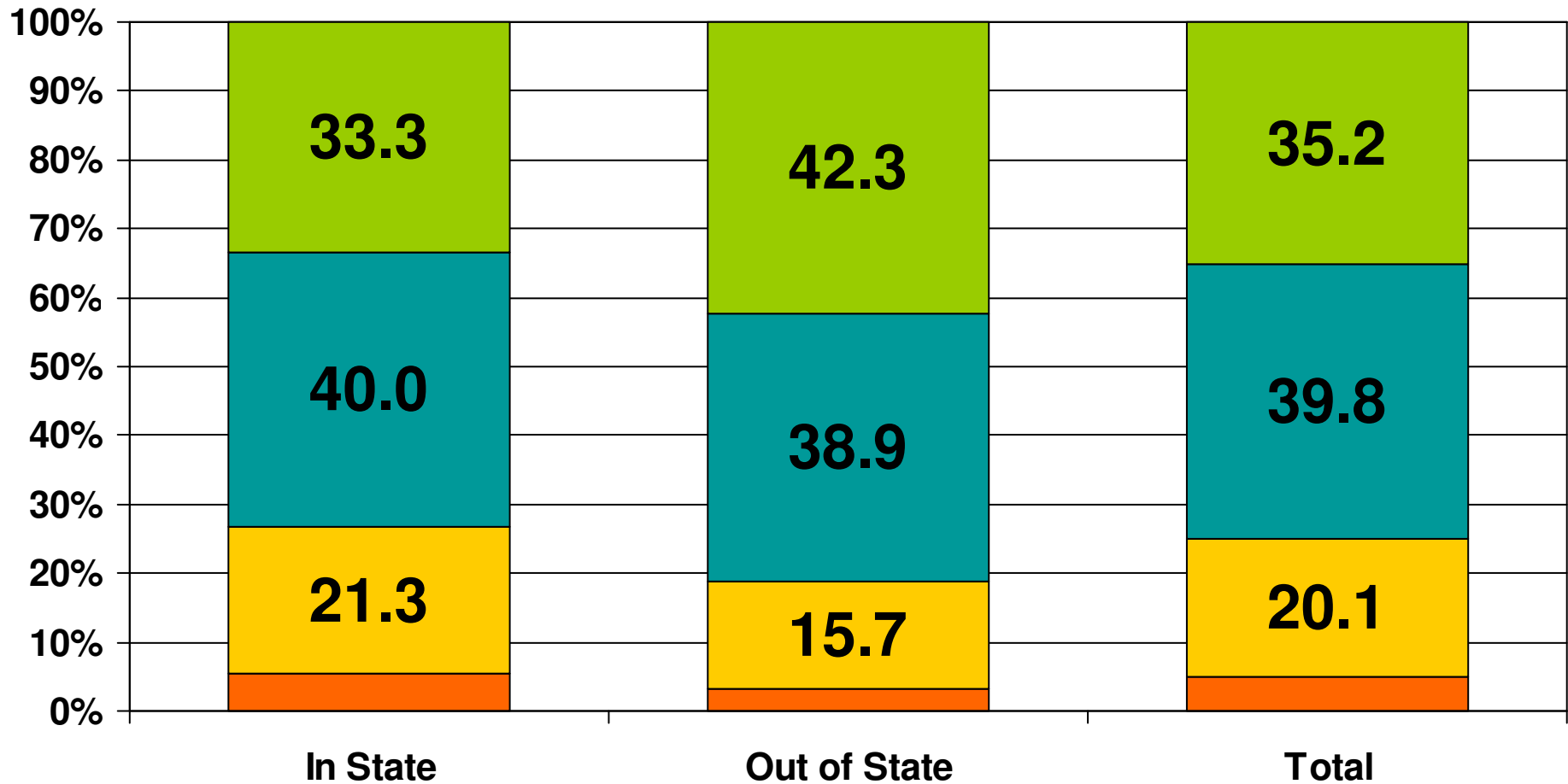
Creating a classroom learning environment that encourages student engagement.



Enrollment Category

T11

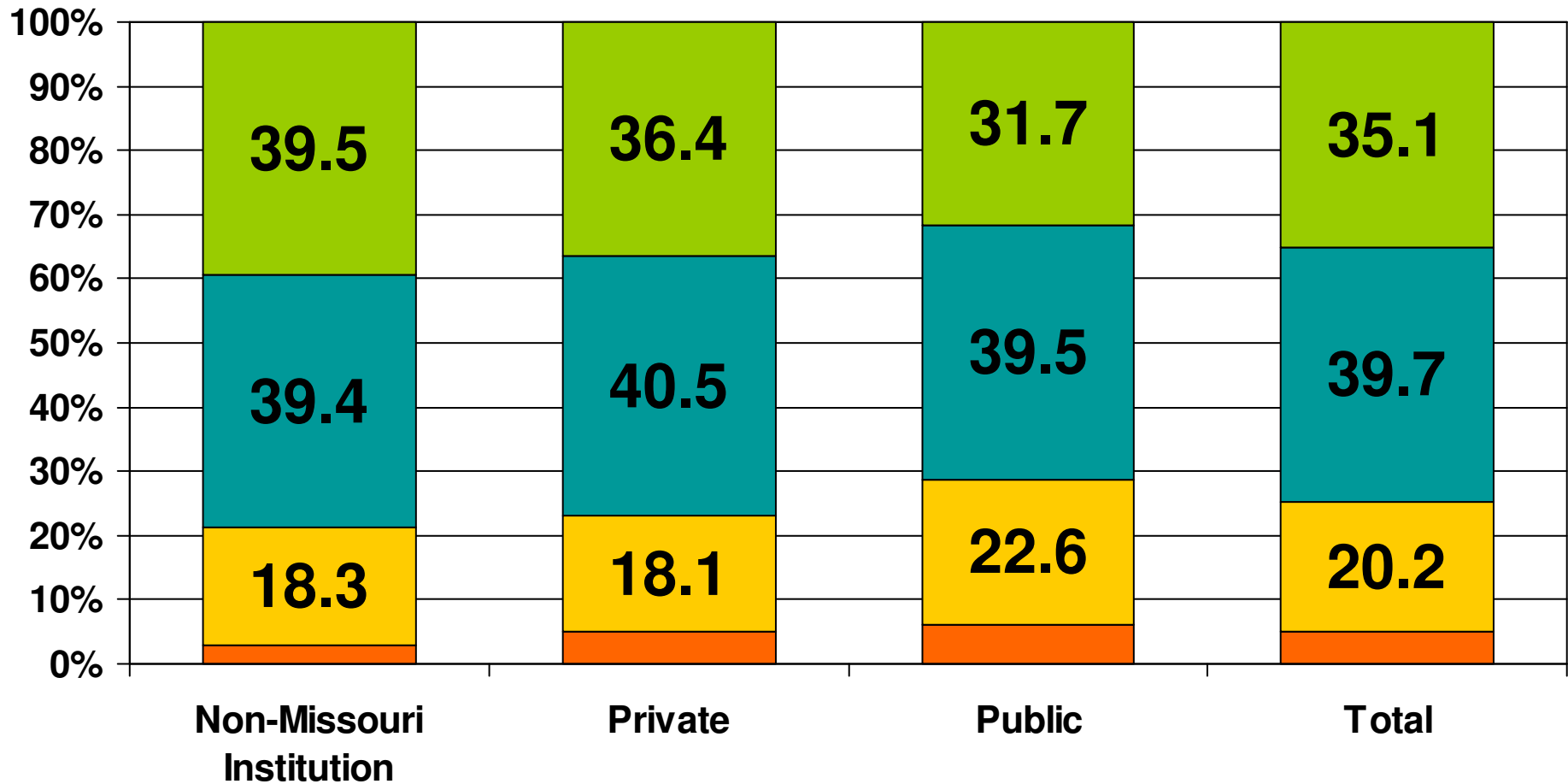
Creating a classroom learning environment that encourages student engagement.



Program Location

T11

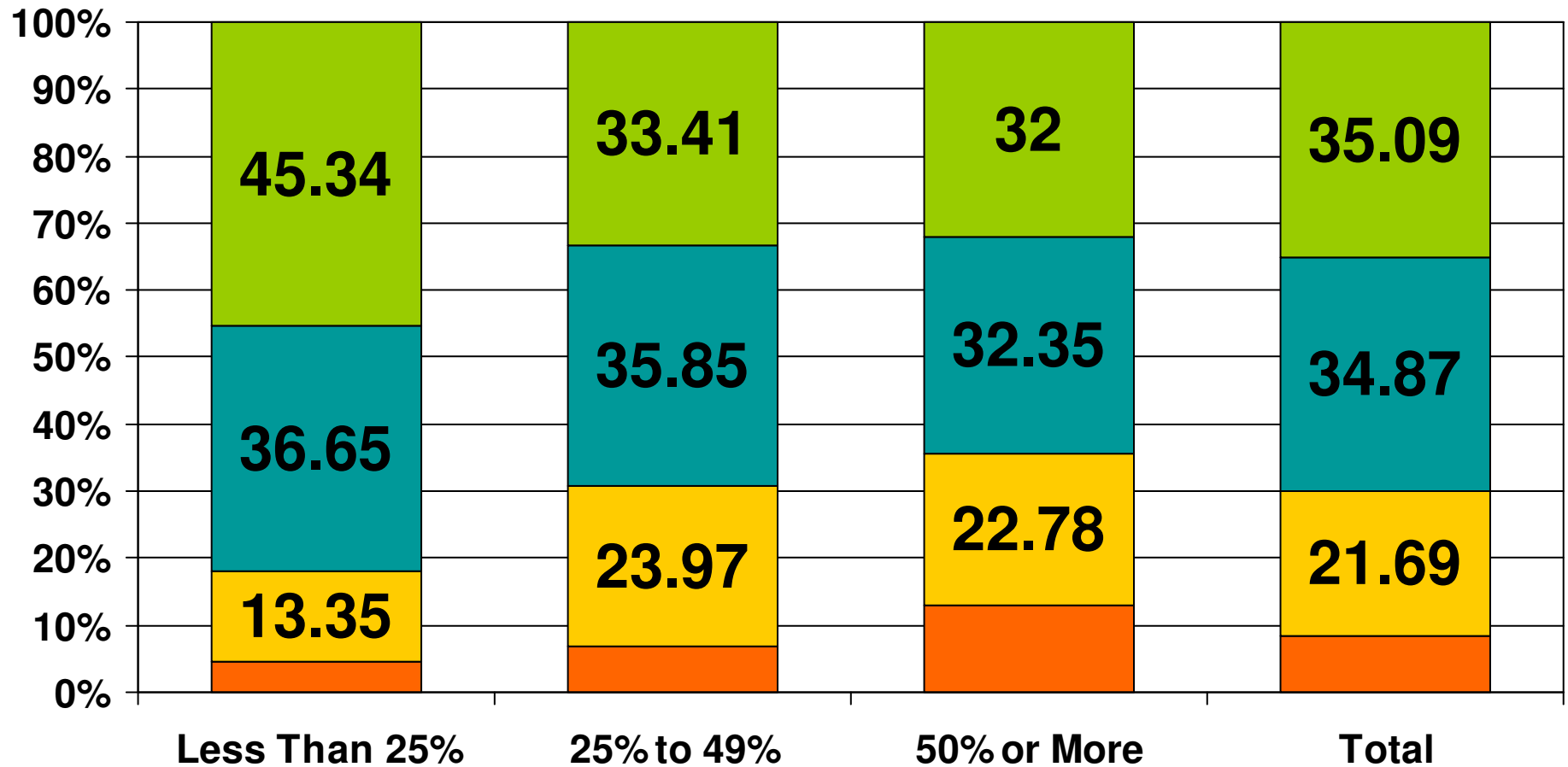
Creating a classroom learning environment that encourages student engagement.



Program Type

P7

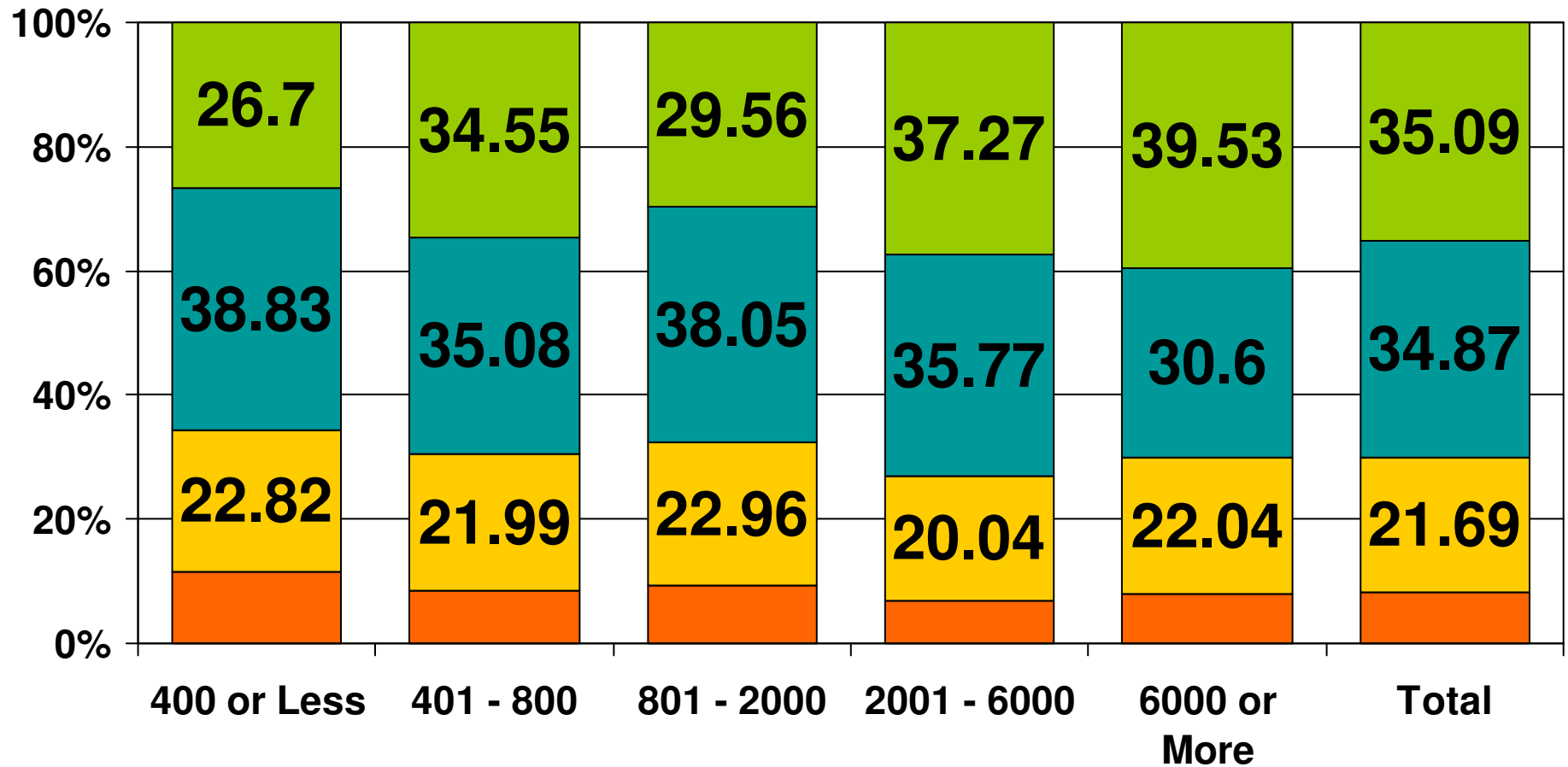
Creating an environment that encourages active student engagement.



Pct. Free or Reduced Lunch

P7

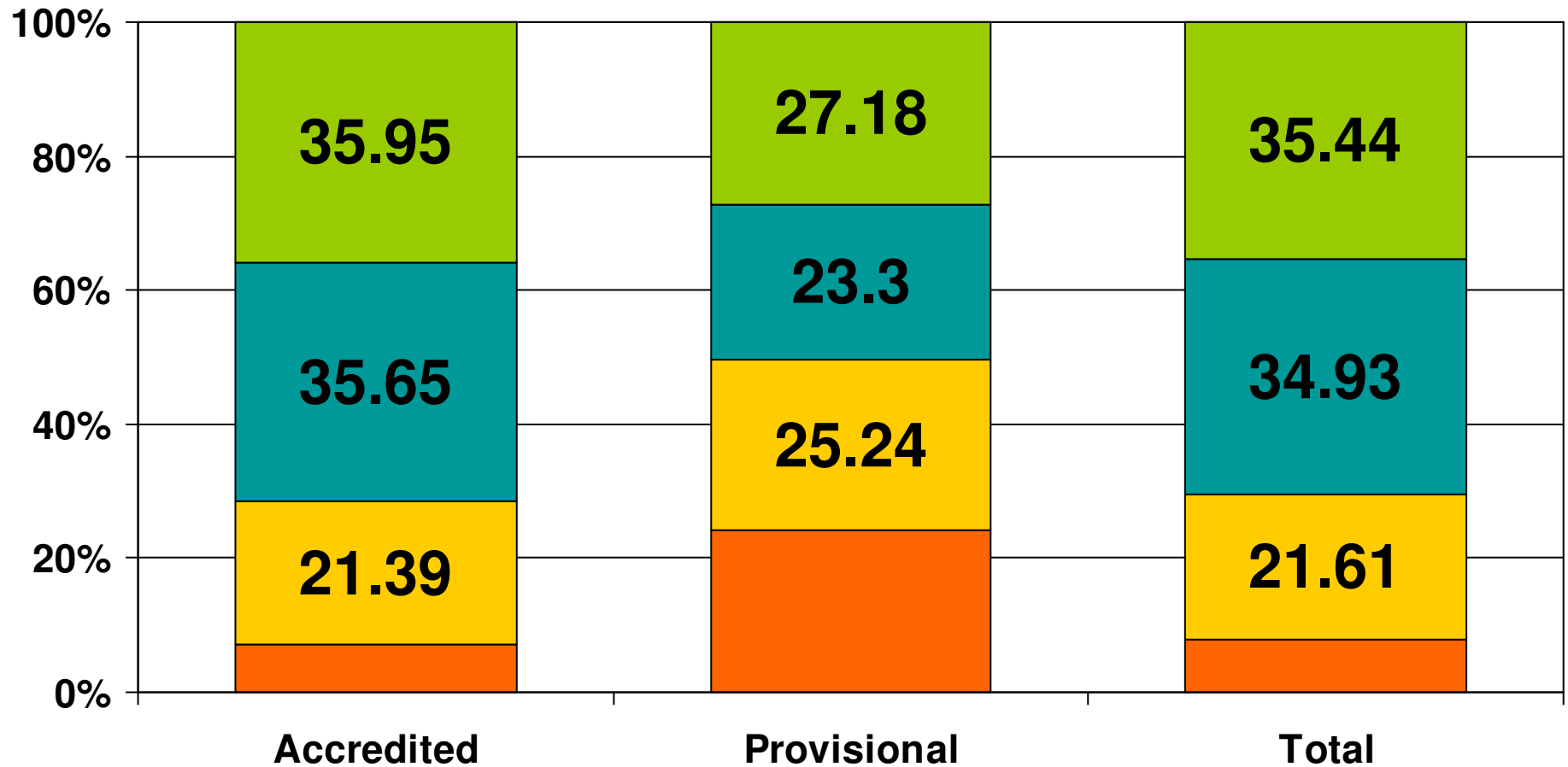
Creating an environment that encourages active student engagement.



Enrollment Category

P7

Creating an environment that encourages active student engagement.



Accreditation Status

Using Assessments Effectively

Teachers #13

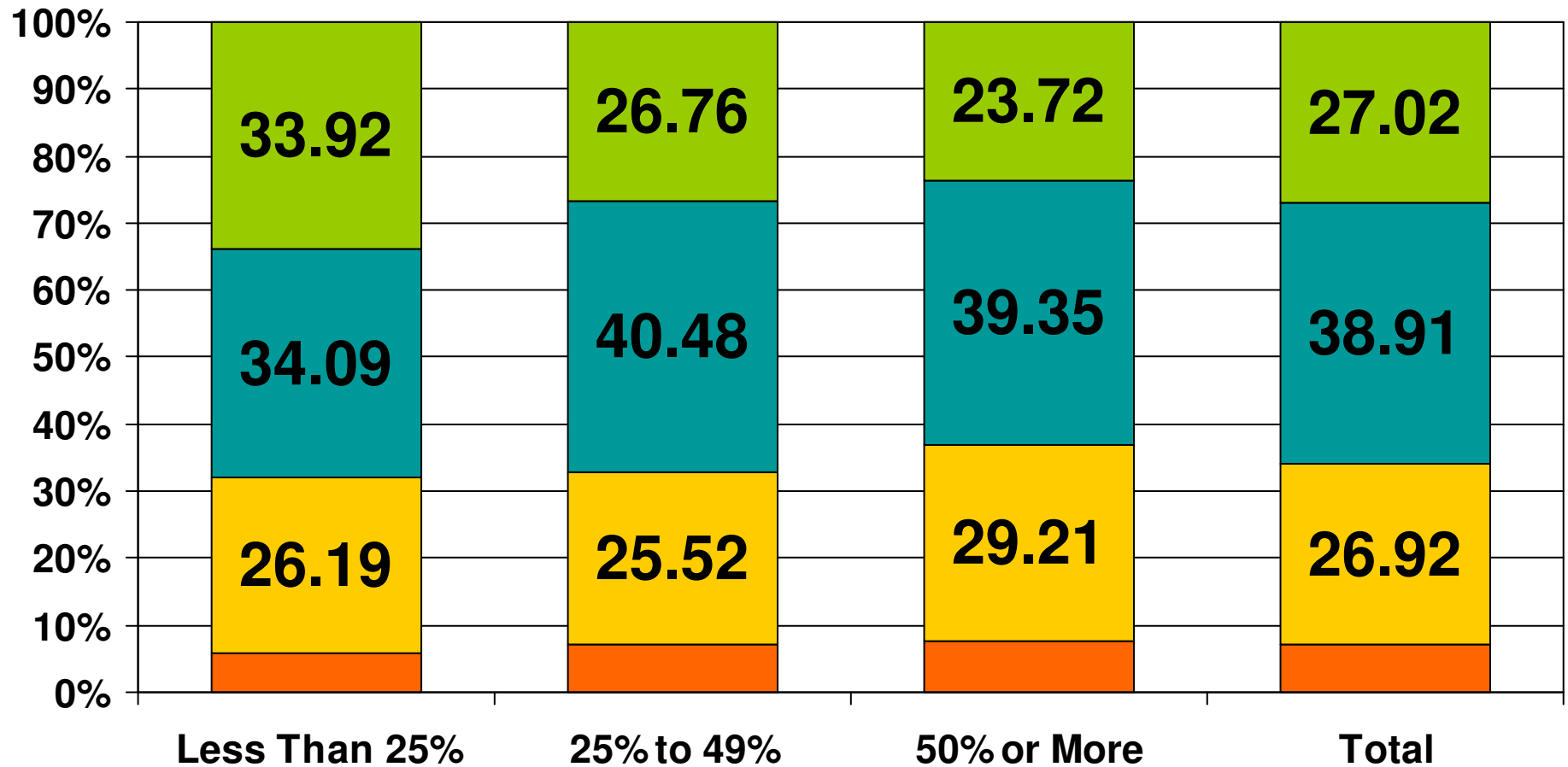
- *Good or Very Good*
66%
- *FRL*
- *Size*
- *In-Out State*

Principals #9

- *Good or Very Good*
61%
- *FRL*
- *Size*
- *Accreditation Status*

T13

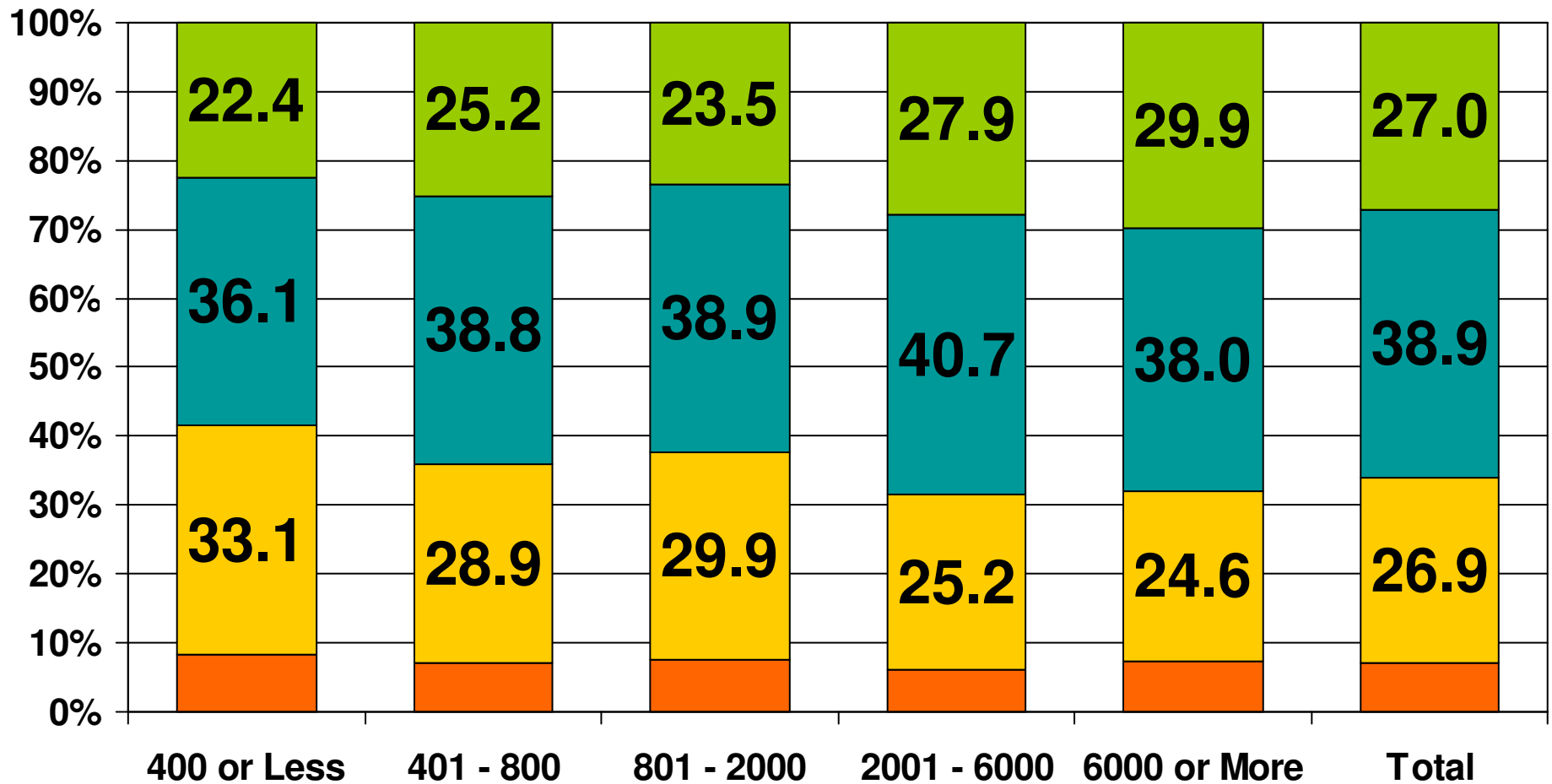
Using assessments effectively to evaluate student academic achievement.



Pct. Free or Reduced Lunch

T13

Using assessments effectively to evaluate student academic achievement.



Enrollment Category

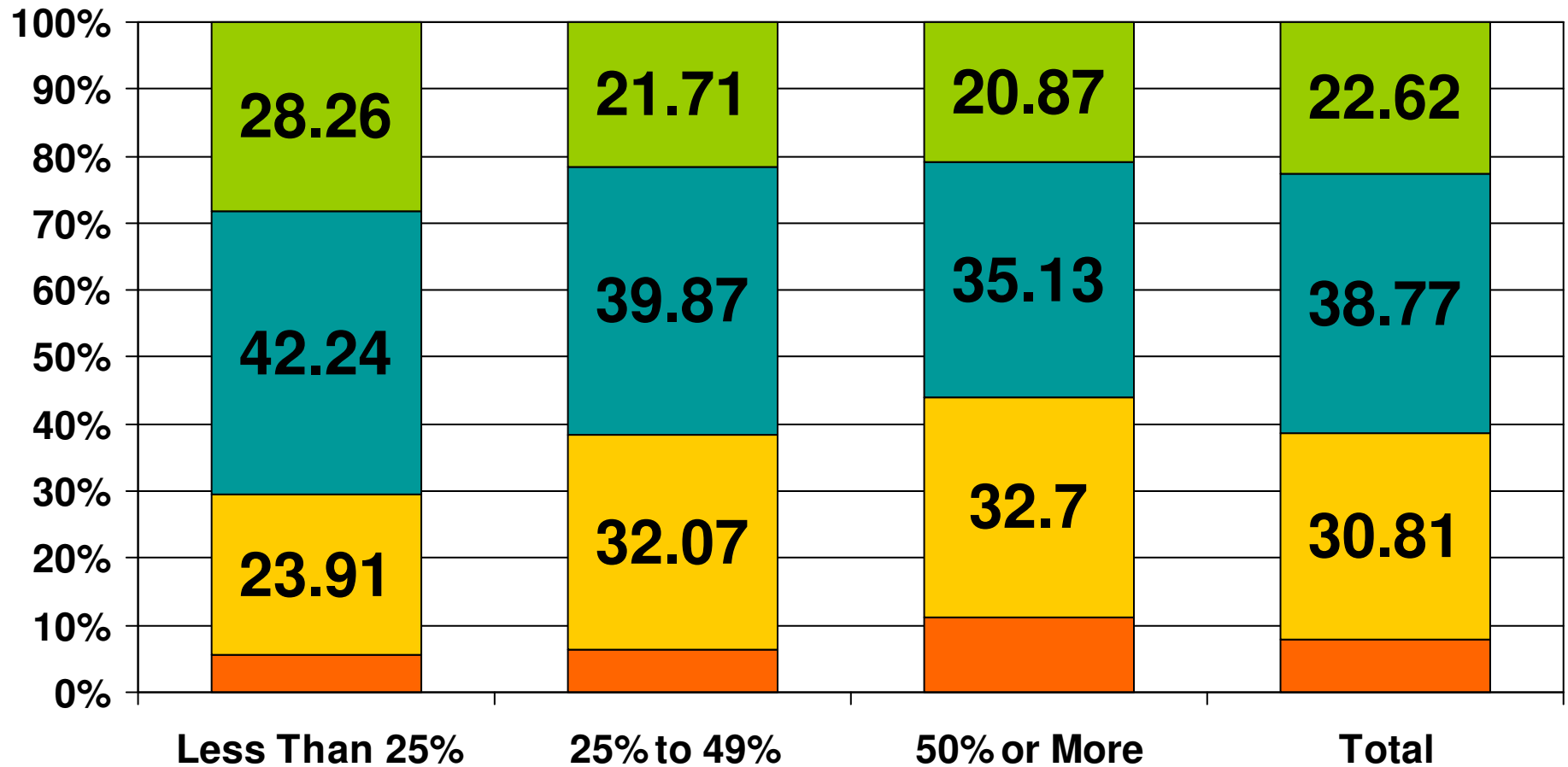
T13 Using assessments effectively to evaluate student academic achievement.



Program Location

P9

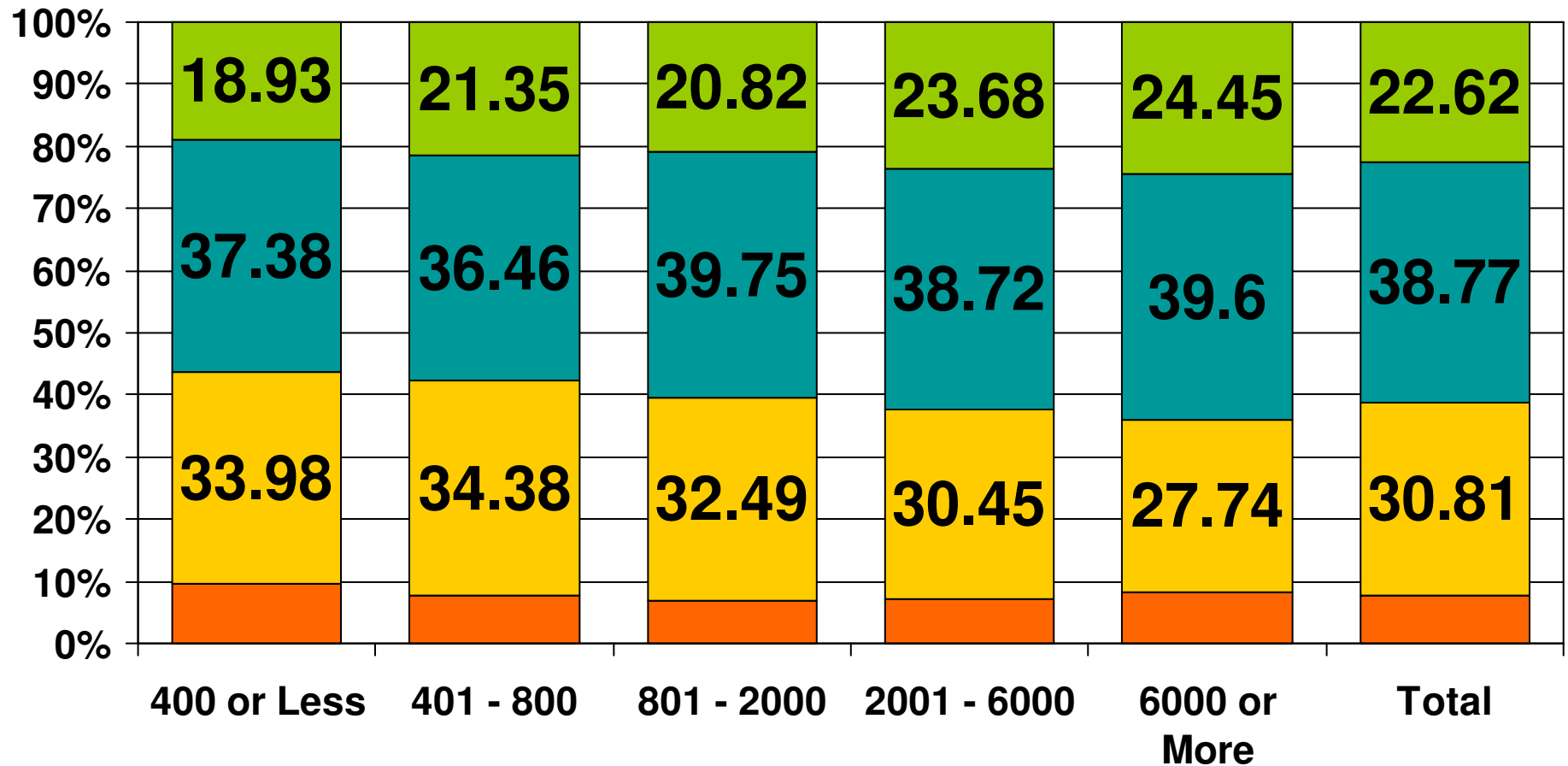
Using assessments effectively to evaluate student achievement.



Pct. Free or Reduced Lunch

P9

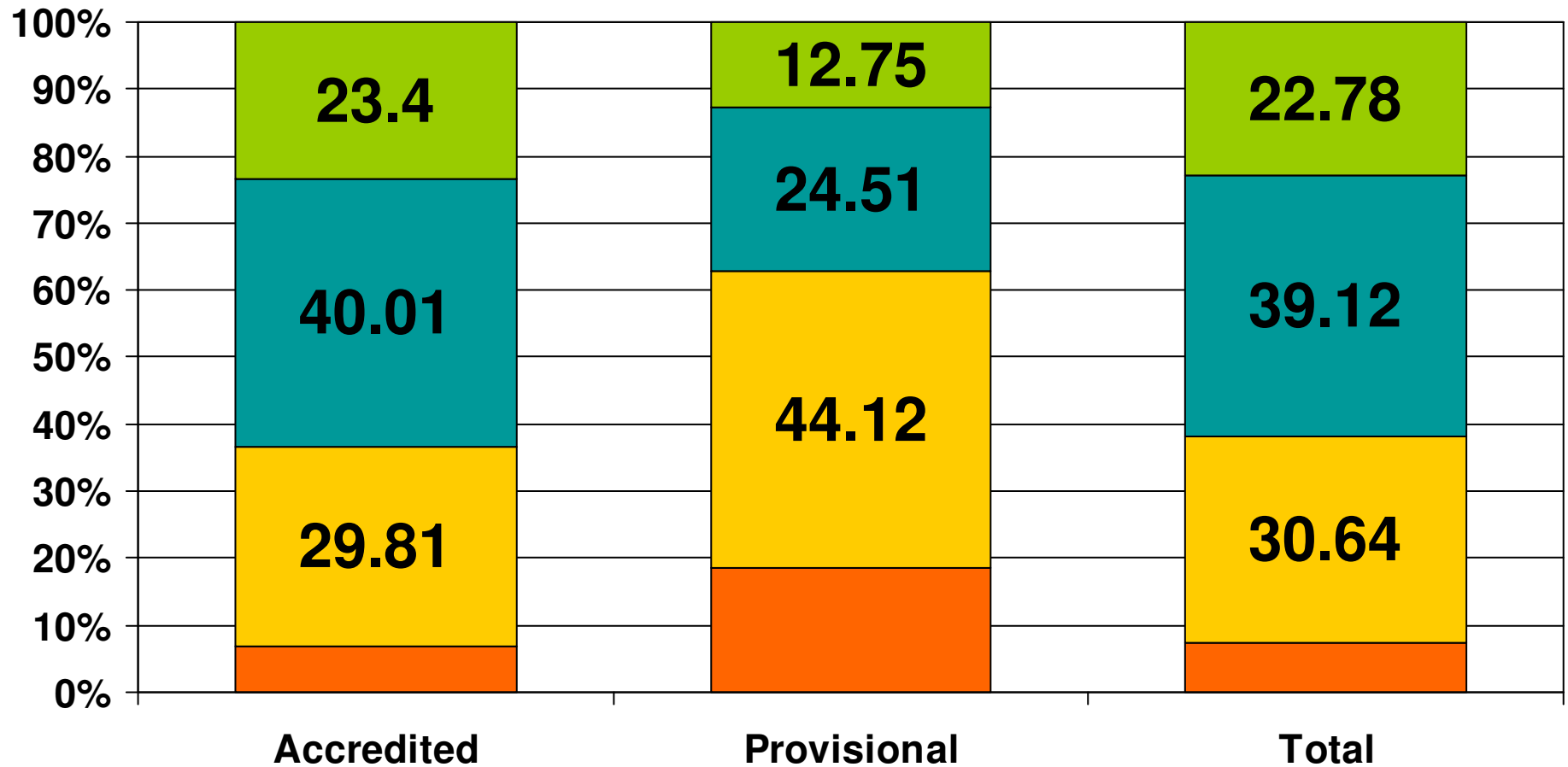
Using assessments effectively to evaluate student achievement.



Enrollment Category

P9

Using assessments effectively to evaluate student achievement.



Accreditation Status

Discussion

- General Questions
- Future directions
- Review of survey questions
- Additional analyses

Missouri Department of Elementary and
Secondary Education

First-Year Teacher Survey, 2007

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Jefferson City, Missouri

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