WHERE WERE THESE TEACHERS HIRED

- Elementary Schools
  - K-2/3; K-5/6
- All geographic regions of Oregon
- All sized schools
  - 16 to 700 students
- All sized districts
  - 189 to 54,000 students
- From “frontier” one room schools to inner city schools
- Inner City - 7
- Suburban – small city/town – 20
- Rural/Isolated - 18

- 60% were hired within the general geographic region served by their preparation program
CLASSROOM DEMOGRAPHICS

Classrooms varied widely – from very homogeneous to very diverse

- 35 taught in single grade classrooms; 10 taught multi-aged classrooms
- 24 taught at a “Benchmark” grade, 21 did not
- Class size ranged from 13 – 30
- The number of English Language Learning students ranged from 0 – 22
- The number of students on IEPs ranged from 0 – 10
- The number of students qualifying for TAG ranged from 0 – 4
- The number of students in “pull-out” programs ranged from 0 – 24.
FEELINGS OF PREPAREDNESS TO TEACH IN FIRST YEAR CONTEXTS

- Similarity to student teaching setting
  - The same (9)
  - Very similar (5)
  - Some similarities/some differences (7)
  - Quite different (6)
  - Very different (13)

- How prepared to teach in setting
  - Very well prepared (4)
  - Fairly well prepared (20)
  - Poorly/minimally prepared (14)
  - Not at all prepared (7)
TEACHING CONTEXT OVER TIME

On the surface, contexts seemed stable

- No one changed school districts
- One teacher changed schools
- 11 taught at different grade(s) during their first 3 years

Looking closer, contexts changed for many

- 11 saw their class size change significantly during their first 3 years
- 10 saw significant changes in the number of ELL students during their first 3 years
- 23 saw significant changes in the numbers of students with IEPs during their first 3 years
- Only 5 saw significant changes in the number of TAG students during their first 3 years
- 23 saw significant changes in the number of students in “pull-out” programs during their first 3 years.
SUPPORT AND MENTORING

As First Year Teachers

- Less than half (44%) were assigned a formal mentor their first year.
  - Of these 20 teachers, 12 indicated receiving significant and helpful support
  - 8 indicated that their mentor provided only limited support in level and helpfulness

- Over half (56%) were not assigned formal mentors.
  - Of these 25 teachers, 10 indicated receiving substantial support and help from colleagues or grade level teams, but through informal relationships.
  - 15 (1/3 of all teachers) indicated that they were pretty much on their own.
SUPPORT AND MENTORING OVER TIME

As 2nd and 3rd Year Teachers

- Only 3 teachers were formally assigned a mentor as 2nd year teachers...no 3rd year teachers were assigned mentors.

- 31 2nd year teachers indicated receiving significant informal support...23 3rd year teachers indicated receiving significant informal support.

- Eleven 2nd year teachers and 22 3rd year teachers indicated being pretty much on their own.

- Only 8 teachers indicated experiencing significant amounts of positive support their first 3 years of teaching.

- Only 3 teachers indicated experiencing very limited and unhelpful support their first 3 years of teaching.
SUPPORTIVE SCHOOL CULTURE OVER TIME

More than half of these teachers were in unsupportive environments or environments that changed significantly over their first 3 years.

**Principal Leadership**
- 20 were in schools with positive/supportive Principal leadership over first 3 years
- 6 were in schools with negative/unsupportive Principal leadership over first 3 years
- 19 were in schools with a change in principal leadership during their first 3 years

**Faculty Collegiality**
- 18 were in schools with schools with collaborative/supportive teaching colleagues during their first 3 years
- 10 were in schools with schools with collaborative/supportive teaching colleagues during their first 3 years
- 17 were in schools where faculty collegiality changed over their first 3 years
These teachers were hired into a variety of settings.

While these settings varied substantially from their student teaching experience for a majority of teachers, the majority felt prepared to teaching in their settings.

Change is the norm for the majority of these teachers.

Only 3 teachers found themselves in situations where, over the course of their first three years of teaching:
- They had significant and helpful support
- They were in supportive and collaborative schools
- Their classroom context remained fairly stable