Student Impact Novice Teachers 2021-2022

2020 Novice Teacher Survey Statewide N=1,578 4 - Highly Effective 3 - Effective 2 - Progressing 1 - Ineffective N/A	1A Planning and Preparation	1B Planning and Preparation	1C Planning and Preparation:	1D Planning and Preparation	1E Planning and Preparation	1F Planning and Preparation	2A The Classroom Environment	2B The Classroom Environment	2C The Classroom Environment	2D The Classroom Environment	2E The Classroom Environment	3A Instruction	3B Instruction	3C Instruction	3D Instruction	3E Instruction	4A Professional Responsibilities	4B Professional Responsibilities	4C Professional Responsibilities	4D Professional Responsibilities	4E Professional Responsibilities	4F Professional Responsibilities
State Average (N=1863	3.63	3.75	3.50	3.50	3.63	3.25	3.38	3.38	3.25	3.13	3.38	3.38	3.38	3.38	3.63	3.63	3.50	3.38	3.50	3.50	3.50	3.50
U of O Average (N=8)	3.36	3.33	3.24	3.32	3.31	3.21	3.44	3.37	3.21	3.15	3.31	3.35	3.26	3.28	3.24	3.32	3.34	3.21	3.20	3.32	3.34	3.46

The Department of Elementary and Secondary Education (DESE) is currently collecting data from our 2021-2022 novice teachers. Additional data will be available in May of 2022. Both the state average and U of O average dropped in each domain during this report cycle. The effects of COVID protocol at both the partnership schools and the EPP has been slated as a factor. We are continuing the work of providing support to raise these scores and ensure our candidates are successful as novice teachers. There were two areas in which our EPP scores were below the state average in our previous report. Both components (1F and 3D) involve the ability to assess student understanding within the planning process and during instruction. Using the Professional Learning Community (PLC) model, the EPP has become more systematic in how we discuss assessment with our teacher candidates. Faculty are attending PLC training sponsored by the Department of Elementary and Secondary Education. We have also embedded assessment conversations in multiple classes across programs. This includes the Principles of Learning and Teaching course for secondary teacher candidates and the Integrated Curriculum courses for elementary candidates. In addition, the original Educational Assessment course was a senior level course and we moved that course to a sophomore level course. In this change, we also changed the goal of the course. The Introduction to assessment course is meant to provide students with the necessary definitions and descriptions of different types of assessments. The course also includes application opportunities for candidates (i.e. creating authentic assessments both formative and summative).

Domain 1 Planning and Preparation: Component A - Demonstrating Knowledge of Content and Pedagogy: Content knowledge, Prerequisite relationships, Content pedagogy

Domain 1 Planning and Preparation: Component B - Demonstrating Knowledge of Students: Child development; Learning process; Special needs; Student skills, knowledge, and Proficiency; Interests and cultural heritage

Domain 1 Planning and Preparation: Component C - Setting Instructional Outcomes: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners

Domain 1 Planning and Preparation: Component D - Demonstrating Knowledge of Resources: For classroom, To extend content knowledge, For students

Domain 1 Planning and Preparation: Component E - Designing Coherent Instruction: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

Domain 1 Planning and Preparation: Component F - Designing Student Assessments: Congruence with outcomes, Criteria and standards, Formative assessments, Use for planning

Domain 2 The Classroom Environment: Component A - Creating an Environment of Respect and Rapport: Teacher interaction with students, Student interaction with students

Domain 2 The Classroom Environment: Component B - Establishing a Culture for Learning: Importance of content, Expectations for learning and achievement, Student pride in work

Domain 2 The Classroom Environment: Component C- Managing Classroom Procedures: Instructional groups, Transitions, Materials and supplies, Non-instructional duties, Supervision of volunteers and paraprofessionals

Domain 2 The Classroom Environment: Component D - Managing Student Behavior: Expectations, Monitoring Behavior, Response to misbehavior.

Domain 2 The Classroom Environment: Component E - Organizing Physical Space: Safety and accessibility, Arrangement of furniture and resources

Domain 3 Instruction: Component A - Communicating with Students: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language

Domain 3 Instruction: Component B - Using Questioning and Discussion Techniques: Quality of questions, Discussion techniques, Student participation

Domain 3 Instruction: Component C - Engaging Students in Learning: Activities and assignments, Student groups, Instructional materials and resources, Structure and pacing

Domain 3 Instruction: Component D - Using Assessment in Instruction: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring

Domain 3 Instruction: Component E - Demonstrating Flexibility and Responsiveness: Lesson adjustment, Response to students, Persistence

Domain 4 Professional Responsibilities: Component A - Reflecting on Teaching: Accuracy, Use in future teaching

Domain 4 Professional Responsibilities: Component B - Maintaining Accurate Records: Student completion of assignments, Student progress in learning, Non-instructional records

Domain 4 Professional Responsibilities: Component C - Communicating with Families: About instructional program, About individual students, Engagement of families in instructional program

Domain 4 Professional Responsibilities: Component D - Participating in a Professional Community: Relationships with colleagues, Participation in school projects, Involvement in culture of professional inquiry, Service to school

Domain 4 Professional Responsibilities: Component E - Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession

Domain 4 Professional Responsibilities: Component F - Showing Professionalism: Integrity/ethical conduct, Service to students, Advocacy, Decision-making, Compliance with school/district regulations