

## Monthly Data Briefs from the Delaware Department of Education's Teacher and Leader Effectiveness Branch

What do teachers and their supervisors think about Delaware educator preparation? Where do they feel that preparation needs improvement? In 2016, the Delaware Department of Education, in collaboration with six Delaware educator preparation programs, conducted a survey of 570 recent graduates and their supervisors to find out where graduates and their supervisors feel they need more preparation. 236 recent graduates and 136 supervisors responded. The "areas of concern" are summarized here. A related "Set" discusses the "bright spots" in preparation.

### Teachers: Top Concerns\*

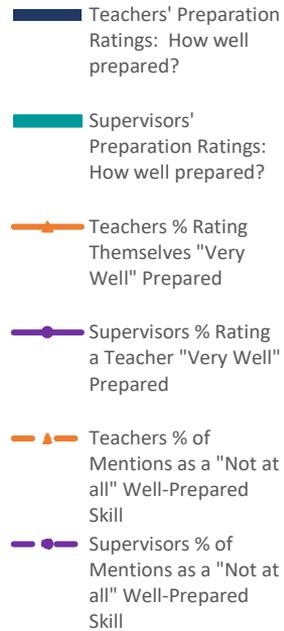
- Integrate technology into instruction
- Establish and maintain classroom procedures
- Manage student behavior
- Work effectively with students from diverse communities

### Supervisors: Top Concerns\*

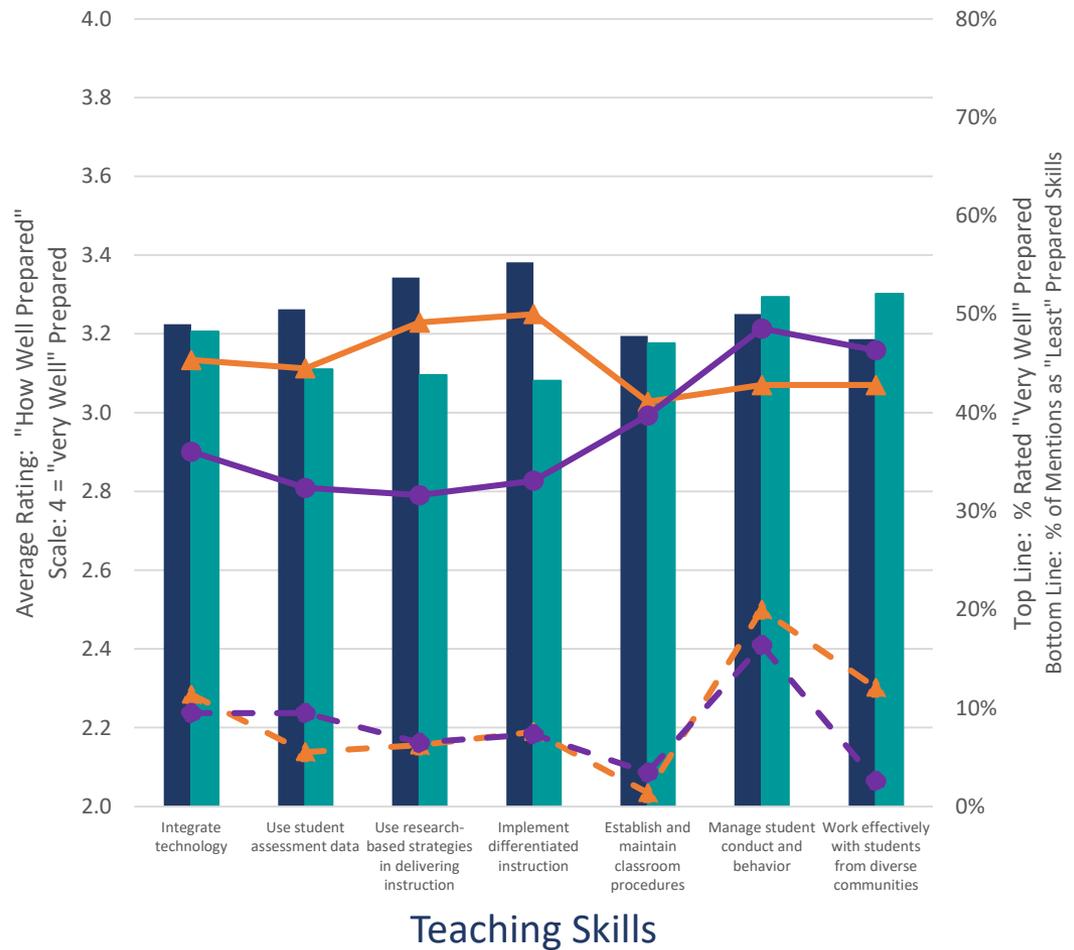
- Use student assessment data
- Use research-based strategies in delivering instruction
- Implement differentiated instruction

\* The teaching skills listed fall into the lowest 10% of the measures used, for at least 2 out of 3 of the measures described below.

**Method:** We asked teachers and supervisors to rate how well prepared a teacher was on 23 different teaching skills, derived from the DPAS II evaluation system and constructed with collaboration from the six Delaware educator preparation programs. They rated level of preparation as "not at all," "minimally," "moderately," or "very well" prepared for each teaching skill. In addition, teachers and supervisors looked at the list of 23 teaching skills and indicated two skills where that were "extremely" well prepared and two skills that were "not at all" well prepared.



### Areas for Growth in DE Educator Preparation: Top Concerns for Teachers & Supervisors



# 'The Set': Areas for Growth in Delaware Educator Preparation

December 2016

TEACHERS: Teaching Skills rated as Areas for Growth	What % of teachers rated themselves as "Very Well" prepared?	What % of teachers listed this skill as one on which they were "not at all" prepared?	SUPERVISORS: Teaching Skills rated as Areas for Growth	What % of teachers were rated as "Very Well" prepared?	What % of teachers listed this skill as one on which they were "not at all" prepared?
Work effectively with students from diverse communities	43%	12%	<p><i>How were "areas of growth" derived for supervisors? The same method was used here as was used for teachers.</i></p> <ol style="list-style-type: none"> <li>1. "How well prepared was this teacher" on a 1 to 4 scale</li> <li>2. The % who rated a teacher as "very well" prepared</li> <li>3. % of times the skill was mentioned when the supervisor was asked to indicate two skills for which the teacher was "not at all" well prepared.</li> </ol>		
Communicate with families	44%	14%			
Record and maintain student data	47%	11%			
Establish and maintain classroom procedures	41%	1%			
Manage student behavior	43%	20%	Manage student behavior	49%	16%
Integrate technology	45%	11%	Integrate technology	36%	9%
Set expectations with participation from students	43%	2%	Set expectations with participation from students	37%	3%
<p><i>How were "areas of growth" derived for teachers? The teaching skills listed as "areas for growth" are those which were rated in the bottom 1/3 of 23 skills, for at least 2 of 3 different measures, or the bottom 20% of any one measure. The measures were:</i></p> <ol style="list-style-type: none"> <li>1. "How well prepared were you" on a 1 to 4 scale</li> <li>2. The % who rated themselves as "very well" prepared</li> <li>3. % of times the skill was mentioned when the teacher was asked to indicate two skills for which s/he was "not at all" well prepared.</li> </ol>			Implement differentiated instruction	33%	7%
			Account for individual differences	39%	7%
			Use research-based strategies in designing instruction	35%	6%
			Use research-based strategies in delivering instruction	32%	6%
			Use student assessment data	32%	9%
			Use content knowledge to design assessments	35%	3%

## Key Takeaways:

- Teacher concerns overlap with supervisor concerns in three important areas: managing student behavior, integrating technology into instruction, and setting expectations with participation from students.
- In addition to the concerns shared with supervisors, teacher concerns also include working and communicating with students and families from diverse backgrounds, establishing and maintaining classroom procedures, and how to use and maintain student data.
- Supervisors note additional concerns, including several related to the use of content knowledge and research-based strategies in designing and delivering instruction, as well as using understanding of individual differences and in-class differentiated instruction.