

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

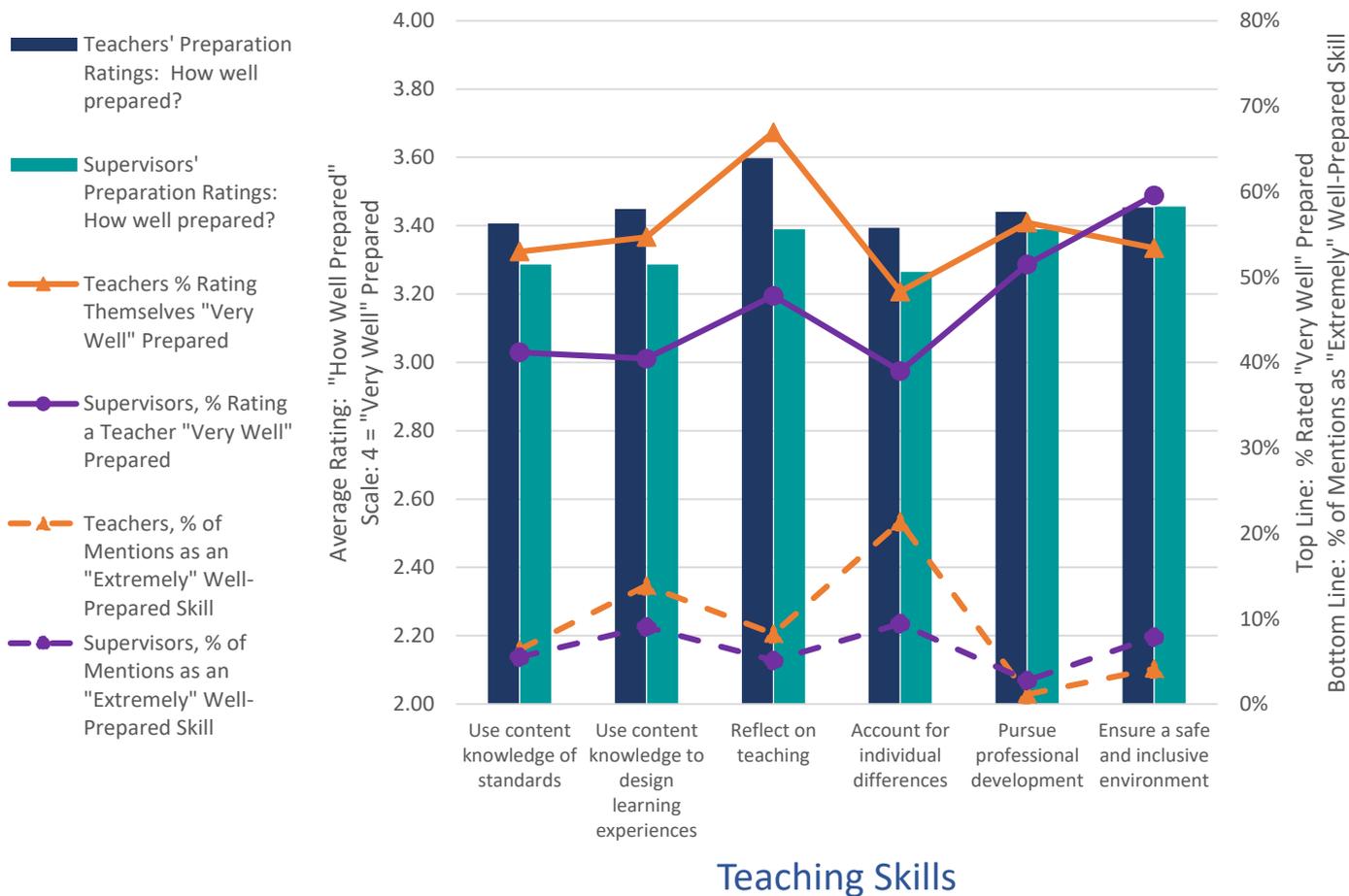
What do teachers and their supervisors think about Delaware educator preparation? Where do they feel that preparation needs improvement? In 2016, the Delaware Department of Education, in collaboration with six Delaware educator preparation programs, conducted a survey of 570 recent graduates and their 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 "[Areas for Growth](#)" in preparation.

### Teachers and supervisors believe these are skills where educators are being well-prepared by their programs:

- Content knowledge of standards
- Use content knowledge to design learning experiences
- Reflect on teaching
- Account for individual differences in designing instruction
- Pursue professional development
- Ensure a safe and inclusive environment

**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.

### Bright Spots in DE Educator Preparation for Teachers & Supervisors



# 'The Set': Bright Spots in Delaware Educator Preparation

December 2016

TEACHERS: Teaching Skills Bright Spots	0% What % of teachers rated themselves as "Very Well" prepared?	What % of teachers listed this skill as one on which they were "Extremely" well-prepared?	SUPERVISORS: Teaching Skills Bright Spots	What % of teachers were rated as "Very Well" prepared?	What % of teachers listed this skill as one on which they were "Extremely" well-prepared?
Persist in ensuring student success	53%	0%	<i>"Bright spots" derived for supervisors were derived using the same method as was used for the teachers.</i>		
Use research-based strategies in designing instruction	50%	2%			
Use content knowledge of standards in designing instruction	53%	6%	Use content knowledge of standards in designing instruction	41%	5%
Use content knowledge to design learning experiences	55%	14%	Use content knowledge to design learning experiences	40%	9%
Reflect on teaching	67%	8%	Reflect on teaching	48%	5%
Account for individual differences	48%	21%	Account for individual differences	39%	9%
Pursue professional development	56%	1%	Pursue professional development	51%	3%
Ensure a safe and inclusive environment	53%	4%	Ensure a safe and inclusive environment	60%	8%
<p><i>How were "bright spots" derived for teachers? The teaching skills listed as "areas for growth" are those which were rated in the top 1/3 of 23 skills, for at least 2 of 3 different measures, or the top 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 "extremely" well prepared.</li> </ol>			Manage student conduct and behavior	49%	5%
			Engage students	46%	6%
			Record and maintain student data	51%	2%
			Relate content to student interests	45%	7%

## Key Takeaways:

- Teachers tend to rate themselves as more prepared than supervisors rate them (averaged across all teachers and all supervisors).
- Teachers and supervisors agree that teaching skills with relatively higher levels of preparation including using content knowledge and knowledge of standards in designing instruction, reflecting on teaching and pursuing professional development, accounting for individual differences, and ensuring a safe and inclusive environment.
- Although teachers feel they are well-prepared to use research based strategies in designing instruction, supervisors do not rate this skill as highly.
- Supervisors feel that teachers are prepared to record and maintain student data, but teachers do not feel well-prepared in this area.