



Opportunities for Teachers,
Results for Urban Students

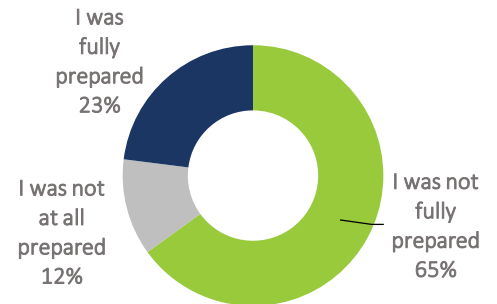
Teach Plus Teacher Preparation Flash Poll Summary

Teach Plus recently polled our network of teachers to gauge their views on the quality of their teacher preparation programs and what factors would have strengthened their ability to best serve their students in the early years of their career. In total, 1020 teachers from 35 states responded to the flash poll.

Results

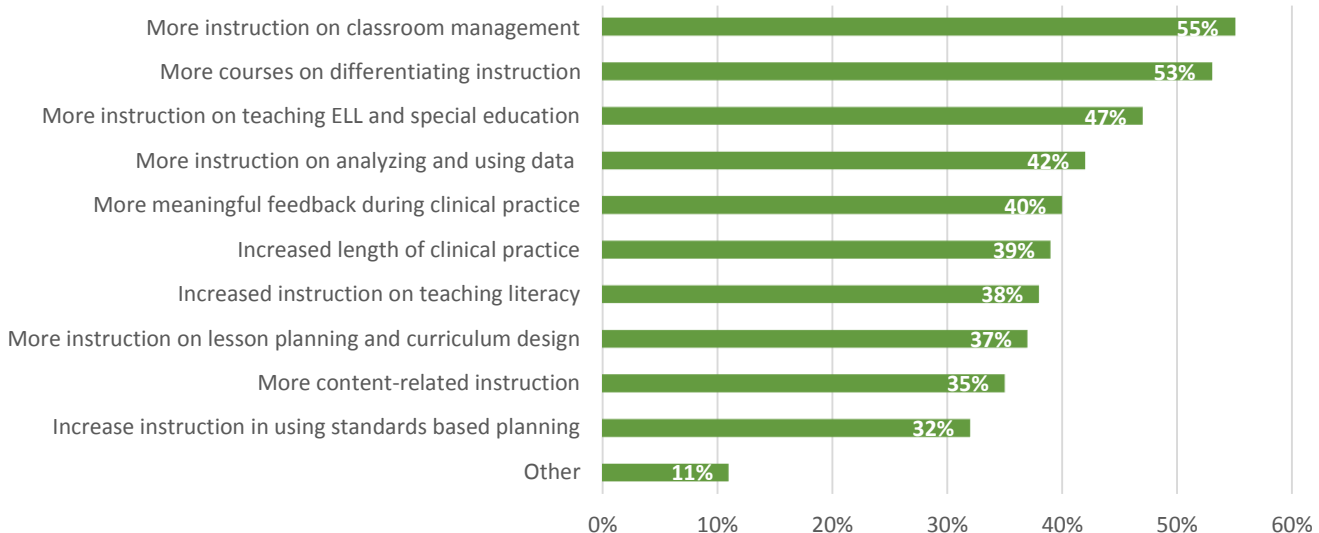
The vast majority of practicing teachers do not feel that they were prepared to meet the demands of the classroom and serve all their students in their first year of teaching. **In total, 77% of teachers felt that they were not fully prepared to be highly effective and meet the needs of many of their students.** Of those teachers, 12% reported that they were not at all prepared to meet the needs of most of their students. The result of this lack of preparation is extremely detrimental to students and teachers. As one teacher from Tennessee wrote, *“My first three years were difficult...I am happy now that I have gained more experience, but the journey to arrive here was a long, bumpy, dark road.”*

How effective would you rate yourself as a teacher during your first year of teaching?



The teachers who responded believed that their programs would have been stronger had they offered more instruction in **classroom management** (55%), **differentiating instruction** (53%) and **teaching English language learners and special education students** (47%), and **longer clinical practice** (39%) with **more meaningful feedback** (40%). One teacher summarized, *“Teacher preparation programs need to resemble more closely to doctor’s residency programs. Great teachers take time, and we need to give time without the fear of repercussions given to fostering and building up those new to the teaching profession.”*

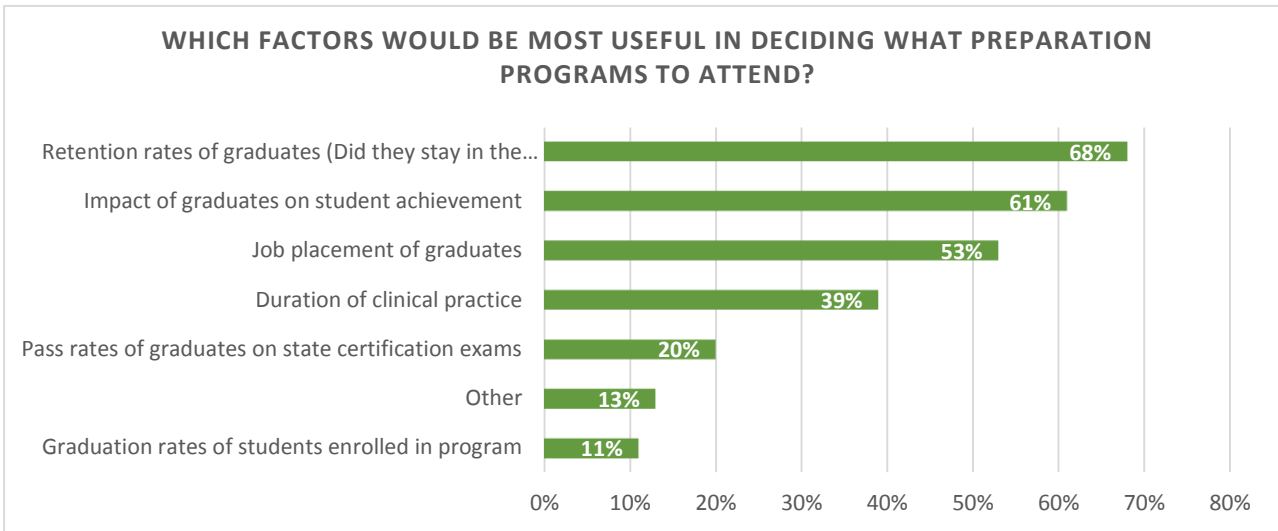
WHICH FACTORS WOULD HAVE MADE YOUR TEACHER PREPARATION PROGRAM STRONGER IN READING YOU FOR THE DEMANDS OF THE CLASSROOM?





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Teachers also would have preferred **stronger, outcome-based measures to choose what program to attend**. When asked to pick the top three factors that would have been most useful in determining their program, they overwhelmingly chose factors that reported outcomes for the programs. Sixty-eight percent would have liked information on the retention rates of graduates, 61% would have liked information on graduates' impact on student achievement, and 53% would have liked to know the job placement rates of graduates.



Lastly, teachers reported that there are other factors that have contributed to their growth more than their preparation. For example, teachers responded that working with grade level colleagues (66%), a mentor teacher (55%), and formal professional development (52%) have played a greater role in their professional growth than their teacher preparation. For example, one teacher wrote, *“In my first year of teaching (after prep program), I was paired with another teacher to team-teach two periods of a class.... Team teaching allowed us to plan and implement lessons together, and observe each other practicing our craft on a daily basis. We switched off from one period to the next, so for example, she would lead and I would observe, and then the next period I would lead and she would observe; then we would debrief. This cycle of observation-practice-feedback was intensely helpful in developing good habits and correcting bad habits.”*

