



2002 BEGINNING TEACHER SURVEY

A Report on the Readiness of First-Year Teachers in Georgia Public Schools

Educator Workforce Research and Development Division
Georgia Professional Standards Commission

June 2003





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EXECUTIVE SUMMARY

The 2002 Beginning Teacher Study is the third of its kind. The study was designed to: (1) Investigate how successfully PSC-approved teacher education programs prepare teachers, and (2) Provide information on the level of readiness of beginning teachers hired in Georgia's public school systems. This year's study was conducted via an online survey. Beginning teachers, as well as their school principals, who could not access the Internet or had difficulty completing the survey online were sent paper surveys by mail and/or by fax.

All beginning teachers in Georgia's public school system, as well as their principals, were encouraged to participate in the survey. Only teachers whose corresponding principals completed the survey were participants in this study. A total of 1,357 first-time teachers and 981 principals completed the survey. However, only 986 of the beginning teachers had corresponding principal surveys. Hence, data analyses were conducted on only the 986 teachers for whom their corresponding principal completed the survey.

FINDINGS

- Teachers' rating on overall readiness corresponded very closely to principals' rating of the same, 93.2% and 91.4%, respectively. This is consistent with survey results from the 1998 and 1999 Beginning Teacher Studies.
- Seventy-three percent (73.0%) of the beginning teachers received their teaching preparation from Georgia colleges, while twenty-seven percent (27.0%) were from colleges outside of Georgia.
- Teachers' most common certification areas were: Early Childhood (34.6%), Middle Grades (13.7%), Social Studies Broad field (7.4%), Mathematics (6.5%), and Interrelated Special Education (6.1%).
- Teachers' most common content areas were: Early Childhood (24.0%), Mental Retardation (10.3%), Reading (8.8%), and Social Studies Broad field (5.7%).
- The highest levels of non-readiness teachers reported were in Science (11.5%), followed by Social Studies (7.4%). Principals, on the other hand, reported highest percentages of non-readiness among beginning teachers in Middle Grades (11.9%) and Interrelated Special Education (11.9%).

- The top three content areas in which beginning teachers felt they needed additional preparation were: Science Broad field (10.0%), Writing (9.7%), and Mathematics (9.7%). Almost half (49.5%) of the beginning teachers did not report content areas for which they needed additional preparation.
- The most needed skill area beginning teachers received in their teacher preparation was managing student behavior (18.1%).
- Principals agreed that teachers were most prepared in accommodating and dealing with diverse instructional needs in the classroom (24.1%).
- Both beginning teachers and principals identified the management of student behavior as a skill area for which teachers needed additional preparation (16.5% and 13.8%, respectively).
- Beginning teachers' level of readiness for the classroom did not differ on the basis of whether they were prepared in or outside Georgia.
- Beginning teachers felt they were well prepared by their colleges and that classroom experience really was the best teacher.
- Overall, both beginning teachers and their principals agreed that the beginning teachers were ready for the classroom.
- There is a high and positive association between beginning teachers' and their principals' perception of teacher readiness.

CONCLUSION

Overall, beginning teachers, as well as their school principals, agreed that the teachers were ready for the classroom. The findings from this study indicate that teacher preparation programs approved by the PSC prepare teachers who perceive themselves as ready for the classroom and are perceived as such by their school principals.

It is hoped that these findings will provide needed feedback to teachers and administrators in Georgia's public school system, teacher education programs, and other education stakeholders. Also, this research may offer policy implications for not only teacher education programs, but also induction programs.

BACKGROUND

Teaching today is a complicated, complex work that requires not only knowledge of complex subject matter, but also many other functions i.e. how to plan standard-based units and lessons and translate subject matter knowledge into curriculum appropriate for students, among many others. “They must be able to assess students’ progress continuously, while accommodating individual, language, and cultural differences. To make matters more complicated, beginning teachers must know how to do all this while learning school and district policies, figuring out the basics of classroom management, and fitting into the school organization in which they find themselves” (Berry, Hopkins-Thompson, & Hoke, 2002).

A teacher’s ability to perform these expected functions efficiently and yield desired results is very strongly linked to the type of preparation a teacher received. Actually, there is a general consensus among observers that two broad elements characterize teacher quality. Firstly, teacher preparation and qualifications, which includes pre-service learning such as postsecondary education, certification, and continued learning. And secondly, teaching practices, which refers to the actual behaviors and practices that teachers exhibit in their classrooms (U.S. Department of Education, 1996a). Of course, these elements of teacher quality are not independent; excellent teacher preparation and qualifications should lead to exemplary teaching behaviors (Lewis, Parsad, Carey, Bartfai, Farris, Smerdon, & Greene, 1999).

In addition to teachers’ preservice experience, it is pertinent also to focus on what happens to a new teacher when they enter the teaching workforce (i.e., induction, mentoring, and school and parental/community support). Numerous research studies have documented the difficulties new teachers face at the start of their careers (e.g., Brown, 2000; Gold, 1996; Grossman, 1990; Kane, 1991; Lortie, 1975). Teachers’ early experiences determine their long-

term classroom performance (Feinman-Nemser, 1983; McDonald, 1980; McDonald & Elias, 1983; Rust, 1994) and their decisions to stay in the profession (Adelman, 1991; Feinman-Nemser, 1983; Gold, 1996). Nationwide, about 30 percent of new teachers leave the profession within their first five years (NCTAF, 2000). On average, southern states lose nearly half of their new teachers within five years (SREB, 2001). In Georgia, three- and five-year attrition rates are 25% and 30%, respectively.

Mentoring and induction programs provided by the school, therefore further aid the new teachers transition into fulltime teaching with greater ease. Responsibilities of the mentor include providing guidance on curriculum, classroom management, and assessment (Galvez-Hjornevik, 1986). It is expected that mentoring relationships play a critical role in the support, training, and retention of new teachers (King and Bey, 1995). Formal induction programs, on the other hand, are designed to provide new teachers with skills and support structures to develop effective teaching practices, improve teaching skills, and reduce attrition. (Lewis et al., 1999).

While induction may be very essential because of the complex and contextual nature of teaching, the importance of preservice training cannot be minimized. In Georgia, the teacher is expected to bring some personal and demonstrated competencies, as verified by the teacher education programs and certified by the Professional Standards Commission (PSC), to the context of the job (Nweke, 1998).

It is anticipated that the study results will be used by teacher preparation and induction programs to help new teachers transition into the teaching profession with greater ease.

PURPOSE OF STUDY

The 2002 beginning teacher survey is the third of its kind. Previous studies were conducted in 1998 and 1999. The study is designed to:

1. Investigate how successfully teacher education programs approved by the PSC prepare teachers. Although, all teacher education programs in Georgia are judged on the same standards, each college establishes its program component.
2. Provide information on the level of readiness of beginning teachers hired to teach in Georgia's public school systems.

METHODOLOGY

Procedure

Letters were sent to all school principals and beginning teachers in the Georgia public school system informing them of the study, its purpose, and the location of the survey on the internet. Paper surveys were also sent by fax and mail to school principals who requested paper surveys. Beginning teachers as well as their school principals who could not access the Internet or had difficulty completing the survey online were sent paper surveys by mail. A follow-up letter was sent to school principals after 6 weeks to further encourage them to complete the surveys.

The survey was administered to both beginning teachers and their school principals. Each survey was a 26-item, four-point rating scale with three open-ended questions (See appendix A and B). The questions sought to gather information regarding the teacher's/principal's level of agreement with statements pertaining to the beginning teacher's performance and readiness for the classroom (e.g. level of preparedness to meet administrative, instructional, organizational, and professional roles in the classroom). The open-ended questions elicited information on the skills or areas in which the teacher/principal believed the beginning teacher was best or least prepared for when they initially entered the classroom.

Participants

All beginning teachers in Georgia's public school system, as well as their principals, were encouraged to participate in the survey. However, only teachers whose corresponding principals completed the survey were participants in this study.

A total of 1,357 first-time teachers and 981 principals completed the survey, bringing the total number of completed surveys to 2,338. Only 986 of these surveys had completed surveys for both teachers and corresponding principals. Hence, data analyses were conducted on only the 975 teachers for whom their corresponding principal completed the survey. It was not feasible to calculate the response rate, since the number of beginning teachers in the school systems was not available.

Definitions Used in This Report

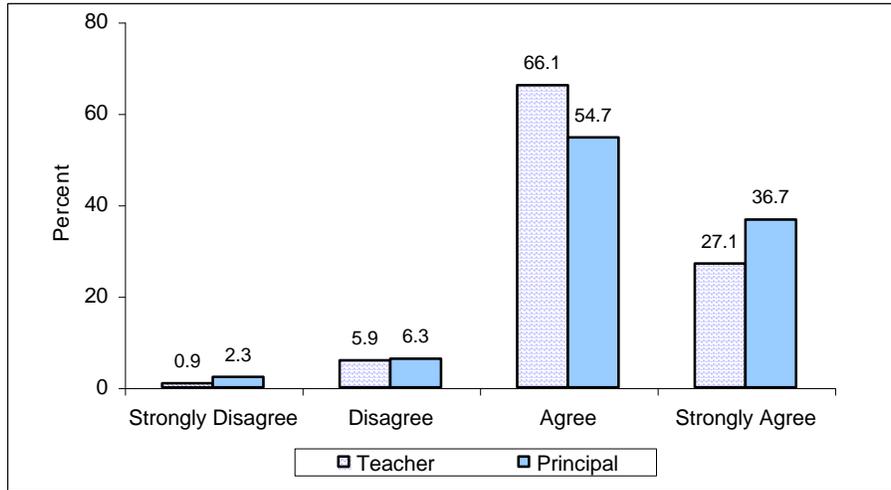
"Beginning Teachers" refers to certified personnel who are in their first year of employment as teachers, not returning teachers or experienced, out-of-state teachers new to school systems.

"Principals" refers to school principals, assistant principals, or supervisors who work directly with the beginning teachers and who actually completed the principal survey for each teacher.

STUDY FINDINGS

- Teachers rated themselves as ready for the classroom. The majority of respondents (93.2%) agreed that overall they were ready for the classroom as beginning teachers.
- Teachers' rating on overall readiness corresponded very closely to principals' rating of the same, 93.2% and 91.4% respectively. This is consistent with survey results from the 1998 and 1999 Beginning Teacher studies.

Figure 1. Teachers' And Principals' Rating of Teachers' Overall Classroom Readiness



- Teachers' most common areas of certification were: Early Childhood (34.6%), Middle Grades (13.7%), Social Studies Broad field (7.4%), Mathematics (6.5%), and Interrelated Special Education (6.1%) (See appendix C).
- Teachers' most common content areas were: Early Childhood (24.0%), Mental Retardation (10.3%), Reading (8.8%), and Social Studies Broad field (5.7%) (See appendix D).
- The top three content areas in which beginning teachers felt they needed additional preparation were: Science Broad field (10.0%), Writing (9.7%), and Mathematics (9.7%) (See appendix E). Reading dropped this year from the top three content areas for which teachers needed additional preparation.
- The highest levels of non-readiness teachers reported were in Science (11.5%), followed by Social Studies (7.4%). Principals, on the other hand, reported highest percentages of non-readiness among beginning teachers in Middle Grades (11.9%) and Interrelated Special Education (11.9%).
- The most needed skill area beginning teachers received in their teacher preparation were (See Appendix F):
 - Managing student behavior – 18.1%
 - Accommodating and dealing with diverse instructional needs in the classroom – 13.6%
 - Adequately meeting the instructional needs of diverse learners – 12.1%
- Principals agreed that teachers were most prepared in:

- Accommodating and dealing with diverse instructional needs in the classroom – 24.1%
- Adequately meeting the instructional needs of diverse learners – 16.9%
- Managing student behavior – 11.6%
- Both beginning teachers and principals identified the management of student behavior as a skill area for which teachers needed additional preparation (16.5% and 13.8%, respectively).
- Beginning teachers felt they were well prepared by their colleges and that classroom experience really was the best teacher.
- The highest percentages of beginning teachers were found in Gwinnett (5.2%), DeKalb (4.9%), Fulton (4.7%), Forsyth (3.5%), and Cobb (3.2%) county school systems.
- Seventy-three percent (73%) of the beginning teachers received their teaching preparation from Georgia colleges, while twenty-seven percent (27.0%) were from colleges outside of Georgia. See appendix G.
- The top seven Georgia colleges from which respondents received their first teaching certificates are:
 - University of Georgia – 9.6%
 - Georgia Southern University – 6.3%
 - Valdosta State University – 5.8%
 - Georgia State University – 5.1%
 - Kennesaw State University – 4.9%
 - State University of West Georgia – 4.6%
 - Mercer University – 4.5%
- Almost two-thirds (62.1%) of the teachers were prepared through a traditional four-year teacher preparation program.

Teachers' and principals' responses on the rating scale

Teachers and their principals were asked to rate the teacher's level of readiness for the classroom on a Likert scale of 1 to 4, with 1 being strongly disagree and 4 being strongly agree. These 26 questions were designed to elicit information from the respondents regarding skills, knowledge, and abilities that beginning teachers should possess upon entry into the classroom. Table 1 shows both teachers' (T) and principals' (P) responses as well as the average rating for each question.

Teachers disagreed more than principals on their use of standardized test results (e.g., Stanford Nine) to adjust instruction to meet the needs of the learner (41.3% of teachers versus

21.1% of principals). More teachers than principals felt that the teachers were overwhelmed with the wide range of instructional levels and student needs in the classroom (49.6% of teachers versus 30.5% of principals). Furthermore, principals agreed more than teachers that the beginning teachers completed administrative duties with ease (91.9% of principals versus 74.1% of teachers). These responses from principals shows that teachers did better in these skill areas than they perceived. Almost one-quarter (24.1%) of the beginning teachers stated they were not knowledgeable about state and federal regulations concerning teaching students with special needs. Overall, beginning teachers rated themselves (93.2%) and were rated by their principals (91.4%) as ready for the classroom. This shows a high and positive association between teachers' and their principals' perception of teacher readiness.

Table 1. Teachers' and Principals' Responses to Questionnaire items.

		RATING SCALE (N=986)					Average Rating
		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)		
Questions							
I was able to group my students effectively for instruction.	T	17	88	667	214	3.09	
	P	5	60	590	331	3.26	
I had successful strategies for handling special learning situations (e.g., special needs, gifted, nonreader).	T	11	168	645	162	2.97	
	P	10	109	576	291	3.16	
I was overwhelmed with the wide range of instructional levels and student needs in my classroom. *	T	86	438	317	145	2.53	
	P	156	529	231	70	2.22	
I was able to solve most classroom management and instructional problems encountered during the day.	T	9	51	588	338	3.27	
	P	25	70	598	293	3.18	
I managed my time effectively.	T	4	100	621	261	3.16	
	P	6	78	564	338	3.25	
I knew the content for the subject area(s) I was assigned to teach.	T	5	58	474	449	3.39	
	P	7	30	513	436	3.40	

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		RATING SCALE (N=986)					
Questions		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Average Rating	
I was not sure how to combine multiple measures (homework, quizzes, projects, etc.) into single grades to reflect student performance.	T	283	552	22	129	1.89	
	P	218	569	174	25	2.01	
I was able to integrate technology, including the internet, computers, and available software, in my instruction (or could have if available).	T	25	114	560	287	3.12	
	P	6	109	616	255	3.14	
I was successful in motivating students to achieve at high levels.	T	6	124	662	194	3.06	
	P	12	94	620	260	3.14	
I was able to communicate effectively with parents and guardians.	T	1	63	641	281	3.22	
	P	8	46	607	325	3.27	
I was able to use a variety of classroom assessment strategies to monitor and adjust my instruction.	T	0	80	669	237	3.16	
	P	11	103	637	235	3.11	
My teaching was based primarily on the textbook and teacher's guide.	T	124	415	397	50	2.38	
	P	136	442	367	41	2.32	
I was able to pace instruction to cover content in the time allocated.	T	8	153	680	145	2.98	
	P	6	64	729	187	3.11	
The atmosphere in my classroom was positive.	T	4	20	547	415	3.39	
	P	10	39	462	475	3.42	
I knew my legal responsibilities as a teacher (e.g., documenting discipline problems, absenteeism, etc.)	T	5	66	613	302	3.23	
	P	5	104	691	186	3.07	
I was able to effectively organize the physical environment of my classroom for instruction.	T	13	63	566	344	3.26	
	P	4	33	571	378	3.34	

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		RATING SCALE (N=986)				
Questions		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Average Rating
I used resources available to me to help me do a better job of teaching my students.	T	1	18	599	368	3.35
	P	5	56	605	320	3.26
I completed administrative duties and paperwork with ease.*	T	37	218	557	174	2.88
	P	4	76	625	281	3.20
I was able to create a productive learning environment in my classroom.	T	1	23	654	308	3.29
	P	6	54	548	378	3.32
I was able to establish a professional, supportive relationship with the other teachers at my school.	T	4	15	437	530	3.51
	P	10	30	476	470	3.43
I was able to use standardized test results (e.g., Stanford Nine) to adjust instruction to meet the needs of the learner. *	T	88	319	502	77	2.58
	P	11	197	654	124	2.90
I could accommodate the instructional needs of most of my students.	T	2	38	734	212	3.17
	P	6	71	678	231	3.15
I was not sure how to plan units of instruction.	T	321	550	103	12	1.80
	P	253	573	139	21	1.93
I was knowledgeable about state and federal regulations concerning teaching students with special needs.	T	24	214	612	136	2.87
	P	5	179	688	114	2.92
I was able to effectively manage student behavior in the classroom.	T	7	81	623	275	3.18
	P	20	86	576	304	3.18
Overall, I was ready for the classroom as a beginning teacher.	T	9	58	652	267	3.26
	P	23	62	539	362	3.19

* These items show considerable differences of opinion between teachers and principals.

A Chi-Square test of independence showed a significant association between beginning teachers' and principals' ratings ($X^2 = 44.86$, $p < .05$) on the teachers' overall readiness for the classroom (See Table 2).

Table 2. Principals' and Teachers' Ratings on Teachers' Overall Readiness for the Classroom

		Principals' Rating				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Teachers' Rating	Strongly Disagree	1	2	4	2	9
	Disagree	3	11	35	9	58
	Agree	15	42	365	230	652
	Strongly Agree	4	7	135	121	267
Total	23	62	539	362	986	

$X^2 = 44.86$, $df = 9$, $p < .05$

Further analysis was performed on the data after collapsing the rating scale from a 4-point scale to 2-point scale: (1) Not ready for the classroom and (2) Ready for the classroom. Table 3 shows that both principals and teachers agreed that 851 (86.3%) of the beginning teachers were ready for the classroom while 17 (1.7%) were not ready for the classroom. Sixty-eight (68) teachers felt they were ready for the classroom, but their principals felt otherwise. On the other hand, there were 50 teachers who felt they were not ready for the classroom but whose principals felt they were ready. Overall 6.8% of the teachers felt they were not ready for the classroom, while principals felt that 8.6% of the beginning teachers were not ready for the classroom.

Table 3. Principals' and Teachers' Ratings on Teachers' Overall Readiness Based on a Two-Point Scale

		Principals' Rating		Total
		Not Ready	Ready	
Teachers' Rating	Not Ready	17 (1.7%)	50 (5.07%)	67 (6.8%)
	Ready	68 (6.9%)	851 (86.3%)	919 (93.2%)
Total		85 (8.6%)	901 (91.4%)	986

The highest levels of non-readiness teachers reported were in Science (11.5%), followed by Social Studies (7.4%). Principals, on the other hand, reported the highest percentages of non-readiness among beginning teachers in Middle Grades (11.9%) and Interrelated Special

Education (11.9%), followed by Social Studies Broad field (11.1%). Tables 4 and 5 show teachers' level of readiness according to their areas of certification.

Table 4. Self-Rating on Classroom Readiness By Certification Area

Certification Area	Readiness Rating		
	Not Ready	Ready	Total
Early Childhood	22 5.8%	359 94.2%	381 100%
English	3 5.5%	52 94.5%	55 100%
Interrelated Special Education	3 4.5%	64 95.5%	67 100%
Mathematics	4 5.6%	67 94.4%	71 100%
Middle Grades	11 7.3%	140 92.7	151 100%
Science, Biology, Chemistry, Physics, Earth/Space Sciences	7 11.5%	54 88.1%	61 100%
Social Studies, Economics, Geography, History, Political Science	6 7.4%	75 92.6%	81 100%
Other	0 0%	30 100%	30 100%

Table 5. Principals' Perception of Beginning Teachers' Classroom Readiness By Certification Area

Certification Area	Readiness Rating		
	Not Ready	Ready	Total
Early Childhood	28 7.3%	353 92.7%	381 100%
English	2 3.6%	53 96.4%	55 100%
Interrelated Special Education	8 11.9%	59 88.1%	67 100%
Mathematics	7 9.7%	65 90.3%	71 100%
Middle Grades	18 11.9%	133 88.1%	151 100%
Science, Biology, Chemistry, Physics, Earth/Space Sciences	6 9.8%	55 90.2%	61 100%
Social Studies, Economics, Geography, History, Political Science	9 11.1%	72 88.9%	81 100%
Other	4 13.3%	26 86.7%	30 100%

In-state preparation versus out-of-state preparation

Tables 6 and 7 compare the level of readiness between teachers prepared in Georgia colleges of education and those prepared outside Georgia. Data analysis shows that there are no differences between the two groups of teachers, either as rated by the teachers or as perceived by their principals. Accordingly, beginning teachers’ level of readiness for the classroom did not differ on the basis of whether they were prepared in or outside Georgia.

Table 6. Self-Perceived Readiness of Beginning Teachers Prepared Out-of-State Compared to Those Prepared in Georgia

Location of Training	Readiness				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
In Georgia	16 2.2%	42 5.8%	393 54.6%	269 37.4%	720
Out of State	7 2.6%	20 7.5%	146 54.9%	93 35.0%	266
Total	23	62	539	362	986

$X^2 = 1.33$, $df = 3$, $p > .05$, Non Significant

Table 7. Principals Rating of Readiness for Beginning Teachers Prepared Out-of-State Compared to Those Prepared in Georgia

Location of Training	Readiness				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
In Georgia	6 .8%	37 5.1%	479 66.5%	198 27.5%	720
Out of State	3 1.1%	21 7.9%	173 65.0%	69 26.0%	266
Total	9	58	652	267	986

$X^2 = 2.93$, $df = 3$, $p > .05$, Non Significant

Teachers’ and principals’ responses to constructed –response questions

Survey participants were asked to respond to four constructed-response questions. The questions sought to gather information regarding skill areas, grade levels and content areas for which the teachers felt they needed additional training, and also the skill area they felt they were

best prepared in. This section of the report will discuss responses given by teachers and principals to these four questions.

The top five skill areas beginning teachers felt they were most prepared in were:

- Managing student behavior – 18.1%
- Accommodating and dealing with diverse instructional needs in the classroom – 13.6%
- Adequately meeting the instructional needs of diverse learners – 12.1%
- Participating in a longer/varied field experiences – 9.2%
- Solving problems in classroom management – 9.2%

Principals felt that beginning teachers were best prepared in the following areas:

- Accommodating non-instructional student needs in the classroom (e.g., physical and psychological needs) – 24.1%
- Adequately meeting the instructional needs of diverse learners – 16.9%
- Managing student behavior - 11.6%
- Strategies for motivating students – 8.0%
- Integrating technology into instruction – 6.6%

The most common grade levels that teachers stated they needed additional preparation were: Grade 5 (14.9%), Grade 1 (13.8%), and Grade 8 (10.5%) (See Appendix H).

The top three content areas beginning teachers felt they needed additional preparation in were: Science Broad field (10.0%), Writing (9.7%), and Mathematics (9.7%)

With regards to the skill areas for which teachers felt they needed additional preparation or areas where they were least prepared, both principals and teachers agreed that the teachers were least prepared in managing student behavior. This is very interesting; especially since managing student behavior was in the top five skill areas beginning teachers felt they were most prepared in (18.1%), actually the skill area with the highest percentage. This is understandable, because despite the fact that 18.1% of the beginning teachers felt they were most prepared in managing student behavior, the rest 81.9% felt they were more prepared in other skill areas.

Worthy of note is the fact that six of the top seven skills mentioned by the teachers as areas of need for additional preparation also showed up on the list of top seven areas that principal’s felt teachers were least prepared. (See table 8).

Teachers felt they needed additional preparation with strategies for motivating students (11.9%), while principals felt teachers needed additional preparation with the integrating technology into instruction. Table 8 depicts principals’ and teachers’ top seven skill areas for which beginning teachers needed additional preparation.

Table 8. Top Seven Skill Areas for Which Teachers Stated They Needed Additional Preparation or in Which Their Principals Stated They Were Least Prepared.

Identified By Teacher			Identified By Principal		
Area of Need	%	Rank	Area of Least Preparation	%	Rank
Managing student behavior	16.5	1	Managing student behavior	13.8	1
Strategies for motivating students	11.9	2	Use of standardized test results to adjust instruction	11.6	2
Accommodating and dealing with diverse instructional needs in the classroom	10.6	3	Accommodating and dealing with diverse instructional needs in the classroom	6.8	3
Adequately meeting the instructional needs of diverse learners	9.0	4	Adequately meeting the instructional needs of diverse learners	5.4	4
Use of standardized test results to adjust instruction	6.7	5	Integrating technology into instruction	4.9	5
Solving problems in classroom management	6.6	6	Fulfilling administrative duties	4.8	6
Fulfilling administrative duties	5.9	7	Solving problems in classroom management	4.7	7

Principals stated that teachers’ readiness for the classroom could have been enhanced by additional preparation in the following top five skill areas:

- Accommodating and dealing with diverse instructional needs in the classroom – 10.8%
- Managing student behavior – 10.3%
- Adequately meeting the instructional needs of diverse learners – 7.3%

- Integrating technology into instruction – 5.5%
- Solving problems in classroom management – 5.1%

Principals declared that 23% of the beginning teachers were not deficient in any of the skill areas, and did not list any skill areas for which additional preparation was needed.

The top three content areas which beginning teachers felt they needed additional preparation were: Science Broad field (10.0%), Writing (9.7%), and Mathematics (9.7%). Reading dropped, this year, from the list of the top three content areas for which teachers needed additional preparation. This further validates the new requirements of the PSC for teachers to obtain certification in one or two core areas rather than obtaining certification in the generic Middle Grades.

Table 9 provides information on the most common certification areas and the content areas in which teachers felt they needed additional preparation. As shown in the table, teachers certified in Middle Grades stated they needed additional preparation in Science Broad field (13.6%), English (13.6%), Social Studies Broad field (12.7%), and Mathematics (9.9%). Teachers certified in Social Studies Broad field desired additional preparation in Social Studies Broad field (22.4%), English (15.5%), Economics and Mathematics (13.8%). Teachers certified in Early Childhood Education desired additional preparation in Writing (16.0%), Science Broad field (11.3%), Mathematics (9.8%), Social Studies Broad field (9.4%), Learning Disabilities (8.6%), and English and Behavioral Disorders (5.9%).

Almost half (49.5%) of the beginning teachers did not report content areas for which they needed additional preparation.

Table 9. Content Area for Which Additional Preparation Was Needed by Certification Area

Content Area	Certification Area						
	Early Childhood	English	Interrelated Special Education	Mathematics	Middle Grades	Science Broad Field	Social Studies Broad Field
Agriculture	2	0	0	0	0	0	0
Algebra	2	1	4	3	2	0	2
Art Education	5	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0

Educator Workforce Research and Development

Content Area	Certification Area						
	Early Childhood	English	Interrelated Special Education	Mathematics	Middle Grades	Science Broad Field	Social Studies Broad Field
Behavioral Disorders	15	1	14	2	7	0	3
Biology	0	0	1	0	0	1	0
Business Education	0	0	1	0	0	0	0
Business Mathematics	0	0	0	0	0	0	0
Calculus & Trigonometry	2	0	2	2	2	0	0
Chemistry	1	0	0	0	1	3	0
Dance	1	0	0	0	0	0	0
Drama	0	1	0	0	0	0	0
Early Childhood	13	0	0	1	2	1	0
Earth/Space Sciences	5	0	0	0	4	2	0
Economics	3	0	0	0	1	0	8
English	15	7	3	6	15	1	9
French	0	0	0	1	0	1	0
Geography	3	0	0	0	2	0	5
Geometry	0	0	2	2	0	0	1
Health & Physical Education	3	0	1	0	1	0	0
Health Education	1	0	0	0	0	0	0
History	6	2	1	0	6	0	1
Interrelated Special Education	6	0	7	0	1	0	0
Japanese	0	0	0	1	0	1	0
Latin	1	0	0	0	0	0	0
Learning Disabilities	22	1	4	5	3	0	3
Mathematics	25	4	9	7	10	1	8
Mental Retardation	3	0	0	0	2	0	0
Music	2	0	0	0	0	0	0
Orthopedically Impaired	0	0	0	0	0	0	0
Physics	0	0	0	1	0	11	0
Political Science	0	0	0	1	0	0	2
Reading	8	1	0	1	7	0	1
Russian	0	0	0	0	0	0	0
Science (Broad Field)	29	2	6	5	15	7	1
Social Studies (Broad Field)	24	3	5	5	14	2	13

Content Area	Certification Area						
	Early Childhood	English	Interrelated Special Education	Mathematics	Middle Grades	Science Broad Field	Social Studies Broad Field
Spanish	7	0	1	1	3	1	0
Speech Education	2	0	0	0	0	0	0
Speech-Language Pathology	0	0	0	0	0	0	0
Technology Education	6	0	1	0	2	0	0
Visually Impaired	1	0	1	0	1	0	0
Writing	41	7	5	1	7	1	1
Other	2	1	0	1	2	1	0
Total	256	31	68	46	110	34	58

SUMMARY & CONCLUSION

Consistent with previous studies conducted, this year’s survey results show that overall both beginning teachers (93.2%) and their principals (91.4%) agreed that the beginning teachers were ready for the classroom. There is a high and positive association between beginning teachers’ and their principals’ perception of teacher readiness.

Both principals and teachers identified the management of student behavior as the number one skill area for which beginning teachers needed additional preparation. This is consistent with survey results recently published by Public Agenda on Public opinion and Public schools, in which 59% of the principals surveyed affirmed that too many new teachers fall short when it comes to maintaining discipline and order in the classroom (Johnson J, Duffett A, Vine J, and Moye L. 2003).

The highest levels of non-readiness teachers reported were in Science (11.5%), followed by Social Studies (7.4%). Principals on the other hand, reported the highest levels of non-readiness in Middle Grades and Interrelated Special Education (11.9%)

Comments made by beginning teachers showed that the majority felt well prepared by their colleges and that classroom experience was the greatest teacher. Teachers also emphasized the importance of a good school support system helped them transition into the teaching experience with greater ease (See appendix K). Principals stated in their comments that they were really satisfied with the beginning teachers’ work.

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APPENDICES

Georgia Professional Standards Commission
2002 First –Year Teacher Survey: Teacher Questionnaire

Directions: Please complete the information requested. Names are confidential and are needed only for research purposes. Your name will be used to match your questionnaire to your principal's. No results will be released with principal or teacher names. Please complete and return to your school principal no later than January 10th 2003.

Part I: Background Information

School Name: _____

System Name: _____

Respondent Name: Please print as many letters as will fit, one per box.

Grid of 12 boxes for last name

LAST NAME

Grid of 10 boxes for first name

FIRST NAME

Single box for middle name

M

Social Security Number

Grid of 9 boxes for social security number

Instructions: Several of the questions require you to use the three digit codes printed on the back cover of the questionnaire.

Teacher Preparation. Refer to back cover for codes.

Please specify the name of the institution where you received the teacher preparation for your first teaching certificate.

1. Institution of Higher Education. [H][][]

1.1. If response to Q1 is 'out of state', please specify name of Other Institution:

2. Preparation Program/Route for Initial certification (Mark the appropriate one):

- Traditional Four-Year Teacher Education Preparation
Provisional
MAT (or it's equivalent)
Certificate only (or Post-Bacc)
TAPP (or equivalent)
GA Responds
Other (Specify)

2. List the certification area (s) in which you are certified to teach in Georgia. Refer to back cover for codes.

[C][][]

[C][][]

3.1. Other area of certification: _____

4. List the content area(s) that you are currently teaching. Refer to back cover for codes.

A		
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A		
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4.1. Other content area: _____

Part II: Selected-Response Items

Directions: In responding, think about your experience in the classroom *during the first reporting period*. Indicate the extent to which you agree or disagree with each statement by circling the appropriate category:

STRONGLY DISAGREE (SD), DISAGREE (D), AGREE (A), STRONGLY AGREE (SA).

Read statements carefully, as some are stated positively and others, negatively. Please respond as accurately as possible.

<i>While Teaching During The First Reporting Period,</i>		Circle one category for each statement			
1	I was able to group my students effectively for instruction.	SD	D	A	SA
2	I had successful strategies for handling special learning situations (e.g., special needs, gifted, nonreader).	SD	D	A	SA
3	I was overwhelmed with the wide range of instructional levels and student needs in my classroom.	SD	D	A	SA
4	I was able to solve most classroom management and instructional problems encountered during the day.	SD	D	A	SA
5	I managed my time effectively.	SD	D	A	SA
6	I knew the content for the subject area(s) I was assigned to teach.	SD	D	A	SA
7	I was not sure how to combine multiple measures (homework, quizzes, projects, etc.) into single grades to reflect student performance.	SD	D	A	SA
8	I was able to integrate technology, including the internet, computers, and available software, in my instruction (or could have if available).	SD	D	A	SA
9	I was successful in motivating students to achieve at high levels.	SD	D	A	SA
10	I was able to communicate effectively with parents and guardians.	SD	D	A	SA
11	I was able to use a variety of classroom assessment strategies to monitor and adjust my instruction.	SD	D	A	SA
12	My teaching was based primarily on the textbook and teacher's guide.	SD	D	A	SA
13	I was able to pace instruction to cover content in the time allocated.	SD	D	A	SA
14	The atmosphere in my classroom was positive.	SD	D	A	SA
15	I knew my legal responsibilities as a teacher (e.g., documenting discipline problems, absenteeism, etc.)	SD	D	A	SA
16	I was able to effectively organize the physical environment of my classroom for instruction.	SD	D	A	SA
17	I used resources available to me to help me do a better job of teaching my	SD	D	A	SA
18	I completed administrative duties and paperwork with ease.	SD	D	A	SA

<i>While Teaching During The First Reporting Period,</i>		Circle one category for each statement			
19	I was able to create a productive learning environment in my classroom.	SD	D	A	SA
20	I was able to establish a professional, supportive relationship with the other teachers at my school.	SD	D	A	SA
21	I was able to use standardized test results (e.g., Stanford Nine) to adjust instruction to meet the needs of the learner.	SD	D	A	SA
22	I could accommodate the instructional needs of most of my students.	SD	D	A	SA
23	I was not sure how to plan units of instruction.	SD	D	A	SA
24	I was knowledgeable about state and federal regulations concerning teaching students with special needs.	SD	D	A	SA
25	I was able to effectively manage student behavior in the classroom.	SD	D	A	SA
26	Overall, I was ready for the classroom as a beginning teacher.	SD	D	A	SA

Part III: Other Questions

Directions: Please think about the first reporting period as a beginning teacher in answering these questions. Refer to codes below and on the back cover of survey.

1. What did you get in your teacher preparation that you most needed in the classroom? Refer to list below.

S		
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- 1.1. If you chose other, please provide details below.

What did you need in the classroom that you **did not get, or get enough of**, in your teacher preparation, i.e. which grade level, area(s)/experience(s) need to be added or extended?

- 2.1. **Grade Level(s):** List any grade level(s) for which you need additional preparation to teach effectively.

NA	Grade			Grade		
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- 2.2. **Content Area(s):** List any content area(s) you taught for which you need additional preparation. Choose from list on back cover.

NA	A			A			Other (Specify) _____
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- 2.3. **Skill Areas:** List any skill area(s) for which you needed additional preparation/practice. Choose from list below.

NA	S			S			Other (Specify) _____
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Educator Workforce Research and Development

3. Additional comments (optional): Please use the space below to share additional insights that may be helpful to your college or university in preparing beginning teachers.

THANK YOU.

Codes for Part III (Other questions)

S01 - Fulfilling administrative duties.	S09 - Accommodating and dealing with diverse instructional needs in the classroom.
S02 - Use of standardized test results to adjust instruction.	S10 - Strategies for motivating students.
S03 - Combining various performance indicators into a grade.	S11 - Strategies for special learning situation.
S04 - Communicating with parents.	S12- Managing student behavior.
S05 - Teaching reading.	S13 -Adequately meeting the instructional needs of diverse learners.
S06 - Solving problems in classroom management.	S14 - Understanding legal responsibilities of a teacher.
S07 - Integrating technology into instruction.	S15 - Participating in a longer/varied field experiences
S08 - Accommodating non-instructional student needs in the classroom e.g., physical and psychological needs.	S16 - Other
	S99 – Not Applicable

**Georgia Professional Standards Commission
2002 First –Year Teacher Survey: Principal Questionnaire**

NOTE: Respondent’s and teacher’s names are confidential: No results will be released by name.

Directions: Please complete the information requested. This questionnaire needs to be completed and mailed to the Professional Standards Commission no later than January 15th 2003. The school principal is responsible for returning all questionnaires.

Part I: Background Information

School Name: _____ **System Name:** _____

Respondent Name: Please print as many letters as will fit, one per box.

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LAST NAME

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FIRST NAME

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M

Position: Mark the appropriate box.

- Principal
- Assistant Principal
- Curriculum Coordinator
- Department Head
- Lead teacher
- Other: Please specify _____.

Teacher’s Name: Please print as many letters as will fit, one per box.

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LAST NAME

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FIRST NAME

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M

Part II: Selected-Response Items

Directions: In responding, think about this *beginning teacher during the first reporting period*.

Indicate the extent to which you agree or disagree with each statement by circling the appropriate category:

STRONGLY DISAGREE (SD), DISAGREE (D), AGREE (A), STRONGLY AGREE (SA).

Read statements carefully, as some are stated positively and others, negatively. Please respond as accurately as possible.

<i>While Teaching During The First Reporting Period, This Teacher</i>		Circle one category for each statement			
1	Grouped students effectively for instruction.	SD	D	A	SA
2	Had successful strategies for handling special learning situations (e.g., special needs, gifted, nonreader).	SD	D	A	SA
3	Was overwhelmed with the wide range of instructional levels and student needs.	SD	D	A	SA

Educator Workforce Research and Development

<i>While Teaching During The First Reporting Period, This Teacher</i>		Circle one category for each statement			
4	Was able to solve most classroom management and instructional problems encountered during the day.	SD	D	A	SA
5	Managed time effectively.	SD	D	A	SA
6	Knew the content for the subject area(s) assigned to teach.	SD	D	A	SA
7	Was not sure how to combine multiple measures (homework, quizzes, projects, etc.) into single grades to reflect student performance	SD	D	A	SA
8	Was able to integrate technology, including the internet, computers, and available software into instruction (or could have if available).	SD	D	A	SA
9	Was successful in motivating students to achieve at high levels.	SD	D	A	SA
10	Was able to communicate effectively with parents and guardians.	SD	D	A	SA
11	Was able to use a variety of classroom assessment strategies to monitor and adjust instruction.	SD	D	A	SA
12	Taught primarily from textbook and teacher's guide.	SD	D	A	SA
13	Was able to pace instruction to cover content in the time allocated.	SD	D	A	SA
14	Had a positive classroom atmosphere.	SD	D	A	SA
15	Knew legal responsibilities as a teacher (e.g., documenting discipline problems, absenteeism, etc.)	SD	D	A	SA
16	Effectively organized the physical environment of classroom for instruction.	SD	D	A	SA
17	Used resources available to do a better job of teaching students.	SD	D	A	SA
18	Completed administrative duties and paperwork with ease.	SD	D	A	SA
19	Created a productive learning environment in the classroom.	SD	D	A	SA
20	Established a professional, supportive relationship with other teachers at the school.	SD	D	A	SA
21	Was able to use standardized test results (e.g., Stanford Nine) to adjust instruction to meet the needs of the learner.	SD	D	A	SA
22	Could accommodate the instructional needs of most students.	SD	D	A	SA
23	Was not sure how to plan units of instruction.	SD	D	A	SA
24	Was knowledgeable about state and federal regulations concerning teaching students with special needs.	SD	D	A	SA
25	Was able to effectively manage student behavior in the classroom.	SD	D	A	SA
26	Overall, was ready for the classroom as a beginning teacher.	SD	D	A	SA

Part III: Other Questions

Directions: Again, please think about this teacher during the first reporting period. Respond using this as your context. Please refer to codes on next page.

1. In which area was this teacher **best** prepared?

S		
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Other
(Specify _____)

2. In which area was this teacher **least** prepared?

S		
---	--	--

Other
(Specify _____)

Certification Areas of Beginning Teachers

Area	Frequency	Percentage
Agriculture	5	0.5
Art Education	11	1.0
Behavioral Disorders	14	1.3
Business Education	19	1.7
Dance	1	0.1
Drama	2	0.2
Early Childhood	381	34.6
Educational Leadership	2	0.2
English	55	5
French	3	0.3
Health Education	2	0.2
Health & Physical Education	39	3.5
Interrelated Special Education	67	6.1
Interrelated Special Education/Early Childhood	7	0.6
Japanese	1	0.1
Latin	3	0.3
Learning Disabilities	12	1.1
Marketing Education	1	0.1
Mathematics	72	6.5
Media Specialist	2	0.2
Mental Retardation	18	1.6
Middle Grades	151	13.7
Music	13	1.2
Orthopedically Impaired	2	0.2
Reading Specialist	2	0.2
General Counseling	3	0.3
School Social Worker	2	0.2
Science, Biology, Chemistry, Physics, Earth/Space Sciences	61	5.5
Social Studies, Economics, Geography, History, Political Science	81	7.4
Spanish	15	1.4
Speech Education	3	0.3
Speech-Language Pathology	14	1.3
Technology Education	8	0.7
Other	30	2.7
Total	1,102	100.00

*Total exceeds number of surveys due to multiple response.

Content Areas of Beginning Teachers

Area	Frequency	Percentage
Agriculture	6	0.5
Algebra	18	1.4
Art Education	11	0.8
Behavioral Disorders	16	1.2
Biology	24	1.8
Business Education	15	1.1
Calculus & Trigonometry	2	0.2
Chemistry	8	0.6
Dance	1	0.1
Drama	2	0.2
Early Childhood	316	24
Earth/Space Sciences	10	0.8
Economics	5	0.4
English	105	8.0
French	3	0.2
Geography	17	1.3
Geometry	7	0.5
Health Education	7	0.5
Health & Physical Education	32	2.4
History	29	2.2
Interrelated Special Education	69	5.3
Japanese	1	0.1
Latin	2	0.2
Learning Disabilities	11	0.8
Marketing Education	1	0.1
Mathematics	38	2.9
Mental Retardation	135	10.3
Music	14	1.1
Orthopedically Impaired	2	0.2
Physics	8	0.6
Political Science	3	0.2
Reading	116	8.8
Science (Broad Field)	72	5.5
Social Studies (Broad Field)	75	5.7
Spanish	22	1.7
Speech Education	2	0.2

Educator Workforce Research and Development

Area	Frequency	Percentage
Speech-Language Pathology	14	1.1
Technology Education	19	1.4
Writing	22	1.7
Other	54	4.1
Total	1,314	100

Content Areas For Which Beginning Teachers Need Additional Preparation

Area	Frequency	Percentage
Agriculture	3	0.5
Algebra	12	1.9
Art Education	7	1.1
Audiology	1	0.2
Behavioral Disorders	45	7
Biology	4	0.6
Business Education	6	0.9
Business Mathematics	1	0.2
Calculus & Trigonometry	7	1.1
Chemistry	4	0.6
Dance	5	0.8
Drama	1	0.2
Early Childhood	18	2.8
Earth/Space Sciences	11	1.7
Economics	12	1.9
English	47	7.4
French	1	0.2
Geography	12	1.9
Geometry	6	0.9
Health & Physical Education	4	0.6
Hebrew	4	0.6
History	15	2.3
Interrelated Special Education	25	3.9
Japanese	2	0.3
Latin	2	0.3
Learning Disabilities	41	6.4
Mathematics	62	9.7
Mental Retardation	6	0.9
Music	2	0.3
Orthopedically Impaired	1	0.2
Physics	11	1.7
Political Science	2	0.3
Reading	18	2.8
Russian	1	0.2
Science (Broad Field)	64	10
Social Studies (Broad Field)	58	9.1

Educator Workforce Research and Development

Area	Frequency	Percentage
Spanish	14	2.2
Speech Education	2	0.3
Speech-Language Pathology	2	0.3
Technology Education	22	0.6
Visually Impaired	4	0.6
Writing	62	9.7
Other	12	1.9
Total	639	100

Skill Areas Teachers Received in Their Teacher Preparation That They Most Needed in the Classroom

Skill Areas	#	Percent
Accommodating and dealing with diverse instructional needs in the classroom	134	13.6
Accommodating non-instructional student needs in the classroom (e.g., physical and psychological needs)	8	0.8
Adequately meeting the instructional needs of diverse learners	119	12.1
Combining various performance indicators into a grade	24	2.4
Communicating with parents	21	2.1
Fulfilling administrative duties	16	1.6
Integrating technology into instruction	44	4.5
Managing student behavior	178	18.1
Not Applicable	108	11.0
Participating in a longer/varied field experiences	91	9.2
Solving problems in classroom management	91	9.2
Strategies for motivating students	57	5.8
Strategies for special learning situation	21	2.1
Teaching reading	41	4.2
Understanding legal responsibilities of a teacher	25	2.5
Use of standardized test results to adjust instruction	8	0.8
Total	986	100

Distribution of Beginning Teachers According to College of Preparation.

Institution	Frequency	Percent
Agnes Scott College	2	0.20
Albany State University	14	1.42
American Intercontinental Univ., Atlanta	1	0.10
Armstrong Atlantic State University	27	2.74
Atlanta Christian College	1	0.10
Augusta State University	15	1.52
Berry College	12	1.22
Brenau University	21	2.13
Brewton-Parker University	18	1.83
Clark Atlanta University	7	0.71
Clayton State University	6	0.61
Columbus State University	28	2.84
Covenant College	1	0.10
Emmanuel College	7	0.71
Emory University	4	0.41
Fort Valley State University	5	0.51
Georgia College & State University	28	2.84
Georgia Southern University	62	6.29
Georgia Southwestern State University	19	1.93
Georgia State University	50	5.07
Georgia Tech	2	0.20
Kennesaw State University	48	4.87
LaGrange College	3	0.30
Mercer University	44	4.46
Morehouse College	1	0.10
North Georgia College	36	3.65
Oglethorpe University	5	0.51
Paine College	3	0.30
Piedmont College	17	1.72
Shorter College	15	1.52
Spelman College	2	0.20
State University of West Georgia	45	4.56
Taccoa Falls College	4	0.41
Thomas College	7	0.71
University of Georgia	95	9.63
Valdosta State University	57	5.78
Wesleyan College	8	0.81
Out of State	266	26.98
Total	986	100.00

Grade Levels for Which Beginning Teachers Need Additional Preparation

Grade	Frequency	Percentage
1	101	13.8
2	46	6.3
3	45	6.2
4	66	9
5	109	14.9
6	66	9
7	65	8.9
8	77	10.5
9	62	8.5
10	29	4
11	26	3.6
10	39	5.3
Total	731	100

Beginning Teachers’ Readiness Self Rating Distributed By College of Preparation

College Of Education	Teacher Overall Readiness		Total
	Not Ready	Ready	
Agnes Scott College*		2	2
		100%	100%
Albany State University	1	13	14
	7.1%	92.9%	100%
American Intercontinental Univ., Atlanta*		1	1
		100%	100%
Armstrong Atlantic State University	5	22	27
	18.5%	81.5%	100%
Atlanta Christian College*		1	1
		100%	100%
Augusta State University	2	13	15
	13.3%	86.7%	100%
Berry College	1	11	12
	8.3%	91.7%	100%
Brenau University	2	19	21
	9.5%	90.5%	100%
Brewton-Parker University*		18	18
		100%	100%
Clark Atlanta University*		7	7
		100%	100%
Clayton State University*		6	6
		100%	100%
Columbus State University	1	27	28
	3.6%	96.4%	100%
Covenant College*		1	1
		100%	100%
Emmanuel College	1	6	7
	14.3%	85.7%	100%
Emory University*		4	4
		100%	100%
Fort Valley State University*		5	5
		100%	100%
Georgia College & State University	1	27	28
	3.6%	96.4%	100%
Georgia Southern University	1	61	62
	1.6%	98.4%	100%
Georgia Southwestern State University	1	18	19
	5.2%	94.7%	100%
Georgia State University	4	46	50
	8%	92%	5.1%
Georgia Tech*		2	2

Educator Workforce Research and Development

College Of Education	Teacher Overall Readiness		Total
	Not Ready	Ready	
		100%	100%
Kennesaw State University	1	47	48
	2.1%	97.9%	100%
LaGrange College*		3	3
		100%	100%
Mercer University	2	42	44
	4.5%	95.4%	100%
Morehouse College*		1	1
		100%	100%
North Georgia College	3	33	36
	8.3%	91.6%	100%
Oglethorpe University		5	5
		100%	100%
Out of State	24	242	266
	9.0%	91%	100%
Paine College*		3	3
		100%	100%
Piedmont College*		17	17
		100%	100%
Shorter College	3	12	15
	20%	80%	100%
Spelman College*		2	2
		100%	100%
State University of West Georgia	3	42	45
	6.7%	93.3%	100%
Taccoa Falls College*		4	4
		100%	100%
Thomas College*		7	7
		100%	100%
University of Georgia	9	86	95
	9.5%	90.5%	100%
Valdosta State University	2	55	57
	3.6%	96.5%	100%
Wesleyan College*		8	8
		100%	100%
Total	67	919	986
	6.8%	93.2%	100%

*100% of beginning teachers from these institutions reported that they were ready for the classroom.

Beginning Teachers' Readiness Distributed By College of Preparation (As Rated by Principal)

College Of Education	Teacher Overall Readiness		Total
	Not Ready	Ready	
Agnes Scott College*		2	2
		100%	100%
Albany State University	1	13	14
	7.1%	92.8%	100%
American Intercontinental Univ., Atlanta	1		1
	100%		100%
Armstrong Atlantic State University	4	23	27
	14.8%	85.2%	100%
Atlanta Christian College*		1	1
		100%	100%
Augusta State University	1	14	15
	7.1%	92.8%	100%
Berry College	2	10	12
	16.7%	83.3%	100%
Brenau University	3	18	21
	14.2%	85.7%	100%
Brewton-Parker University*		18	18
		100%	100%
Clark Atlanta University	1	6	7
	14.3%	85.7%	100%
Clayton State University*		6	6
		100%	100%
Columbus State University	3	25	28
	10.7%	89.3%	2.8%
Covenant College*		1	1
		100%	100%
Emmanuel College*		7	7
		100%	100%
Emory University*		4	4
		100%	100%
Fort Valley State University*		5	5
		100%	100%
Georgia College & State University	3	25	28
	10.7%	89.3%	100%
Georgia Southern University	1	61	62
	1.6%	98.4%	100%
Georgia Southwestern State University	1	18	19
	5.3%	94.7%	100%
Georgia State University	3	47	50
	6%	94%	100%
Georgia Tech*		2	2

Educator Workforce Research and Development

College Of Education	Teacher Overall Readiness		Total
	Not Ready	Ready	
		100%	100%
Kennesaw State University	3	45	48
	6.2%	93.8%	100%
LaGrange College	1	2	3
	33.3%	66.7%	100%
Mercer University	8	36	44
	18.2%	81.8%	100%
Morehouse College*		1	1
		100%	100%
North Georgia College	5	31	36
	13.9%	86.1%	100%
Oglethorpe University	1	4	5
	20%	80%	100%
Out of State	27	239	266
	10.2%	89.8%	100%
Paine College*		3	3
		100%	100%
Piedmont College*		17	17
		100%	100%
Shorter College	2	13	15
	13.3%	86.7%	100%
Spelman College*		2	2
		100%	100%
State University of West Georgia	1	44	45
	2.2%	97.8%	100%
Taccoa Falls College	1	3	4
	25%	25%	100%
Thomas College*		7	7
		100%	100%
University of Georgia	7	88	95
	7.4%	92.6%	100%
Valdosta State University	5	52	57
	8.8%	91.2%	100%
Wesleyan College*		8	8
		100%	100%
Total	85	901	986
	8.6%	91.4%	100%

*100% of Beginning Teachers from these institutions reported that they were ready for the classroom.

COMMENTS

The study also sought for additional comments from survey participants. Below are some of the comments received from beginning teachers.

School Support System

I could not have done it without the support of my fellow teachers. I have been blessed with a tremendous support system.

My mentor has helped me a great deal. I think every new teacher should be paired with a reliable veteran.

As a GATAPP participant, I have discovered the best teaching tools for new teachers. I'm attending classes at AASU/Brunswick Center and teaching at McIntosh Co. Middle, and I feel that the best tools for new teachers are veteran teacher...

As a new teacher I felt, and often still feel overwhelmed. My principal and fellow teachers have been very supportive and encouraging. I could not have done it without them.

For the candidate that has a degree and is working only towards their certification it would be beneficial to the school, students, and new teacher to have the new teachers collaboratively teach with seasoned more experienced teachers.

I feel as if the University of Georgia and my own personal experiences (camp counselor, internships, substitute teaching, etc.) did prepare me for this year. I also have a wonderful administration and fellow teachers who are very helpful and supportive.

I felt that student teaching was a great way of learning about teaching. I learned so much through my student teaching mentor.

I have had a wonderful experience as a beginning teacher. I had heard horror stories, but through the help of such a great administration and staff and especially my mentor, Amy Denty, I have had a wonderful experience.

Nothing learned in school can fully prepare you for the first year of teaching. The most important thing for me was having an excellent support system when I ran into problems with instruction or administrative tasks.

There were many responsibilities and situations about classroom management that I was not prepared for. Luckily I adapted quickly and was blessed with a wonderful mentor to provide me with guidance.

This year has been stressful but I have been lucky to be hired at a school that is supportive and where I have many people interested in my success. Being associated with teachers with varied years of experience has been helpful.

Though from a different cultural background, the entire staff have made my transition smooth which shows the importance of teamwork and cooperation.

Paperwork and Administrative Duties

I do not believe there is a new teacher out there who is prepared for the unbelievable amount of paperwork that teachers are required to perform.

Additional instruction on administrative paperwork would have been helpful. (ie: IEP's, misc. money collections, SST's, etc...).

As a beginning teacher I had no idea all the time that administrative duties would entail. I spend so much time dealing with paperwork that often seems irrelevant to the quality of education my students are receiving.

As students we need more time in the classroom before we student teach. We also need to have more hands on with the administrative side of being a teacher.

Communication with parents and administrative duties are not really covered in teacher preparation programs. They are important parts of what a teacher needs to be skilled at doing.

Give more preparation for the amount of paperwork and the administrative responsibilities.

I wish I could have been better prepared to meet the demands of all the paperwork, deadlines, documentation of parent contact and disciplinary actions taken.

I feel I was adequately prepared for working with the students, but the administrative work was overwhelming at the beginning of the school year...IEPs and scoring tests, etc.

Let them know how much paperwork will take up their time from actually doing their assigned profession. With all the paperwork hurdles to jump through, sometimes I don't feel like a teacher.... more like a secretary.

My education classes never prepared me for the large amount of paper work, which have nothing to do with teaching. We are part-time librarians, and part-time guidance counselors as well.

The hardest part about teaching this year has been keeping up with the administrative paperwork. Teaching has been the easiest. It seems like there are always new rules and more paper work on top of more paper work that has to be done.

The paperwork was overwhelming. I would've liked to have instructions for standard procedures that are second nature for "old" teachers, but are completely new for "new" teachers.

Experience

I think that there needs to be a seminar on letting the TAPP participants go and observe a summer class. Hands-on experience is the best to learn from.

85% of the knowledge I have now in the area of instruction came from experience. Little preparation was attained from college.

Although I feel well prepared now, when I began teaching, I learned a lot (while teaching) about the high school setting. My interrelated SPED training did not focus enough on the upper grade level (9-12).

Although student teaching was a great experience, you really learn how to teach in your own classroom!

As a new teacher I feel that it would have helped me more if I had experience in each grade level. I feel it is important to have as much experience in the classroom as possible.

Experience is everything!

Field experience is the most valuable thing that West Georgia provided me with. There is very little any college classroom can do to prepare you for the first week of school as a new teacher!

I absolutely believe that my field experience provided the most valuable preparation for my career in teaching. There is no way to prepare future teachers for the classroom without allowing them to experience it firsthand.

I do not think that any college could fully prepare you for the job of teaching... Nothing can prepare you more than just being in the classroom and learning as you go!

I found my field experiences to be the most effective teaching tool for a new teacher. The field offers a new teacher a view of everything at once. It gives you a good idea of the events and situations you will face as a teacher.

More in-classroom practicum time and a longer student teaching experience would be extremely helpful.

I think I received adequate training in Early Childhood. I do believe that you learn the most during the field experiences, and offering more field experiences would help other teachers in the future.

I think that the most helpful part of my entire college education was the in field experience with the teachers and children.

The teaching profession is challenging yet rewarding. Many of the things that many beginning teachers need additional preparation or practice with cannot be taught at a university. It takes years of experience to learn how to be an effective well-rounded teacher.

This is my first year and I believe that my college did not effectively prepare me to control behavior in the classroom. However, I will say that nothing but experience can ever prepare you!

Out-of-field Teaching

I am a first year teacher teaching out of field. Much of the material taught for middle grades is not applicable to my self-contained, special education, elementary school classroom.

Good feelings

My overall experience has been great. I had a good experience as a first year teacher and my education helped a great deal along the way.

Teaching in Georgia has been a rewarding and enjoyable experience.

The experience and knowledge I have gained as a teacher far exceeds that of what I learned in my college preparation. I am happy with what I have accomplished and excited to continue my learning/teaching career.

Student Behavior

A class on behavior management would have been very helpful. I could have really used some strategies for managing student behavior.

I had no idea what to expect when I walked into the classroom as a teacher. The students were generally talkative to unruly and I was unprepared to handle it. Once I got some experience, it was too late to turn things around.

I only had one class on behavior management and it was lumped with motivation and learning strategies. As a first year teacher I could have used a whole class on behavior management and or strategies.

I would have liked to have more training in dealing with student behaviors in the classroom instead of some of the classes we had to take.

In college, they taught us how to teach the good students. They never taught us how to teach the bad ones. We did not have very much practice in dealing with behaviorally disordered students.

It would have been good if I had had more preparation in dealing with problem students' behavior.

Please spend some more time dealing with strategies for dealing with inappropriate student behavior.

Professors need to demonstrate how to treat students with behavior problems. They show how to teach the best students, and they think all students are ready, willing, and eager to learn. This is not true.

Classroom Management

Classroom management and administrative duties are two areas that should be addressed before entering the classroom. I did not have either of these. I am currently in classroom management and it has been extremely helpful.

Classroom management is something that becomes better over time. Don't expect to go into a classroom knowing how to effectively manage every single discipline problem. Over time, you learn what works for you and what doesn't.

Classroom management, using different instructional strategies, and time management should definitely be stressed throughout the teacher preparation courses.

Classroom management procedures were the biggest help during the first year.

Even though we spent a great deal of time on classroom management, I still was not prepared for the problems that I had the first semester and, to some degree, the second semester.

Focus more on classroom management because if a teacher goes into a classroom setting without it, then the quality of instruction decreases.

Future teachers need a class solely on classroom management and discipline. That is the hardest part about being a first year teacher because we were not taught how to handle behavior problems in school. We were thrown to the wolves so to speak

I think it would be beneficial to have a class that specifically addresses classroom management.

Stress classroom management and the need for procedures. They have saved my life!!!!

The most challenging aspect of being a first year teacher is managing behavior in the classroom. I feel this area was touched on the least in my college education.

Those preparing to be teachers should gain as much classroom management skills as possible. I believe one way for prepare teachers to gain this experience is through being a sub.

Pre-service Preparation

I feel that my college experience adequately prepared me for my teaching career.

Georgia Southern University does a good job preparing teachers. They equipped me with the tools that I needed in the classroom. It was up to me to apply what I learned. My professors taught me to reflect and improve on my management and instruction daily.

I feel that I received excellent preparation from the professors at UGA as well as my student teaching experience.

I feel that I got the best possible education from The University of Georgia.

I feel that Mercer University did a great job preparing me for my own classroom. They did offer a class in behavior management and time management. I feel that I learned a lot from the class, but there should have been more than one class.

I found that Georgia Southern University prepared me very well in becoming a first year teacher. I consider myself to be a successful first year teacher. I applaud GSU for giving me a wide range of field experiences as well as a good curriculum and methodology.

My university prepared me very well for the duties that I face as a first year teacher.

The teacher preparation classes at SUWG were very beneficial in helping me to adjust to the field of teaching. I was very glad to see that I do use what I learned at West Ga. in my high school.

The staff at North Georgia was incredible! Small class sizes and professor availability positively impacted my education.

UGA's NET program was intensive, thorough and rigorous. I left the program feeling like a 2nd year teacher, committed to improvement but comfortable with my duties as a teacher.

UGA did a great job, but there is nothing like being in the classroom. The mentor program really was the best part of my educational experience.

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