



Preparing for Reform, Supporting Teachers' Work:

*Surveys of Washington State Teachers,
2003-04 School Year*

**A Report Prepared for the
Center for Strengthening the Teaching Profession**

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SUMMARY

At a time when the State of Washington, as many states, is hoping to realize the ambitious goals of standards-based reforms in education, questions arise in many quarters about how teachers are approaching this task, and how well equipped and supported they are for this work. In the best of worlds, the state would have good information sources for answering these questions, preferably with information directly from teachers. Such is not the case. The sources of data routinely gathered by the state shed light on some questions—for example, concerning attributes of the teaching force—but tell relatively little about teachers’ work or how they are supported.

To improve the base of information about teaching, the teaching force, and support for teachers’ work, the Center for Strengthening the Teaching Profession engaged a research team from the University of Washington to develop and deploy a series of surveys directed to a “standing sample” of 400 classroom teachers in the state. The stratified random sample was carefully constructed to include the full the range of individuals in classroom teaching positions. In response to three surveys during the 2003-04 school year, the survey system elicited teachers’ views regarding various aspects of their work, assignment, preparation for teaching, and professional support. Given uniformly high response rates (in excess of 90 percent), the system offers a source of insights into teachers’ response to reform across the state.

What Teachers’ Responses Reveal

The surveys reveal a number of things about the way teachers in Washington state approach their work and the environments in which they work. To begin, the sample of teachers is conveying a fundamental approval of their choice of career and their current working situation. As a result, Washington has a relatively stable and satisfied teaching corps. But alongside that message come several others—teachers are deeply concerned about some aspects of their work, or they are facing conditions that cause concern. Three areas of concern deserve special attention.

1. *Readying students for state assessments is a major challenge for teachers.* There is much for educators to learn in making the transition from an older view of curriculum and testing to the challenging conceptions embedded in the state’s standards and assessments. When teachers are helped to learn about these assessments, such as in professional development experiences aimed at this purpose, and collaborative, assessment-related activities (e.g., developing better classroom-based assessments aligned with state standards, spending time with colleagues examining student work or data about the school’s performance), teachers indicate they are becoming better prepared. But that learning agenda is far from met, and many teachers work under conditions that do not seem to be contributing much to their learning.
2. *Teachers need better support for helping an increasingly diverse student population learn.* Teachers face a population of students that is diverse in many ways, especially in terms of language background, race or ethnic background, and identified disabilities.—Two thirds of the teachers, for example, have one or more students who struggle with English. Yet, to address this need, the teachers are not getting as much help as they ought, especially from professional development, but also through curriculum and from academic support services supplied directly to students. If the state wishes to deliver on its promise to help all students meet standards, then there is much work to do.

3. *Schools and school leaders can do more to create the overall structures and culture that support teachers' work and learning.* Teachers are clearly hungry for a collaborative working culture, and in settings which offer such a working environment, there is evidence that teachers are making progress on reform goals. School and district leaders who create the right time structures for teachers to plan and engage in learning activities, especially those embedded in the working day, are on the right track, as teachers see it. In such settings, teachers are making headway, and a large percentage of the teachers indicate full preparedness for reform-oriented teaching.

Opportunities for Improvement

While raising as many questions as they answer, these patterns underscore several areas of action by state and local educational leaders, along with others, that are likely to strengthen the support for teachers' work:

1. *Aggressively support school leadership.* The surveys make clear that school leaders have much to do with teachers' desire to stay in teaching or leave the profession. There also are specific ways they can be involved in supporting teachers' efforts to improve instruction. Any efforts by state and local authorities to develop, guide, and support school leaders would be a good investment.
2. *Enhance the sources of instructional guidance.* Teachers appear to have too few sources of instructional support. Instead they may turn to each other for help, even though their colleagues may or may not possess the expertise that would guide significant changes in practice. Focusing local or state resources on the development and deployment of individuals or groups who can offer instructional guidance would make good sense.
3. *Build strong collegial communities.* Teachers clearly prize the opportunity to work collaboratively with colleagues and find it beneficial. Local efforts are needed that maximize the engagement of colleagues with one another, and the continuity of effort that connections with colleagues can provide.
4. *Structure time for planning, preparation, and professional learning.* A step toward professional community, and also for the more specific forms of professional learning that teachers seem to need, is to build time for these activities into teachers' daily and weekly schedule. In close collaboration with the teachers' union, local leaders are in a position to make planning, collaborative work, and professional learning a part of everyday practice. Doing so will help all involved, at both state and local levels, to approach professional development as more than a few discrete days set aside for this purpose.
5. *Focus on what it means to teach all subjects effectively to a diverse set of learners.* Learners' needs are not all the same, and it matters how well their learning needs are understood and addressed in classrooms. Here teachers are telling us they are not getting much help, and yet the need is growing. State and local leaders are in a position to focus attention and resources on this aspect of teachers' work.

These five areas of opportunity are not a blueprint for action. One round of surveys that rely largely on teachers' self-report does not, by itself, offer a sufficient information base for constructing such a plan, but they provide starting points for focused conversation, further data gathering, and more detailed planning activities. Educators and other stakeholders at both the state and local level can consider what these five opportunities mean specifically within their respective purviews. At a minimum, the findings reported here prompt further questions and

an emerging agenda for action that those who care about the quality of the state's educational system should take seriously.

Above all, state and local educators, along with others who wish to support the schools, can see the results of these surveys as a call to *invest in the state's current teaching force*. These individuals are mostly here to stay and are committed to teaching. They have much to learn to be maximally effective in the current reform context and, with some effort, ways can be found for them to learn. The teachers who took the trouble to respond to these questionnaires deserve no less. They and their colleagues around the state deserve a better system of supports for their work than most now experience.

UNDERSTANDING TEACHING CONDITIONS IN WASHINGTON STATE

Teachers in Washington state come from a variety of educational backgrounds, live in remarkably different kinds of communities and serve culturally, linguistically, and socio-economically diverse groups of children. Yet they speak with one voice on many issues. They are a dedicated group, and despite the challenges of the profession most would choose to become teachers again, if they had it to do over. Washington's classroom teachers do have concerns, and their voices need to be heard—if we wish to address the educational challenges facing our state. This paper tries to capture those concerns. It presents the findings from a series of three surveys administered to a stratified random sample of classroom teachers in Washington during the 2003-04 school year, regarding issues of preparation and assignment, school working conditions, and professional development.

Over the last decade, Washington has been immersed in an educational reform agenda with the goal of improving education for the state's more than one million public school students. Begun in 1993 with the introduction of the Student Learning and Improvement Act (the "Education Reform Act"), efforts have been made to introduce new curricular guidelines, implement performance-based assessments, provide mentoring to new teachers, and introduce accountability measures. The focus of these endeavors has been on improving student learning, but not generally on providing the supports and training that might be needed by those who would actually carry out the reforms—the state's 55,000-plus classroom teachers.

By all measures, student learning has improved during the last seven years, but not uniformly for all children. Statewide, students at the 4th, 7th and 10th grades are performing better on the Washington Assessment of Student Learning (WASL) in reading, writing, and math. Yet for particular groups of students, namely, those from ethnically, racially, or linguistically diverse populations or disadvantaged socio-economic backgrounds, their progress has not kept pace (OSPI, 2002). In many schools, teachers struggle to help their students meet learning improvement goals. Additionally, educators face the pressure of federal requirements under the No Child Left Behind Act, which has placed the spotlight more directly on those who deliver instruction, and on states to provide evidence of a highly qualified workforce.

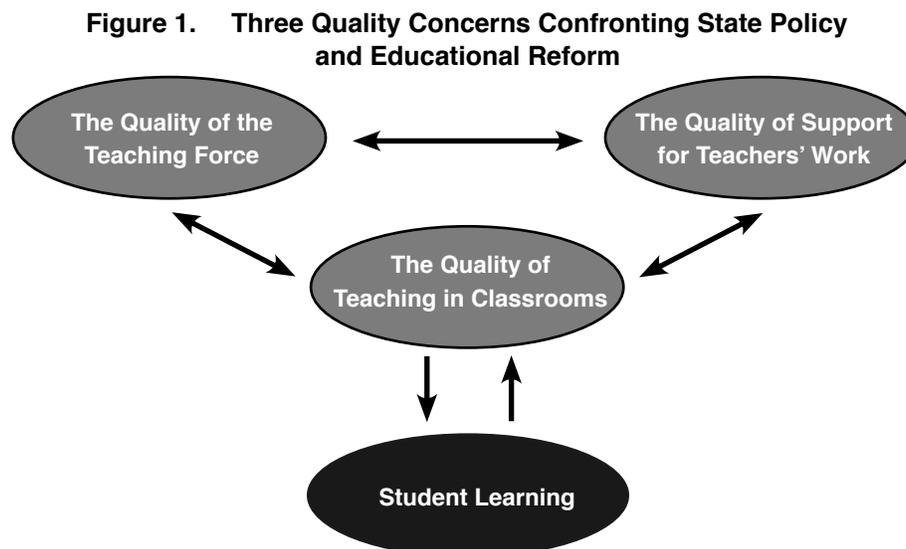
Most would agree that teachers are the critical element in supporting and encouraging student learning. In recognition of this fact, legislative and programmatic efforts to elevate teaching quality have become a major focus of state policymaking across the country in recent years—among them, efforts to improve teacher preparation, promote high teaching standards, and implement programs to attract and retain teachers. Yet amid this flurry of policy activity, there has been an overall lack of coherence in state-level policies addressing teacher quality (Hirsch, Koppich, & Knapp, 2001). Conspicuously absent from state policy deliberations have

been good data on the many facets of the teaching quality challenge. Furthermore, the states' capacity to develop and utilize data to track the effects of state policies has been distinctly limited. This report, and the survey data on which it has drawn, are part of an effort to enrich the base of information about teaching and the conditions that support it in this state.

Understanding Teaching Quality

One of the motivations for the development of this survey series was the desire to better understand aspects of teaching quality in Washington state and to provide policymakers with evidence about teaching conditions for the purpose of improving teaching and learning. Though often referred to as a matter of "teacher quality," the issue actually concerns three distinct, yet interrelated things: the quality of *teaching*, the quality of *the teaching force*, and the quality of *support for teachers' work*. The quality of teaching refers to instructional delivery and pedagogical strategies which support student learning. The quality of the teaching force involves the personal characteristics and qualifications of teachers that contribute to their effectiveness in the classroom. The quality of support for teachers' work denotes workplace conditions conducive to student and teacher learning over time and in which teachers are provided opportunities for continued professional development. Figure 1 provides a schematic representation of these aspects of teaching quality. The issues addressed in these surveys lie primarily at the intersection of the quality of the teaching force and the quality of support for teachers' work.

Attributes of the teaching force are often taken as proxy measures for the quality of teaching itself, a much more elusive matter to define and measure. Quite typically, these proxies include teachers' years of experience, credentials, and degrees. Research is inconclusive regarding the extent to which these measures capture "quality," and researchers acknowledge that these



Source: Center for the Study of Teaching and Policy, University of Washington.

indicators are only part of the story. For example, credentials and knowledge do not provide enough information to address the actual quality of instructional practices. What they can provide is a rough sense of how well prepared teachers are to assume their assignments. Nevertheless, Washington state lacks basic information that can be easily accessed and analyzed on even the most modest indicators of teaching quality.

THE “FAST RESPONSE” SURVEY SERIES

Commissioned in 2002 by the Stuart Foundation, and later by the Center for Strengthening the Teaching Profession, researchers from the University of Washington embarked on an effort to determine what can be known—and what we need to know—about the state’s teacher workforce.¹ The goal was to provide relevant information to policy makers and others which could be used to inform decision making, in an effort to improve the quality of instruction and student learning.

The research team began to examine current information about the teacher workforce by exploring data already collected by the state. This effort yielded a general portrait of the state’s teaching force, but we quickly realized that the state’s existing databases could only take us so far. The information was useful in answering certain kinds of questions, but there remained many issues that simply could not be addressed using existing data sources. For example, the databases could not tell us what teachers teach or how well teachers’ degrees and endorsements match their current teaching assignments. In attempting to dig deeper into these issues, we also felt it was important to hear teachers’ voices about how they understand their current assignment, preparation, working conditions, professional development experiences, and state reforms. One way to explore some of these policy relevant issues in a timely and cost-effective manner was to administer a series of questionnaires to a sample of Washington classroom teachers.

Based on a survey system designed by the National Center for Education Statistics (NCES), we decided to pilot and test the viability of a “fast response” survey system for use in Washington state. Fast response surveys have the advantage of being relatively short (taking less than 25 minutes to complete) and are administered only to a “standing” sample of teachers who agree in advance to respond to multiple surveys. In this study, teachers were asked to participate in a series of three surveys during the 2003-04 school year:

- Survey 1: Assignment, Preparation, and Certification (Fall 2003)
- Survey 2: Working Conditions (Winter 2004)
- Survey 3: Professional Development (Spring 2004)

The system we employed also entailed a significant amount of follow-up with respondents to ensure very high response rates (in excess of 90%).

Questions These Surveys Can Answer

This report provides insight into the general outlook of Washington teachers on a variety of issues. The perceptions and beliefs captured in these surveys may surprise some who are steeped in policy discussions about the Washington teacher workforce. For instance, despite national headlines depicting teachers as disillusioned and leaving the profession in droves, the findings from this study show that the preponderance of Washington teachers report being satisfied with their choice of profession and plan to stay in teaching. Other findings suggest that some approaches to strengthening and supporting the teaching profession may not be as effective as advocates hope, while others may not be implemented to the extent envisioned or anticipated.

The majority of teachers identify problems similarly and provide some clues about how to make things better. Overall, the raw ingredients seem fine, but at critical moments, things fall short, like time to do the job well or professional development that addresses critical concerns. From this study we know something about teachers' general training and credentials, the children they teach in a typical classroom, conditions at their school, and the kinds of issues that cause them the most concern.

To be sure, while the perceptions and beliefs captured in this report are self-reported information, they do shed light on what matters to the people who are educating the state's children. Understanding what motivates people, what helps them to feel supported, or what they think is helping them in the classroom can contribute to designing policies and reforms that might actually make a difference versus those that have no effect, or worse, go awry.

Organization of This Report

In the next two sections of this report, we set the context for understanding teachers' voices and provide a summary of their overall response to the profession and current teaching circumstances. From there, the report is organized around three central concerns traced across the surveys. Each section presents the main patterns of response in relation to each concern, highlighting what appears to be supporting teachers' work and what is not. A concluding section reflects on what can be learned from this study, what we still don't understand well enough, and next steps and recommendations.

CAPTURING THE VIEWS OF THE STATE'S CLASSROOM TEACHERS

Teachers in these surveys are uniquely positioned to provide “real time” responses to pressing educational issues. The core of their work is instruction, and if we wish to know what factors enable them to thrive and be effective with students, it seems logical to ask them directly.

We hypothesized that teachers in various stages of their careers, situated at different educational levels, working with diverse student populations, and located in geographically disparate parts of the state, would view educational issues differently. Consequently, teachers in the sample were chosen to reflect the entire range of professional experience (from novice to highly experienced) and represent both traditional and alternative elementary, middle, and high schools. The students they serve are reflective of the urban, suburban, and rural communities in which they are situated. We therefore built our sample to capture this range of potential differences, and there is good reason to believe that the sample accurately reflects the range within the state.

Who We Surveyed and How Well They Represent the State

Teachers selected for the surveys fall within a stratified random sample of all Washington classroom teachers, defined by region of the state, experience level of the teacher, and poverty level of the school in which they teach (see Table 1).

**Table 1. Characteristics of the Standing Sample of Teachers
(Primary Sampling Variables)**

Demographic Characteristic	Categories
<i>Region*</i>	<ul style="list-style-type: none"> • Western Washington (outside of the Central Puget Sound) • Central Puget Sound • Eastern Washington
<i>Teacher Experience **</i>	<ul style="list-style-type: none"> • 1-4 years • 5-14 years • 15 or more years
<i>School Poverty Level</i>	<ul style="list-style-type: none"> • 0-20% enrolled in Free or Reduced-Price Lunch program • 21-50% enrolled in Free or Reduced-Price Lunch program • 51-100% enrolled in Free or Reduced-Price Lunch program

* Region as represented by Educational Service Districts. Puget Sound region is represented by ESD 121. Western WA (not including ESD 121) is represented by ESDs 112, 113, 114 and 189. Eastern Washington is represented by ESDs 101, 105, 123 and 171.

** Due to the nature of the state database from which sampling information was drawn, few teachers with less than 1 year of teaching experience were included.

Furthermore, to maximize the range of settings in which they taught, we stipulated that teachers come from different schools, whenever possible (a condition we were able to meet for most, but not all, of the teachers). Using this kind of randomly generated sample also provided an appropriate representation of teachers at each grade level. Participants agreed to respond to the three surveys over the course of the school year and were offered a modest honorarium for their time. Participants also received reminders and follow-up support, which resulted in an overall response rate of 90 percent for Survey 1, 96 percent for Survey 2 and 93 percent for Survey 3.

Table 2. Selected Teacher Characteristics for the State and the Sample (2002-03)

	State (n=57,879)	Standing Sample (n=379)
<i>Region*</i>		
Western WA (not 121)	37.0%	37.0%
Central Puget Sound (ESD 121)	38.1%	29.4%
Eastern WA	24.9%	33.6%
<i>Ethnicity</i>		
Asian/Pacific Islander	2.4%	3.2%
African American	1.5%	1.9%
Hispanic	2.1%	0.3%
Native American	0.7%	0.3%
White	93.3%	94.4%
<i>Experience</i>		
1-4 years	23.4%	32.5%
5-14 years	35.7%	33.1%
15-24 years	24.5%	21.4%
25 yrs or more	16.4%	13.0%
<i>Age</i>		
21-30	13.2%	16.7%
31-40	23.2%	22.5%
41-50	27.6%	31.7%
51-60	32.0%	26.5%
61+	4.0%	2.6%

* Region as represented by Educational Service Districts.

The survey participants include teachers from 35 of 39 counties,² 149 school districts (50% of the districts in the state), and 369 schools. As shown in Table 2, the standing sample largely mirrors the characteristics of the state's teaching force, with a few small exceptions. Teachers from rural areas are slightly over-represented and those from urban areas underrepresented.³ (For more information about the methodology and the representation of the sample by county district, and grade level, see Appendices A, B and C.) The sample has a somewhat larger percentage of novice teachers than in the statewide teaching force, and correspondingly fewer

veteran teachers. Otherwise, the stratified random draw of teachers in the sample offers a remarkably close representation of state's teaching force as a whole.

Though created for pilot purposes, the sample for these surveys usefully represents the nature of the state's teaching force and the conditions under which they teach. Various indicators, along with the high response rates in all cells of the sampling grid, confirm that the sample can be trusted as a representation of the state's teachers:

- *The even distribution of grade-level teaching assignments.* The responding sample represents approximately the same number of teachers in each grade, as one would expect (see Appendix C, Figure C-1).
- *The wide distribution of teachers in counties and districts across the state.* The responding sample includes teachers from half of the state's districts, and in all but four of the state's counties (see Appendices B and C).
- *The ethnicity, experience, and age distributions of sample teachers.* These closely correspond to the state's general teaching population (see Table 2).
- *The proportion of teachers with Master's degrees.* Considering sample teachers from the three regions of the state, in comparison to population numbers, a similar proportion hold Master's degrees (62 percent of the sample, as compared with 56 percent of the full population of the state's teachers).

The fact that the survey numbers closely approximate actual numbers from databases that include all classroom teachers in the state further confirms that the survey's responding sample offers a good representation of the state's teaching force.

A Supplementary Sample of National Board Certified Teachers

In addition to the standing sample described above, which represented the full range of classroom teachers in the state, we invited all National Board Certified teachers (NBCTs) in the state who were in classroom teaching roles to participate in the electronic version of the survey (See Appendix A for details about this supplementary sample). More than half (166) of the 294 classroom-based NBCTs in the state took up our invitation, and their responses offer a useful point of comparison for various analyses we present in this paper.⁴ There is no overlap between the supplementary sample and the regular standing sample (the latter contained only one NBCT, who was therefore not included in the supplementary sample).

Looking for Differences

With the responses of the teachers in front of us, we looked carefully for differences and paid attention to these distinctions when we analyzed the data. We deliberately broke out responses by region of the state, teacher experience levels, school poverty levels, and school grade

range (elementary, middle, and high school), as well as in other ways suggested by the data. We also considered differences between the standing sample and the supplementary sample of National Board Certified Teachers, where appropriate.

Perhaps one of the most striking findings from this survey series is the degree to which teachers respond in the same way on a variety of issues, with a few noticeable differences. Across the major sampling categories we found a remarkable homogeneity of viewpoints. For example, teachers consistently report that while they find professional development useful, the opportunities fall short of what they would want or need. Also, we found that teachers in the highest poverty schools are no less committed to the profession than their counterparts in other schools. Within the major sampling categories, however, teachers' responses reflected more variation. For instance, while most teachers have considered leaving the profession at some point in their career, teachers from Eastern Washington consider departure with less frequency than their counterparts in Western Washington.

OVERALL RESPONSE TO THE PROFESSION AND CURRENT TEACHING CIRCUMSTANCES

On the whole, the teachers surveyed give their schools and administrators good overall ratings. *Regardless of the region and nature of the student population and across a variety of settings, the teachers' schools are workplaces in which they wish to stay, which offer them a clear sense of direction and a relatively collaborative collegial community.*

Overall Satisfaction and Stability

When viewed in the aggregate, the teachers' responses paint a picture of relative satisfaction and stability in the state's teaching force. Teachers' general satisfaction highlights the importance of both strong personal relationships with colleagues and the quality of their working environments. Over three-fourths of the teachers in our sample see their schools as collaborative, professional working environments, with well articulated goals and expectations. This was equally true of teachers working in high- and low-poverty schools (defined as those with more than 50 percent, and less than 20 percent of students, respectively, enrolled in the Free or Reduced-Price Lunch program). The majority agree their school is a great place to work, a fact that is equally true of teachers who are and who are not National Board Certified. For most, certain resources supporting teaching seem adequate and the resources are sufficient to ensure a safe learning environment for students. Teachers seem comfortable with their colleagues and often look to each other for guidance in matters of teaching.

Most teachers in the sample report being satisfied with their choice of profession and plan to remain in teaching. Most assert that they would certainly (41 percent) or probably (32 percent) become a teacher if they could go back to their college days. Most teachers enter the profession for altruistic reasons; very few teachers join for extrinsic factors such as salary or benefits. When asked to rank their top three choices from a list of reasons for joining the profession, teachers commonly report either a desire to work with young people or the value or significance of education in society. For these reasons, it is not surprising that analyses of teacher retention in the state show a relatively stable teaching force over time, with many fewer beginning teachers leaving than some have suggested (see Plecki, Elfers, & Knapp, 2003).

Reasons Why Teachers Stay or Consider Leaving

Teachers' reasons for wanting to stay at their current school give further indications of their sentiments about the profession and the qualities of their workplace that keep them in teaching. As noted in Table 3 below, *teachers point to several aspects of the collegial environment (supportive colleagues, collaborative work environment, support from an administrator) as the most important reasons for staying at their current schools.*⁵

Table 3. Teachers' Reasons for Staying at Their Current Schools

Teachers' reasons for staying	Not important or only somewhat important	Important	Very Important
<i>Conditions Related to the Collegial Environment</i>			
Positive school climate	7%	33%	60%
Support from an administrator	12%	32%	55%
Support of colleagues	10%	41%	49%
Collaborative work environment	18%	51%	31%
<i>Community and students</i>			
The community and its relation to the school	34%	43%	23%
The nature of the school's student population	45%	35%	20%
<i>Incentives and opportunities for professional advancement</i>			
Professional growth options	43%	38%	17%
Leadership opportunities	67%	26%	7%
Stipends for extra work	61%	27%	12%
Career ladder	79%	17%	4%

Sample = 364

For more than half the teachers, the nature of the community and its student population are also important or very important reasons to stay where they are. Specific incentives and opportunities related to professional advancement, however, are not as compelling for most teachers; few consider these "very important" reasons to stay at the current school. This fact probably signals

something about both the teachers and their schools—for example, it is possible that the schools offer relatively few leadership opportunities, at the same time that most teachers do not seek such opportunities.

A different set of conditions, summarized in Table 4, cause teachers to consider leaving the profession. And here it is noteworthy that *a majority (60 percent) of teachers in the state have considered leaving the profession*. For them, a variety of pressures make teaching an unattractive professional choice, especially, overall workload, class size, and “lack of time to do my job well,” as well as others like low salary. These pressures are felt across the spectrum of the teaching profession in the state; teachers with National Board Certification, for example, are just as likely to have considered leaving as their colleagues.

Table 4. Reasons Teachers Have Considered Leaving The Profession

Reasons (in order of frequency)	Percent of those who have considered leaving teaching (n = 212)
Overall workload	75%
Frustration with state education reform policies	63%
Lack of time to do my job well	62%
Salary	58%
Class size	40%
Administrators undermine teachers’ decisions	38%
Lack of parental support	38%
Lack of leadership	33%
Lack of support for students with special learning needs	32%

Sample = 212

Of particular importance given the state’s commitment to standards-based reform is the following: *frustration with state education reform policies is one of the leading reasons teachers give for thinking of leaving the profession*.⁶ Of the three-fifths of the sample who have considered leaving the profession, almost two-thirds (63 percent) cite this reason.⁷ This fact prompts a question about how the teachers’ backgrounds, capabilities, or working conditions may be linked to this sentiment. Two observations can be made in answer to this question. Among those who have considered leaving the profession, frustration with state education reform—

- *Is not related in any obvious ways to teachers’ experience, expertise, or assignment*. Put another way, virtually the same percentage of teachers in each category indicate a willingness or lack of desire to leave the profession over this issue. There is one noticeable exception to this fact. While similar percentages of National Board Certified Teachers and teachers in

the standing sample have considered leaving the profession, the former are less likely to attribute this to frustrations with state education reform.

- *Is closely related to a “syndrome” of concerns about other teaching conditions, among them, overall workload, lack of time to do a good job, class size, salary, and administrative support.* In short, teachers who experienced acute frustration with state education reform have also felt overworked, short of time, and burdened with too many students, not to mention viewing themselves as undercompensated. They may also have experienced other conditions that ranked high on the list of reasons to leave the profession—lack of leadership, administrative support, and/or parental support.

Three Areas of Concern

An analysis of items across all three surveys indicates that there are important undercurrents beneath the surface of professional stability and satisfaction. In the remainder of this report, we examine three areas of concern that emerge from the teachers’ responses to the survey series.

Concern 1: Lack of readiness for state reform, and especially for the assessments which are so central to the reform process. Teachers are often not comfortable in preparing students to meet state standards, especially those embedded in the state assessments. While a clear majority feel very equipped to teach the official or intended curriculum, most teachers—especially those with less experience—do not feel very prepared to ready their students for state assessments. This specific issue may explain some of the more general sense of frustration with state education reform, alluded to above.

Concern 2: Meeting diverse learning needs in the classroom. Teachers are not so confident in their ability to work well with diverse student populations. Reflecting a trend in this state and elsewhere, the state’s teachers find themselves facing an increasingly diverse student population. However, it would be a mistake to assume that “facing increased diversity” means that most teachers in the state are generally dealing with classrooms in which the majority of the class is racially, ethnically, linguistically, or socio-economically different from the populations the teachers faced in the past. It often means working with relatively few students from such backgrounds. Regardless of the face of diversity in their classrooms, teachers want and need more help than they are getting, to address the challenges of working effectively with all of the students in their charge.

Concern 3: Building the right supportive conditions for teachers’ daily work and learning. The teachers are making clear that certain kinds of working conditions are essential—among them, support from colleagues, leadership, and adequately structured time for planning and professional development. The data from the survey help to shed light on the roles that these

conditions are playing in teachers’ working lives, and point the way toward “entry points” for policymakers or leaders who wish to support instructional improvement.

In each of these areas of concern, teachers’ responses illuminate what matters for teaching, the teaching force, and support for teachers’ work. From increased understanding of these matters comes insight into possibilities for enhancing the quality of education in the state, and the capacity of the state to sustain and deliver on the potential of standards-based reform.

CONCERN 1: BEING PREPARED TO MEET STATE STANDARDS

A fact of life for Washington State teachers is that they are part of an ongoing, state-wide standards-based reform. This has been true for some years now, as the reform enters its second decade: student learning standards or “essential academic learning requirements” (EALRs) have been in place for eight years for certain subject areas, and linked assessments of student learning (WASLs) for almost that amount of time. And the early implementation of this reform has witnessed steady, incremental improvements in student performance on assessment measures (e.g., Stecher, Barron, Chun, & Ross, 2000). But the pressure is picking up, now that the state has formalized an accountability system and made final commitments to a high-stakes outcome (meeting standard on WASL assessments in the 10th grade).

We asked teachers about the pressures of state education reform in two ways—first, regarding how prepared they felt to ready their students for state assessments, and second, whether frustration with state education reforms had prompted them to consider leaving the teaching profession. The basic pattern of response in our sample of the state’s classroom teachers can be summarized as follows: *relatively few teachers feel fully prepared to ready their students for state assessments*. While most feel at least *somewhat* prepared for this task, less than one third (29 percent), report feeling “very prepared” for this task, by contrast with preparedness to teach the official curriculum, a task for which three-fifths (61 percent) feel *very* prepared, as shown in Table 5 below.

Table 5. How Prepared Teachers Feel to Teach the Official Curriculum and Ready their Students for State Assessments

Teachers’ self-reported preparedness for....	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
...Teaching the official or intended curriculum	7%	32%	61%
...Preparing their students for state assessments	17%	53%	29%

Sample = 379

We probe the meaning of this basic pattern by asking the following questions:

1. Who are the teachers who feel most and least prepared to ready their students for state assessments?
2. What school and district working conditions are most associated with preparedness for state assessments?
3. What supports teachers in their efforts to meet state reform expectations, especially those associated with assessment?

Teachers Who Feel Most and Least Ready for State Reform

The surveys give a number of clues concerning individual attributes of teachers and their current assignments that might contribute to their readiness for reform in general, and specifically to their sense of preparedness for state assessments. Four such attributes, summarized in Table 6, clearly make a difference:

- *Teachers' working experience.* The most veteran teachers (those who have taught fifteen years and more) report a substantially higher level of preparedness for readying students for state assessments than those in their first four years of teaching. So, at a minimum, familiarity with testing and the kind of craft knowledge that grows with time equips teachers in some respects for the assessment demands of the new reform.
- *Teachers' level of instructional expertise.* Though only a crude indicator, the contrast between the standing sample (which includes the full range of teachers' expertise) and a sample of National Board Certified teachers in the state (a group of teachers with demonstrably high levels of teaching skill) dramatizes the link between added expertise and ability to prepare for state assessments. This signals that more than experience levels may be involved in the preparation of students for rigorous standards-based assessments.
- *The level of schooling.* Teachers who teach in elementary and middle schools—at schooling levels which have had more experience and exposure to the WASL—indicate a greater comfort level, on average, preparing students for state assessments than their counterparts in high school. Here, high school teachers' discomfort is especially noticeable in the tested grade (10th), in which 31 percent of the teachers in our sample feel somewhat or very *unprepared* to ready their students for state assessments.
- *The number of students with disabilities in the teacher's classroom.* Teachers in classrooms with fewer than 20 percent students with IEPs are twice as likely to feel very prepared for state assessments (34 versus 16 percent) than their counterparts serving greater numbers of children with disabilities. Teachers who work in resource rooms or other settings that are populated exclusively by children with disabilities are twice as likely to feel

unprepared. Among other things, this fact probably reflects the frequent incompatibility, even with accommodations made in assessment procedures, between standards-based curriculum and assessment, and the curricular modifications and accommodations needed for students with disabilities.

Table 6. How Prepared Teachers Feel to Ready their Students for State Assessments, by Level of Experience, Expertise, Schooling, and Disabled Population

Teachers' self-reported preparedness for state assessments	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
<i>Level of Experience</i>			
0 to 4 years	21%	60%	17%
5-14 years	20%	52%	29%
15 or more years	10%	48%	40%
<i>NBCT certification</i>			
WA NBCT sample*	6%	34%	59%
State sample*	17%	53%	29%
<i>Level of Schooling</i>			
Elementary	13%	54%	32%
Middle	13%	53%	31%
High	29%	50%	21%
<i>Number of students with disabilities</i>			
More than 20%	26%	56%	16%
20% or fewer	13%	53%	34%

* Samples: State=378; WA/ NBCT=139 (see Appendix A for details on NBCT Sample)

Aside from these attributes, few other items in the surveys distinguish those who feel most and least ready for state reform. For example, feeling prepared for state assessments bears little relation to the region in which teachers teach; whether or not they possess a Master's degree; or whether, on a daily basis, they face students who are impoverished or from racially diverse backgrounds. In addition, teachers' concerns about preparedness for the state assessments seem to pervade all grade levels.⁸

That said, one final observation can be made: *regardless of level of schooling, experience, expertise, or student assignment, there are still many teachers in the state who feel less than fully prepared to ready their students for state assessments*. Note that, with a few exceptions (veteran teachers, National Board Certified teachers), less than a third of the teachers we surveyed feel "very prepared" to ready their students for state assessments. That may be understandable, given that these assessments depart from past testing patterns substantially and imply a considerable amount of new learning on the part of teachers. But the survey data suggest that this learning process is not yet finished.

Working Conditions Associated with Teachers' Readiness for Reform

Readiness for state reform—indicated by preparedness for state assessments—can be traced to certain workplace conditions as much as to aspects of the individual teachers' knowledge and experience. Here, the survey enabled us to consider what kinds of school culture teachers were surrounded by, how school leaders guided their work, how teachers viewed school policies and practices, and whether there was time available with colleagues to address problems of practice. Two observations can immediately be made:

First, *collegial support bears a clear, consistent relation to preparedness for state assessments*. Put simply, as Table 7 suggests, more teachers feel very prepared for state assessments and fewer feel unprepared in schools which are characterized by strong collegial relationships.

Table 7. How Prepared Teachers with Different Levels of Collegial Support Feel to Ready their Students for State Assessments

Teachers' self-reported collegial support	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
<i>Degree of collaboration among staff *</i>			
Low	23%	54%	23%
High	11%	53%	36%

Sample = 359

* Indicated by an index of 7 items concerning different aspects of staff collaboration

The data in Table 7 need to be interpreted with caution. They do not establish clearly that stronger collegialship in the school will automatically translate into assessment-specific advice or guidance. However, there are indications from other analyses of this survey data that assessment is a frequent focus of teachers' work with each other. When this is so, it stands to reason that collegial interactions may well be a source of new professional learning about state assessments.

Second, *aspects of the school climate that are particularly focused on expectations for student learning and support for students' academic success are linked to teachers' preparedness for state assessments*. As summarized in Table 8, survey data indicate some relation between preparedness for state assessments and the school's expectations and student support, especially for those who feel unprepared or very prepared.

Table 8. How Prepared Teachers Feel to Ready their Students for State Assessments, by Student-focused Aspects of School Climate

Teachers' agreement with statements about the school	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
<i>"The school has well defined expectations for student learning"</i>			
Disagree	27%	45%	27%
Agree	15%	55%	30%
<i>"Students are provided with what they need for academic success"</i>			
Disagree	26%	53%	21%
Agree	16%	53%	31%

Sample = 355

Supporting Teachers' Learning About Assessment

The findings about collegial environments and teachers' preparedness for assessments beg questions about specific forms of support aimed at preparing teachers for this central aspect of state reform. Professional development is an obvious form of support for this purpose, and the survey offers clues about its relevance: specifically, as noted in Table 9, *professional development targeted to assessment may be helping to prepare teachers for this aspect of state education reform*. This stands to reason: we know that the great majority (90 percent) of teachers see their professional development as largely aligned with district or state learning standards; we know, as well, that most teachers engage frequently in the development of classroom-based assessments, and tend to see this as a "very useful" learning opportunity.

Other evidence, also summarized in Table 9, suggests that certain foci of professional learning are linked directly with preparedness for state assessments. The basic pattern, which is similar for each statement in the Table, can be seen at the extremes: while teachers who feel *somewhat* prepared for state assessments experienced professional development in similar ways, regardless of how much it addressed matters relevant to assessment, *teachers who learned more about subject matter or instructional goal identification tended to feel more prepared for state assessments; conversely, other teachers, who disagreed that their professional development helped them with these matters, were more than twice as likely to feel unprepared for state assessments*. (Once again, we must be careful about assuming the direction of the effect: the data do not establish with certainty that professional development was the main thing that increased teachers' preparedness).

Table 9. How Prepared Teachers Feel to Ready their Students for State Assessments, and the Focus of Professional Development

Teachers' agreement with statements about professional development they had participated in over the past 18 months	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
The professional development...			
<i>"...helped me prepare my students for state assessments"</i>			
Disagree	25%	57%	19%
Agree	14%	52%	34%
<i>"...deepened the grasp of the subject matter I teach"</i>			
Not at all or a little bit	23%	52%	24%
A fair amount or a great deal	12%	55%	33%
<i>"...improved my ability to consistently identify instructional goals appropriate to the subject matter"</i>			
Not at all or a little bit	22%	54%	25%
A fair amount or a great deal	13%	54%	33%

Sample = 345

Constructing these kinds of learning experiences calls for closer attention by local and state leaders to the kinds of collegial, normative, and structural supports that appear related to teachers' professional learning. While leadership mandates or certification requirements compel most teachers to engage in professional development, and resources (release time and stipends, for example) also encourage it, the cultural and structural supports for professional learning also play a role, and these conditions are often not in place, as we discuss later in this report (see also the survey results summarized in a Working Paper recently released by the Center for Strengthening the Teaching Profession).⁹

CONCERN 2: DOING WELL WITH AN INCREASINGLY DIVERSE STUDENT POPULATION

A second major issue concerns teachers' ability to work effectively with the increasingly diverse student populations they face every day. We paid attention to three kinds of diversity in teachers' typical classrooms—the presence of students with identified disabilities (that is, who had Individual Education Plans), students for whom English was not their first language who are still struggling to master English, and students from historically underserved racial and ethnic groups. Survey data helped us answer the following questions:

1. How many students with identified disabilities, language backgrounds other than English, and from historically underserved racial and ethnic groups do teachers face in their typical classroom situations?
2. How prepared are teachers to manage the diverse learning needs in their classrooms?
3. What kinds of support do teachers receive to help them work productively with diversity?

To get further insight into these matters, we broke out responses by the proportion of the students with Individual Education Plans (IEPs), English-language learners (ELL), and students from racial minorities in the teachers' most typical classrooms.

Who the State's Teachers are Teaching

The great majority of Washington state teachers work with at least some children who have identified disabilities, are English-language learners, and are from historically underserved racial or ethnic groups. The percentages may surprise audiences who assume that a relatively small number of classrooms in the state are involved. Consider the matter of ELL students: *two-thirds of the teachers are teaching one or more students for whom English is a second language.* And there are few classrooms in which there are no students with an identified disability or from an historically underserved racial or ethnic group.

Yet, as Table 10 displays, *these students are often not in great concentrations: in their most typical classroom, the majority of teachers face three or fewer students from any of these groups.* That presents the teacher with the puzzle of working effectively with a small number of students who may have different learning needs than most others in the classroom.

While the table doesn't help us see exactly how many students from different categories might be present simultaneously in the same classroom, other analyses of overlap among the three groups help to show who teachers are teaching on a daily basis. When we looked at how many teachers had *no* students from *any* of the three groups, there were almost none (1 percent of the sample). A majority (56 percent), on the other hand, face students *from all three* groups.¹⁰

Table 10. Who the Teachers are Teaching

Number of students from each group in the teacher's most typical classroom	Percentage of teachers with...		
	...Students with identified disabilities	...English Language Learners	...Students from historically underserved racial and ethnic groups
0 students	11%	33%	7%
1-3 students	46%	37%	38%
4-9 students	29%	15%	33%
10+ students	13%	15%	22%

Sample = 379

Diversity in the student population, in part, reflects conditions in the communities served by the schools. Teachers in the schools serving concentrations of students from low-income families are more likely to encounter larger proportions of students for whom English is not their first language. For teachers in low-poverty schools, on average, 14 percent of their students are English-language learners, compared with twice that number for teachers in high-poverty schools. The pattern is even more pronounced regarding students from historically underserved racial and ethnic groups, who comprise 15 percent of the students teachers in low-poverty schools face, as compared with 48 percent in high-poverty schools.

Managing Diverse Learning Needs

Not all teachers in the state feel fully equipped to manage the diverse learning needs in their classrooms. Consider their responses, summarized in Table 11, concerning their preparedness for teaching the official or intended curriculum and meeting the challenges the students present overall, as compared with the more specific challenge of managing learner diversity. They are noticeably less confident in the face of “diversity,” although they may mean by this a variety of things, including but not limited to working with students with disabilities, and with linguistic or racial diversity.

Table 11. How Prepared Teachers Feel to Manage Diverse Learning Needs and Teach the Official Curriculum

Teachers' self-reported preparedness for....	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
... Managing the diverse learning needs in their classrooms	17%	49%	34%
...Teaching the official or intended curriculum	7%	32%	61%

Sample = 379

While this pattern of preparedness is fairly pervasive across the state, varying little by region or level of poverty in the school, several segments of the teaching force feel the matter more keenly than the figures above suggest:

- *High school teachers.* A higher percentage of them (28 percent) feel *unprepared* to manage the diverse learning needs in their classrooms.
- *Less experienced teachers.* Only a quarter of the novice teachers feel “very prepared” to manage diverse learning needs, as compared with 43 percent of teachers with 15 or more years.

What is more, the pattern of preparedness persists when one contrasts teachers with greater and lesser concentrations of IEP students, ELL students, and those from historically

underserved racial and ethnic groups. Put simply, *teachers report the same levels of preparedness –or lack of preparedness –regardless of the degree of diversity in their classrooms.* There are two exceptions: teachers in classrooms in which fewer than 20 percent of the students have IEPs are more than twice as likely to feel “very prepared” for state assessments (34 versus 16 percent) as their counterparts in classrooms with greater percentages of students with disabilities. Accomplished teachers, such as those holding National Board Certificates, also report a higher level of full preparedness for managing diverse learning needs than teachers in the standing sample (50 versus 34 percent).

Teachers do not report obvious discomfort at teaching in more diverse settings. Similar percentages of teachers with greater and lesser concentrations of learners from the three groups indicate that “the nature of the student population” is an important reason for staying at their current school, as Table 12 demonstrates.

Table 12. The Nature of the Student Population as a Reason for Teachers to Stay at Their Present School

Concentration of students from each group in the teacher’s typical classroom	Percent feeling it is not, or only somewhat, important	Percent feeling it is important or very important
<i>Students with identified disabilities</i>		
0-20%	45%	54%
Greater than 20%	49%	51%
<i>English Language Learners</i>		
0%	46%	54%
Greater than 0 but less than 15%	50%	50%
15% or more	42%	58%
<i>Students from historically underserved racial and ethnic groups</i>		
0-20%	45%	55%
Greater than 20%	47%	53%

Sample = 343

Supporting Teachers’ Work with Diverse Student Populations

Given that many teachers report that they are not fully prepared for the student diversity in their classrooms, the question arises about how the schools are supporting this aspect of their work. Two kinds of support are pertinent to teachers—academic support for the students themselves and support for teachers’ professional learning about working with diversity.

Regarding support for students, the following observation can be made. As teachers see it, *the degree of academic support for students with special learning needs does not reflect the concentration of students with these needs.* As shown in Table 13, approximately the same percentage of teachers

report each level of academic support (a great degree, not at all, etc.) *regardless* of whether they work with few or many ELL, minority, or disabled students.¹¹

Table 13. Academic Support for Students with Special Learning Needs, by Demographic Group

Concentration of students from each group in the teacher's classroom	Percent indicating the degree of support for special learning needs offered by the school...		
	Not at all or somewhat	To a good degree	To a great degree
<i>Students with identified disabilities</i>			
0-20%	17%	40%	43%
Greater than 20%	16%	36%	48%
<i>English Language Learners</i>			
0%	17%	40%	44%
Greater than 0 but less than 15%	17%	39%	44%
15% or more	16%	40%	44%
<i>Students from historically underserved racial and ethnic groups</i>			
0-20%	19%	39%	42%
Greater than 20%	13%	39%	48%

Sample = 343

Regarding support for professional learning, survey data are instructive about how extensively professional development experiences helped staff address questions of diversity. The short answer is simple: not much, and nowhere near as much as it did teachers' grasp of subject matter content or how to teach subject matter:

- A majority of teachers (between 51 and 57 percent) indicate their professional development experiences over the past 18 months have deepened their grasp of subject matter a "fair amount" or "a great deal," while having corresponding impacts on their knowledge of how to teach subject matter.
- Approximately half that number (between 27 and 28 percent) report a similar level of impact on their skills for meeting the instructional needs of English Language Learners or students from minority racial and ethnic backgrounds.

To be sure, as Table 14 reveals, professional development in settings marked by greater student diversity is somewhat more likely to target issues related to diversity, and in so doing has had some detectable effects on teachers' skills, as they see it. Nonetheless, it is troubling that the percentages of teachers reporting little or no effect from these aspects of professional development remain so high—well over half, regardless of the mix of students in the classroom.

Table 14. Effects of Professional Development on Teachers' Skills in Working With Linguistically or Racially Diverse Learners

Concentration of students from each group in the teacher's classroom	Percent indicating that their professional development experiences over the last 18 months had improved their skills " <u>not at all</u> " or <u>only "a little bit"</u> regarding ...	
	...Meeting the instructional needs of English Language Learners	...Meeting the instructional needs of students from diverse cultural backgrounds
<i>English Language Learners</i>		
0%	80%	88%
Greater than 0 but less than 15%	78%	77%
15% or more	57%	58%
<i>Students from historically underserved racial and ethnic groups</i>		
0-20%	76%	81%
Greater than 20%	66%	64%

Sample = 325

To an extent, these data must be understood in the context of differing priorities for professional development. For many teachers, who face relatively few students from the three groups we are considering, there may be less priority placed on this aspect of their practice. Nonetheless, the inattention to matters of diversity in the professional learning of teachers pervades more than these settings. At a minimum, the widespread lack of professional development directed at helping teachers effectively work with the full range of learners in their classrooms—or its limited impact, or both—appears to constitute a significant missed opportunity for improving the quality of teaching and learning in the state.

CONCERN 3: FINDING THE RIGHT SUPPORTS FOR TEACHERS' DAILY WORK AND PROFESSIONAL LEARNING

Support for teachers' work through professional development has been an integral part of the analysis so far, in the specific areas of preparation for state assessments and regarding preparation for working with diversity. A third area of concern relates to the system of supports for teachers' work by considering whether the right conditions for improving and sustaining good practice are in place, as our sample of teachers view it. Three sources of support, in particular, emerge from our analysis: support from colleagues, leadership, and the structuring of time for planning and professional learning. Here, we sought to find out:

1. How important and helpful do teachers find the support of their colleagues in addressing the challenges of daily practice?

2. How supportive do teachers find their school leaders to be? In what ways do school leaders help teachers address the challenges of daily practice?
3. How is teachers' time structured for planning and professional learning?

Support from Colleagues

The first source of support is teachers' colleagues, and the pattern here is unmistakable: *teachers value good collegial working relations*. Teachers turn to each other for guidance and advice frequently, more so than to leaders, coaches, or other staff whose job it is to provide specific forms of support. As noted earlier, nearly all teachers (89 percent) indicated it is an important or very important reason for staying where they now teach. Over three-quarters of teachers (78 percent) somewhat or strongly agree that their school is a collaborative place.

Whether colleagues *actually help* teachers improve their practice is another question, and the data give mixed messages in this regard:

- While turning to their colleagues frequently for advice, there is no guarantee that their colleagues are expert in the particular areas where teachers feel the greatest need of help. For example, teachers who do so are no more likely than others (those who don't turn to colleagues) to feel prepared for state assessments.
- Teachers rarely observe their colleagues teaching—55 percent say they never do, and an additional third do so only occasionally.

Using a collaboration index (which combined factors influencing teachers to stay at their current school, the frequency of their interaction with their colleagues, and the degree of guidance they received from peers) as a rough measure of the strength of the "collegial community" in the school, we found that *the strength of the collegial community bears a clear relationship to opportunities for professional learning, the usefulness of school improvement, and preparation for state assessments*.

- *For teachers who find themselves working in more collaborative environments, professional development is more likely to include opportunities to "work productively with other staff in my school."* How professional development and collegial community support each other is hard to disentangle from this survey, but the two are probably mutually reinforcing.
- *School improvement initiatives are more likely to be seen as useful by teachers surrounded by strong collegial communities*. This is especially true when the improvement initiatives feature team structures (like grade-level teams, cross-grade teams, subject-matter teams, and even whole-school restructuring). Here, collegial community probably reinforces the impact of the initiative, and vice versa.

- *Teachers are more likely to feel well prepared for state assessments in schools with strong collegial communities.* As noted earlier, there is some connection between working regularly with colleagues and becoming ready to prepare students for state assessments. Precisely how this happens is hard to say from the survey data, but there are clear possibilities in the teachers' engagement in developing classroom-based assessments (86 percent engage in this activity), collecting and or examining school-wide data on student performance (73 percent), or developing school standards and assessments (74 percent)—activities which are widely viewed as useful learning opportunities.

Leadership

Good leadership in the school is also important to the teachers in our sample, and on the whole they seem relatively satisfied with the quality of leadership they experience. For starters, *the quality of school leadership appears to make a difference in whether or not a teacher wishes to stay at the current school, or considers leaving teaching altogether*, as noted earlier in this report. Recall that a majority (56 percent) indicate that supportive administrators are a “very important” reason for staying at their current school, while over a third (38 percent) of those who have considered leaving the profession point to “administrators who undermine teachers’ decisions” as a factor.

The survey probed more specifically to get at what administrative leadership might mean to teachers. A series of actions by school leaders are both important to teachers and generally present in their schools, among them, making good use of faculty meetings, managing student discipline effectively, setting clear expectations for the school and staff, working together with teachers and other school employees to solve problems, and generally “making the school run smoothly.” We created an index of these responses, and it is clearly associated with teachers’ satisfaction with school policies and practices: *teachers who are the most satisfied with their school’s policies and practices are also those who see their principal (and assistant principals) as effective managers who make the school run smoothly.* While a majority of teachers expressed satisfaction, a noticeable minority (33 percent) are somewhat or very *dissatisfied* with school policies and practices. And this is more likely to be the case for particular kinds of staff, for example, nearly half of the veteran teachers (44 percent) express some or a great deal of dissatisfaction with school policies and practices, as compared with 26 percent of the novice teachers in the sample.

The survey responses underscore a more specific issue concerning school leaders’ help with teachers’ most pressing instructional issues. Here, principals and assistant principals appear to be missing an important opportunity to exercise instructional leadership. As displayed in Table 15, *while teachers see their school leaders as able to identify good instructional practice, most are not getting specific kinds of help from these leaders.* Yet there are hints in the data that such attention can pay off. Among those teachers whose school leaders pay regular attention to their instructional

practice, 34 percent feel very prepared to ready their students for state assessments, as compared with 25 percent who receive infrequent or no attention from their school leaders.

Table 15. Teachers’ Perceptions of Selected Aspects of School Leaders’ Support

School leaders’actions	Percent agreeing their current principal (or assistant principal) takes these actions	
	Somewhat or strongly disagree	Somewhat or strongly agree
<i>“Is able to identify good instructional practice”</i>	19%	79%
<i>“Discusses my instructional practices with me regularly”</i>	54%	45%
<i>“Is an effective manager who makes the school run smoothly”</i>	29%	70%

Sample = 364

Missing responses account for approximately 1%

The matter is compounded by the fact that *there is a general lack of guidance from others who might be in a position to offer instructional leadership*. In those instances where a department head, teacher on special assignment, or content area specialist is available,¹² the majority of teachers (58, 74, and 73 percent, respectively) report having received “no or only some guidance” from them, rather than “a good deal or great deal of guidance.” Accordingly, teachers appear to turn to their colleagues for help, yet, as noted earlier, doing so is likely to be helpful only when their colleagues possess the right instructional expertise.

Structuring Time for Planning and Professional Learning

School leaders can do more than provide direct instructional guidance if they wish to lead their schools towards more effective forms of teaching and learning. An essential aspect is creating productive time structures within which teachers work. Teachers assert that time is chronically in short supply in schools: approximately three-fifths (61 percent) view their planning time as inadequate; and two-fifths say that they rarely or never have time for planning and preparing lessons. Time pressures may also be related to whether teachers have considered leaving the profession: more of those who “rarely or never had time” (69 percent) have considered leaving teaching than those who say they usually or always have time (53 percent).

Leaders can do something about the perceived lack of time. *The stronger the overall management of the school (as indicated by a higher score on the leadership index), the more likely teachers are to indicate they have adequate time for planning and preparing lessons*. And, for a substantial number of teachers, when they do have what they view as adequate time, a series of other frustrations

recede from view. For example, *teachers who have more time for planning and preparing lessons are less likely to be frustrated by class size, overall workload, and salary*, as Table 16 demonstrates.

The teachers' responses remind one that the structuring of time is, in many respects, within the control of educators. Teachers' responses suggest a link between the availability of time and school policies and practices. They express satisfaction with these policies when they have adequate time for planning and preparing lessons. The pay-off of such policies is illustrated by teachers' sense of preparedness for state assessments, discussed earlier (where teachers had regular time built into their schedule for professional development, they were more likely to feel "very prepared" for state assessments). What is more, *making time for planning and preparing lessons does not necessarily mean taking time away from instruction, as is sometimes believed*. Nearly two-thirds (64 percent) of the teachers who report they usually or always have time for planning and preparing lessons indicate "my school has a school day that is organized to maximize instructional time," as compared with one-third (36 percent) of the teachers who rarely or never have adequate planning and preparation time.

Table 16. Time for Planning and Preparing Lessons, in Relation to Satisfaction with Particular Working Conditions

Teachers' satisfaction with particular working conditions	Percent indicating they have time for planning and preparing lessons...	
	...Not at all or rarely	...Sometimes or always
<i>The number of students in my classes</i>		
Dissatisfied	60%	40%
Satisfied	35%	65%
<i>My overall workload</i>		
Dissatisfied	68%	32%
Satisfied	24%	76%
<i>School policies and practices</i>		
Dissatisfied	55%	45%
Satisfied	34%	66%

Sample = 372

But *supportive policies and structures are absent far too often, especially in relation to teachers' professional learning*. A third of the teachers, for example, work in schools in which participation in professional development is *not* a cultural norm. Furthermore, teachers indicate that time for professional development is generally *not* built into the teachers' working day, but rather occurs outside of the regularly contracted work hours and even outside of the school year (e.g., in the summer).

- As 71 percent of the teachers indicate, regular times for professional learning are *not* built into the weekly school schedule.
- An even larger proportion (83 percent) report they do *not* have two hours or more per week to devote to this purpose with their colleagues.

The significance of these facts for addressing particular problems of practice, like becoming ready for state assessments, is driven home by data displayed in Table 17. For those teachers who do have two or more hours built into their weekly schedules for professional development, more than a third (36 percent) consider themselves “very prepared” to ready their students for state assessments, as compared with a quarter (26 percent) of the teachers in other schools.

Table 17. How Prepared Teachers Feel to Ready their Students for State Assessments, in Relation to Time for Collaboration and Professional Development

Teachers’ perceptions of the way time is structured in the school	Percent feeling somewhat or very unprepared	Percent feeling somewhat prepared	Percent feeling very prepared
<i>“There are regular times built into the weekly schedule for professional development”</i>			
Disagree	17%	57%	26%
Agree	19%	45%	36%
<i>“The school schedule allows me to work with other teachers”</i>			
Disagree	18%	54%	28%
Agree	13%	52%	35%

Sample = 347

A similar pattern pertains for teachers indicating that their “school schedule allows me to work with other teachers.” While these associations are not strong, they suggest the utility of developing time structures that permit or even encourage teachers to work with, and learn from, each other. They reinforce the notion that collaborative working environments, which are clearly very important to teachers, contribute in multiple ways to the improvement of teaching and learning.

CONCLUSIONS: WHAT WE KNOW AND WHAT WE NEED TO DO NEXT

The surveys tell us a number of things about the way teachers in Washington state experience their work and the environments in which they work. What we can learn from them takes us several steps closer to a picture of the state's teaching force in action, and of the conditions that do—or fail to—support their work. At a time when the state has invested so much for so long in substantially improving the quality of education for the state's children, it behooves all who care about the outcomes of that investment to listen carefully to what teachers are telling us.

Teachers are telling us several things. First, in more than a few ways, the sample of teachers is conveying a fundamental approval of their choice of career and their current working situation. The consequence of that approval is that, compared with elsewhere and the nation as a whole, Washington has a relatively stable and satisfied teaching corps. But alongside that message come several others—teachers are deeply concerned about some aspects of their work, or else they are facing conditions that should cause us all to be deeply concerned. Their worries about their work go deep enough that a majority of them have considered leaving teaching. Their concerns go to the heart of the state's capacity to realize its aspirations for substantially improving the outcomes of its educational system.

Three areas of concern emerge from these surveys.

First, *teachers are telling us they are not as ready for state assessments as they would like or need to be.* There is much for educators to learn in making the transition from an older view of curriculum and testing to the challenging conceptions embedded in the state's standards and assessments. And when they are helped to learn about these assessments, as in professional development experiences that are aimed at this purpose, and in a variety of collaborative, assessment-related activities (e.g., developing better classroom-based assessments aligned with state standards, spending time with colleagues examining student work or data about the school's performance), teachers indicate they are becoming better prepared. But that learning agenda is far from met, and many teachers work under conditions that do not seem to be contributing much to their learning.

Second, *teachers are facing student diversity in their classrooms that they are often not sure how to address productively.* Nor are they getting as much help as they ought to, if this need is to be addressed, especially from professional development, but also through curriculum and from academic support services supplied directly to students. And yet their classrooms are getting more diverse, and if the state wishes to deliver on its promise to help all students meet standards, then there is much work to do.

Third, *schools and school leaders may fail to create the overall structures and culture necessary to support teachers' work and the learning they must do.* Teachers are clearly hungry for a collaborative working culture, and in those settings which offer such a working environment, there is evidence that teachers are making progress on reform goals. School and district leaders who create the right time structures for teachers to plan and engage in learning activities, especially those embedded in the working day, are on the right track, as teachers see it. In such settings, teachers are making headway, and in such settings a large percentage of the teachers we heard from indicate full preparedness for reform-oriented teaching.

If these are matters of some concern, how concerned should we be? Given the evidence from the surveys that many teachers feel comfortable with their teaching situations and, based on steadily improving WASL scores, appear to be making some progress on state reform goals, stakeholders for the state's reform efforts could assume that all is well, or will be well with time. We see it otherwise. The survey evidence seems to point out missed opportunities and avenues of action that might make a larger proportion of the state's teachers more likely to feel fully prepared and fully supported in their efforts to educate today's young people.

Where might these opportunities lie? The survey points up several that invite concerted action by state and local leaders, along with the various stakeholders at all levels who care about the quality of public education. Though not exhaustive, here is a short list of starting points implied by the teachers' responses:

1. *Aggressively support school leadership.* School leaders have much to do with teachers' desire to stay in teaching or leave the profession, and they also have more specific ways of supporting teachers' efforts to improve instruction. Any efforts by state and local authorities to develop, guide, and support school leaders would be a good investment.
2. *Enhance the sources of instructional guidance.* Teachers appear to have too few sources of instructional support and turn instead to each other for help, yet their colleagues may or may not possess the expertise that would guide significant changes in practice. Focusing local or state resources on the development and deployment of individuals or groups who can offer instructional guidance would make good sense.
3. *Build strong collegial communities.* Teachers clearly prize the opportunity to work collaboratively with colleagues and find it beneficial. Local efforts are needed that maximize the engagement of colleagues with one another, and the continuity of effort that connections with colleagues can provide.
4. *Structure time for planning, preparation, and professional learning.* A step toward professional community, and also for the more specific forms of professional learning that teachers seem to need, is to build time for these activities into teachers' work week. Doing so will take support for professional development and collaborative work beyond a simple

calculation of days set aside for this purpose and toward a conception of planning and professional learning as part of everyday practice. And doing so need not detract from the time spent serving children.

5. *Focus on diversity and what it means to teach all subjects effectively to a diverse set of learners.* Learners' needs are not all the same, and it matters how well their learning needs are understood and addressed in classrooms. Here, in particular, teachers are telling us they are not getting much help, and yet the need is growing. State and local leaders are in a position to focus attention and resources on this aspect of teachers' work.

These five areas of opportunity are not a blueprint for action. One round of surveys alone, that rely largely on teachers' self-report does not offer a sufficient information base for constructing such a plan, but they provide starting points for focused conversation, further data gathering, and more detailed planning activities. Educators and other stakeholders at both the state and local level can consider simultaneously what these five opportunities mean specifically within their respective purviews. At a minimum, the findings reported here prompt further questions and an emerging agenda for action that all who care about the quality of the state's educational system should take seriously. The teachers who took the trouble to respond to these questionnaires deserve no less. They and their colleagues around the state deserve a better system of supports for their work than most now experience.

ENDNOTES

- ¹ This effort resulted in the publication, *Who's Teaching Washington's Children: What We Know—and Need to Know—About Teachers and the Quality of Teaching in the State*. The full report can be accessed at the following website: <http://www.cstp-wa.org/>.
- ² The four counties not included in the sample are all very small and represent less than 0.7 percent of the state's classroom teachers.
- ³ For example, classroom teachers in King and Spokane counties are slightly under-represented given the percentage of the state's teachers in those counties. King County represents 25 percent of the state's classroom teachers, but only 20.2 percent of the sample, while Spokane County represents 10.6 percent of the state's classroom teachers, but only 7.3 percent of the sample. Alternatively, Skagit County represents 1.9 percent of the state's classroom teachers, but 3.2 percent of the sample. Benton County represents 2.9 percent of the state's teachers, but 5.3 percent of the sample's teachers.
- ⁴ At the time of these surveys there were 345 individuals with National Board Certification in Washington state, 294 of whom were in classroom teaching roles (the others held a variety of other positions; a few taught in private schools or had left the state). Of the 166 who agreed to participate in the survey, a high percentages (84, 86, and 81 percent) actually filled out the three questionnaires. The full results of this supplementary survey will be reported in a Working Paper available soon through the Center for Strengthening the Teaching Profession, <http://www.cstp-wa.org/>.
- ⁵ In this report, sample sizes vary slightly depending on the responses rates of each survey and the type of item presented. In some cases, branched items allow a subset of the survey population to respond to a particular set of questions.
- ⁶ Only those teachers who considered leaving the profession responded to this specific set of items. Consequently, we do not know the extent to which all respondents in the sample felt frustrated with state education reform.
- ⁷ The 63 percent represents 135 of the 212 teachers who have considered leaving the profession, or 36 percent of the entire sample of 379.
- ⁸ Actually, there is some indication that teachers in the lower two WASL testing grades (4th and 7th) feel more prepared for state assessments than their counterparts in non-tested grades, perhaps as a result of the specific demands of the WASL for their students. The same is not true, however, of teachers in the 10th grade, which has only recently been included in the WASL assessment program: these teachers are less confident of preparing their students for this final, high-stakes round of the state assessment.
- ⁹ See the following Working Paper, sponsored by the Center for Strengthening the Teaching Profession: *Elfers, A., Boatright, B., & Knapp, M. S. (2004, June). Preparation and Support for Teaching: Professional Development—Third Pilot of a "Fast Response" Survey System in Washington State*. Seattle, WA: Center for Strengthening the Teaching Profession. The full report can be accessed at the following website: <http://www.cstp-wa.org/>.
- ¹⁰ The survey item permits duplicated counts. Thus, a teacher might report 3 ELL students, 2 of whom were also members of historically underserved racial or ethnic minorities.
- ¹¹ There is no way of knowing from these data what teachers may have meant by "academic support for special learning needs." Many, no doubt, were thinking of academic support for students with IEPs, as the pattern of response to the question of whether the "school offers ways for including children with disabilities in school programs and activities" was quite similar.

¹² Note that in a large number of instances—48, 56, and 39 percent, respectively—such individuals are not even present.

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APPENDIX A: METHODOLOGICAL NOTES

This Appendix offers details of the way instruments were developed and deployed in the Fast Response Survey pilot, and how samples were selected and recruited. Notes are also included concerning the separate sample of National Board Certified Teachers.

Instrument Development and Deployment

We began the development of survey instruments by using an item bank of questions, some of which were borrowed from existing national, state and local instruments, and some of which we created specifically for the Washington context. Each survey instrument was piloted with a group of elementary, middle, and high school teachers to review the item content and format.

Instruments were developed in two formats: paper and Web-based. Recognizing that Web-based surveys offer faster turn-around times, simple branch logic, and less data entry, we wanted to test this format as an efficient means for gathering information from teachers. However, acknowledging not only that people differ in their comfort levels with Web-based applications, but also that access to technology may be a problem for some, we allowed teachers to opt for a paper version (with identical items to the online version). In our sample, 56 percent chose Web-based surveys; 44 percent chose paper-based surveys.

Three brief questionnaires were sent in the fall, winter, and spring of the 2003-04 school year. Survey 1 was launched in November 2003 and focused on teacher assignment, preparation, and certification. The completion rate was 90 percent, with a 95 percent return for the paper survey and an 87 percent return for the online version of the survey. Directed to the same sample of teachers who responded to Survey 1, the second survey dug deeper into issues that are collectively related to the quality of support for teachers' work. Survey 2 was launched in February 2004 and had a completion rate of 96 percent. The final survey in the series sought teachers' views of recent opportunities for professional learning and the ways in which these experiences contributed to their professional practice. Deployed in April 2004 to the same participants, Survey 3 had a return rate of 93 percent.

Sample Selection

Teachers were selected from cells within a stratified random sample of all Washington classroom teachers. Sampling strata were defined by region of the state, experience level of the teacher, and poverty level of the school in which they teach. The sampling frame was generated by pulling a stratified random sample of the state's teachers using the state's personnel database (S-275) for the 2002-03 school year. The personnel database includes all teachers in the State of Washington. From the database, we identified 57,879 classroom teachers based on duty root (31, 32, or 33), of which we were able to include 54,807 or 95.7 percent in the sampling frame.

In order to identify teachers by region of the state, teachers were linked to their district's Educational Service District and then grouped in one of three broad regions. The Central Puget Sound is represented by ESD 121. The districts in Western Washington outside of the Central Puget Sound ESD 121 are represented as a group (ESDs 112, 113, 114, and 189). Eastern Washington is represented by the four ESDs which roughly correspond to the eastern side of the state (ESDs 101, 105, 123, and 171).

Teachers were grouped according to three experience levels: 1-4 years of experience, 5-14 years of experience and 15 or more years of experience. Additionally, each teacher was linked to his or her school building by a school code. By tagging each school code to the percentage of students enrolled in the Free or Reduced-Price Lunch program for the school, a rough indicator of school poverty could be identified. In this way, teachers were grouped into three categories according to school poverty level: low poverty (0-20 percent students receiving Free or Reduced-Price Lunch), moderate poverty (21-50 percent of students receiving Free or Reduced-Price Lunch) or high poverty (51-100 percent of students receiving Free or Reduced-Price Lunch).

A sampling grid containing 27 cells (the total possible combinations of teachers in each of these categories) was generated by the three stratification variables (region, experience level, and school poverty level). In order to generate an initial sample of 400 teachers, we randomly selected teachers who fit the appropriate criteria to fill each cell in the sampling grid.

Sample Recruitment

The state's personnel database (S-275) for 2002-03 was the most current source of information on the state's teachers. However, because the database contained information from the prior school year, some teacher turnover was anticipated (estimated at 7 percent). This required an extra step to confirm that the teacher was still teaching at the same school in the current year. A phone call to the school was made to confirm whether or not the teacher was currently teaching at the school. If the teacher was no longer teaching at the school, a replacement was selected. In addition, because the database contained information from the prior school year, it was not possible to include first-year teachers in the sample for the 2003-04 school year.

Effort was made to represent teachers from different schools by recruiting only one teacher per school, if possible. Recruitment in Eastern Washington was complicated in this regard because there are so few schools whose poverty levels are between 0 and 20 percent of the students enrolled in the Free or Reduced-Price Lunch program. Consequently, the sample includes nine Eastern Washington schools in which there are 2 teachers located at the same school.

A letter of invitation was sent to potential teachers soliciting their participation. Participants were compensated with an honorarium (\$25 gift certificate to Amazon.com) for their involvement in the three surveys. Survey participants had the option of completing either a paper or a

secure on-line version of the survey questionnaire. The on-line survey was facilitated by Knowledge Wave International through a licensing agreement, and UW staff were trained to use the technology.

Following each deployment, reminder phone calls were made to those participants completing paper surveys and email messages were sent to those using the on-line system for those who had not completed the survey by the return date.

Survey of National Board Certified Teachers

In 2003, the Office of the Superintendent of Public Instruction provided the research team with a public list of the 345 teachers in Washington state who held National Board Teacher Certification. Of these National Board Certified Teachers (NBCTs), 85 percent (294 individuals) held primary assignments as classroom teachers. Using that list, we invited all of the NBCTs with classroom assignments (as determined by the state's personnel database S-275) to participate in the same survey sequence administered to the standing sample (those who agreed were only able to use the online survey system and did not receive an honorarium. Over half (56.5 percent) agreed to participate, and these constituted the supplementary sample of NBCTs. Response rates for the three surveys were 84 percent, 86 percent, and 81 percent, respectively. As with the standing sample, reminder email messages were sent to those who had not completed the survey by the return date.

While not selected to be a statistically representative sample, the NBCT survey participants closely resemble the statewide NBCT population and are similar to other classroom teachers, with the exception of experience and age, as would be expected. Table A-1 below shows selected characteristics of the state and sample populations.

**Table A-1. Selected Teacher Characteristics
for the State and the Samples (2002-03)**

	State (n=57,879)	Standing Sample (n=379)	All NBCTs (classroom) (n=294)	NBCT Participants (n=149)
<i>Region*</i>				
Western WA (not 121)	37.0%	37.0%	40.5%	39.6%
Central Puget Sound (ESD 121)	38.1%	29.4%	37.1%	36.9%
Eastern WA	24.9%	33.6%	22.4%	23.5%
<i>Ethnicity</i>				
Asian/Pacific Islander	2.4%	3.2%	2.0%	1.3%
African American	1.5%	1.9%	0	0
Hispanic	2.1%	0.3%	2.4%	4.0%
Native American	0.7%	0.3%	0.7%	0.7%
White	93.3%	94.4%	94.9%	94.0%
<i>Experience</i>				
0-4 years	23.4%	32.5%	7.1%	7.4%
5-14 years	35.7%	33.1%	51.4%	46.3%
15-24 years	24.5%	21.4%	39.9%	34.9%
25 yrs or more	16.4%	13.0%	11.6%	11.4%
<i>Age</i>				
21-30	13.2%	16.7%	6.1%	5.4%
31-40	23.2%	22.5%	33.3%	23.5%
41-50	27.6%	31.7%	31.3%	33.6%
51-60	32.0%	26.5%	27.9%	36.2%
61+	4.0%	2.6%	1.4%	1.3%

* Region as represented by Educational Service Districts.

APPENDIX B: DISTRIBUTION OF TEACHERS BY COUNTY, STATEWIDE AND IN SURVEY SAMPLE

Table B-1. Percent of Classroom Teachers Represented in Washington Counties and Standing Sample (2002-03 year)

County Name	% of State	% of Sample
Adams	0.4%	0.3%
Asotin	0.3%	0.5%
Benton	2.9%	5.3%
Chelan	1.2%	1.6%
Clallam	1.0%	1.3%
Clark	6.5%	5.8%
Columbia	0.1%	0
Cowlitz	1.6%	1.9%
Douglas	0.7%	0.8%
Ferry	0.1%	0.3%
Franklin	1.3%	0.5%
Garfield	0*	0
Grant	1.7%	1.3%
Grays Harbor	1.3%	2.6%
Island	0.9%	0.5%
Jefferson	0.4%	0.5%
King	25.0%	20.1%
Kitsap	4.2%	3.7%
Kittitas	0.5%	1.3%
Klickitat	0.4%	0.8%
Lewis	1.3%	1.1%
Lincoln	0.3%	0.5%
Mason	0.9%	0.5%
Okanogan	0.7%	0.8%
Pacific	0.4%	0
Pend Oreille	0.2%	0.3%
Pierce	12.7%	9.3%
San Juan	0.2%	0
Skagit	1.9%	3.2%
Skamania	0.2%	0.3%
Snohomish	9.9%	9.3%
Spokane	7.3%	10.6%
Stevens	0.7%	1.6%
Thurston	3.9%	2.9%
Wahkiakum	0*	0.3%
Walla Walla	1.0%	1.3%
Whatcom	2.6%	2.6%
Whitman	0.5%	1.3%
Yakima	4.7%	5.3%
Total	100.0%	100.0%

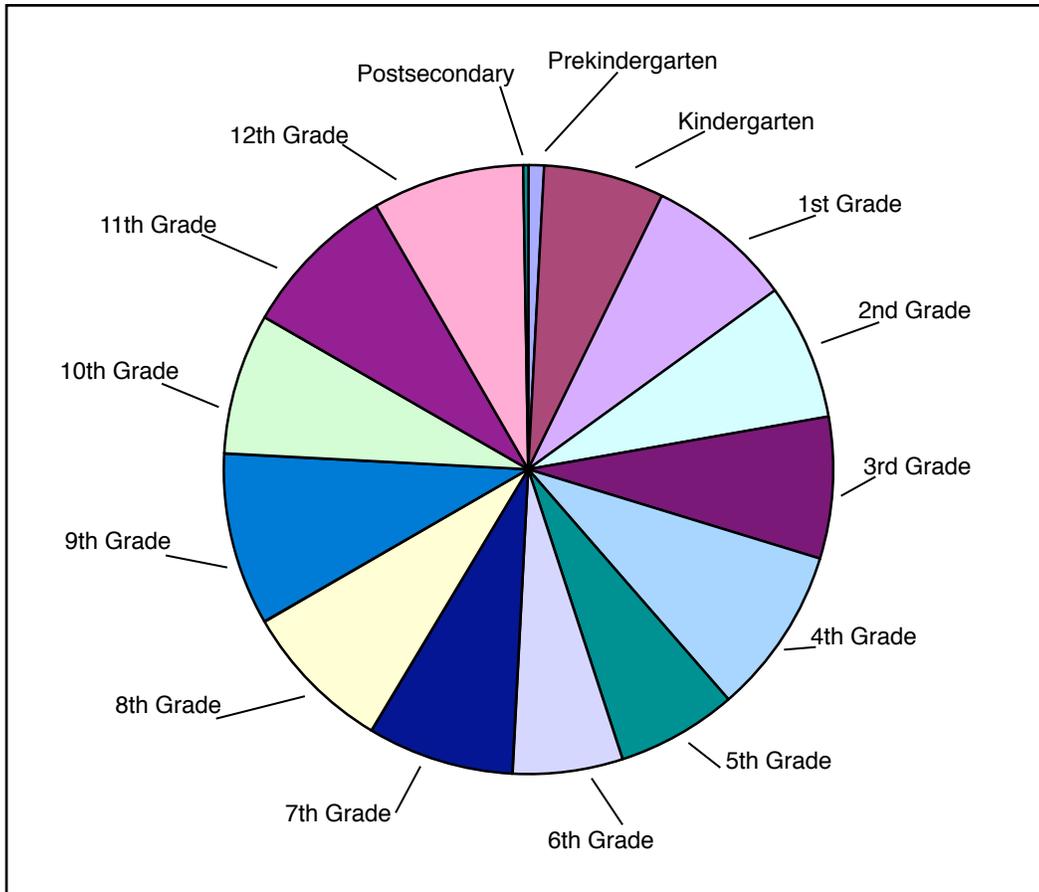
*Rounds to less than a tenth of a percent.

APPENDIX C: DISTRICTS AND GRADE LEVELS REPRESENTED BY TEACHERS IN THE SAMPLE

Table C-1. Districts Represented by Teachers in the Sample (n=149)

Aberdeen	Everett	Mercer Island	Rochester
Anacortes	Evergreen	Mill A	Royal
Arlington	Federal Way	Monroe	Seattle
Asotin-Anatone	Ferndale	Montesano	Sedro-Woolley
Auburn	Fife	Moses Lake	Selah
Battle Ground	Finley	Mossyrock	Selkirk
Bellevue	Franklin Pierce	Mount Adams	Sequim
Bellingham	Freeman	Mount Baker	Shoreline
Bethel	Garfield	Mount Vernon	Snohomish
Blaine	Goldendale	Mukilteo	Snoqualmie Valley
Bremerton	Granger	Naches Valley	South Kitsap
Burlington-Edison	Harrington	Nespelm	South Whidbey
Camas	Highline	Nine Mile Falls	Spokane
Cape Flattery	Hockinson	North Beach	Stanwood-Camano
Carbonado	Hood Canal	North Kitsap	Steilacoom Historical
Cashmere	Hoquiam	North Thurston	Sumner
Central Kitsap	Issaquah	Northshore	Sunnyside
Central Valley	Kalama	Oak Harbor	Tacoma
Chehalis	Kelso	Oakville	Tahoma
Cheney	Kennewick	Okanogan	Tenino
Chewelah	Kent	Olympia	Toppenish
Chimacum	Kettle Falls	Onalaska	Tukwila
Clarkston	Kiona-Benton	Orting	Tumwater
Cle Elum-Roslyn	Kittitas	Othello	University Place
Clover Park	La Center	Pasco	Vader
Colfax	Lake Chelan	Peninsula	Vancouver
College Place	Lake Stevens	Port Angeles	Vashon Island
Colton	Lake Washington	Port Townsend	Wahkiakum
Colville	Lakewood	Prosser	Walla Walla
Crescent	Longview	Pullman	Wapato
Curlew	Lyle	Puyallup	Wenatchee
Davenport	Lynden	Quinault	West Valley (Spokane)
Eastmont	Mary M. Knight	Quincy	West Valley (Yakima)
Edmonds	Mary Walker	Renton	White Salmon
Ellensburg	Marysville	Richland	Yakima
Elma	Mead	Riverside	Yelm
Enumclaw	Medical Lake	Riverview	Zillah
Ephrata			

Figure C-1. Grade Levels Represented by Teachers in Sample





Center for the Study of Teaching and Policy A National Research Consortium

UNIVERSITY OF WASHINGTON (lead institution)

CTP studies the way policies and conditions in schools, districts, states, and teacher education institutions shape the quality of teaching and learning in the nation's elementary and secondary schools. The Center pays particular attention to the ways these policies and conditions interact with each other to influence the teaching profession and its practice.

Participants in CTP's research and dissemination program include researchers at other consortium institutions (Stanford University, University of Michigan, and University of Pennsylvania) as well as other scholars affiliated with Indiana University, Michigan State University, Pennsylvania State University, the University of California at Santa Barbara, the University of North Carolina, and Research for Quality Schools.

The Center's program of research is carried out in collaboration with various other research organizations, among them other OERI-funded research centers, including the Consortium for Policy Research in Education (CPRE), the Center for Research on Education, Diversity, and Excellence (CREDE), and the Center on English Learning & Achievement (CELA). The Center is affiliated with a variety of professional and advocacy organizations that represent teachers, teacher educators, state and local policymakers, disciplinary groups, and educational reform interests.

This report reflects the ongoing collaboration between CTP and the Center for Strengthening the Teaching Profession (CSTP) in Washington state. (See inside front cover.)

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