



Preparation and Support for Teaching:

A Survey of Teachers' Assignment and Certification

**A Working Paper Prepared for the
Center for Strengthening the Teaching Profession**

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EXECUTIVE SUMMARY

This working paper describes the establishment of a “Fast Response Survey System” for Washington state and offers preliminary findings from the first pilot survey. This survey series serves as an effort to better understand aspects of teaching quality in Washington state. The goal of the first survey was to collect baseline information on the preparation and qualifications of a stratified random sample of Washington’s classroom teachers. The results presented in this first report provide information that may be helpful for both district and state policymakers. The basic findings in this first survey enabled us to develop questions which build on one another for the second and third surveys in the series. A final summary report will provide a comprehensive analysis of the results of all three surveys.

Testing the Idea Behind the Fast Response Survey System

Based on a survey system designed by the National Center for Education Statistics (NCES), Fast Response Surveys are relatively short to provide a quick turn-around of information. The overall purpose of designing the Fast Response Survey System was three-fold:

- Collect information about the teacher workforce that is not contained in existing state databases.
- Pilot and assess the feasibility of a Fast Response Survey System using a standing sample of Washington teachers.
- Collect descriptive, low-inference baseline data in the first survey – and build on that information by linking all three surveys in the series.

In the fall of 2003, the survey system was designed, participants were recruited, and the first pilot survey was sent to a standing sample of approximately 400 classroom teachers. Teachers were invited to participate based on a stratified random sample of all Washington teachers by region of the state, experience level of the teacher, and poverty level of the school in which they teach. Sampling along the criteria of region of the state slightly over represents rural areas and slightly under represents urban areas. This randomly generated sample provided an even distribution of teachers at each grade level. The ethnicity, years of experience and age of the survey participants generally mirror state averages.

Participants had the choice of responding to a web-based or paper survey (56 percent chose web-based surveys; 44 percent chose paper-based surveys). High response rates (overall, 90 percent) from this stratified random sample provide additional supporting evidence that participants accurately represent the nature of the state’s teaching force.

Selected Findings from the First Pilot Survey

In the first pilot survey, teachers provided information regarding their students, their degrees, certification and assignment, and their satisfaction with and preparation for teaching assignments. Teachers also responded to questions regarding their overall satisfaction with the profession. We examined the results from the overall sample and also conducted analyses paying particular attention to differences in responses by region of the state, experience level of the teacher, poverty level of the school, and school instructional level (elementary, middle, high school).

One aspect of this first survey probed teachers' satisfaction with their choice of profession. Almost three-quarters of teachers report being satisfied with their choice of profession and plan to remain in teaching. This finding is consistent with other indicators of the stability of the Washington teacher workforce. Additionally, this finding was quite uniform across regions of the state, experience levels of teachers, and poverty levels of the schools where these teachers work.

Reflecting a trend in this state and elsewhere, the state's teachers find themselves facing an increasingly diverse student population. This raises an important question regarding teachers' preparedness for working with diverse student populations. Teachers in our sample indicated that only a third (34 percent) feel "very prepared" to manage the diverse learning needs in their classrooms. High school teachers and relatively inexperienced teachers (those with four or fewer years of experience), were among those who felt this lack of preparation most keenly.

Teacher preparation and certification involve the kinds of knowledge and training teachers should possess and the standards we hold to ensure that teachers have an appropriate level of training for their assignment. While this is only one element of teacher quality, it should support and contribute to "high quality" teaching in the classroom. In reviewing the findings, we note that there are instances in which variation exists by school level (elementary, middle, and high), particularly with respect to middle school teachers. For example, the lack of match between endorsements, college degrees, and primary and secondary teaching assignments is more pronounced for middle school teachers than high school teachers. Additionally, middle school teachers report a lower percentage of graduate degrees in subject matter areas (19 percent) as compared to high school teachers (36 percent). This suggests a need to be attuned to other differences for middle school teachers which may emerge from the results of future surveys.

Other findings from this first pilot effort point to the need to understand more about teachers' professional learning and support for teachers' work. Based on our sample, nearly one quarter of the state's teachers are untouched by new certification requirements since they hold a Standard/Continuing (lifetime) certificate. Support for teachers to learn how to meet the demands of today's classrooms can be much improved – only a quarter (26 percent) feel they always have the right professional development. Less than half (44 percent) of elementary teachers report that they always have the right content knowledge.

Furthermore, a smaller number of all teachers (29 percent) feel very prepared to ready students for state assessments. This is especially acute for tenth grade teachers. Finally, teachers' responses regarding school policies, time for planning and preparing lessons, and overall workload point to the need to better understand working conditions.

While there is much still to do to use and refine the pilot version of a statewide Fast Response Survey System, *we have learned enough to date to know that a system of this kind is feasible for the state.* Efficient returns from a willing standing sample of teachers yield accurate data on issues related to the state's teaching quality agenda.

Our next working paper will build on this analysis by providing further information from the second pilot survey about teachers' working conditions. Subsequent work, drawing on a third pilot survey, as well as the first two, will yield a richer picture of support for professional learning alongside other conditions of teaching. Taken together, this survey series can be used to explore a variety of "teaching quality" issues more fully.

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This working paper describes the establishment of a "Fast Response Survey System" for the State of Washington and offers preliminary findings from the first pilot survey. The system, supported by the Stuart Foundation and the newly created Center for Strengthening the Teaching Profession (CSTP), is being designed to offer timely and useful information to the state's policy community concerning K-12 teaching, the teacher workforce, and teaching conditions.

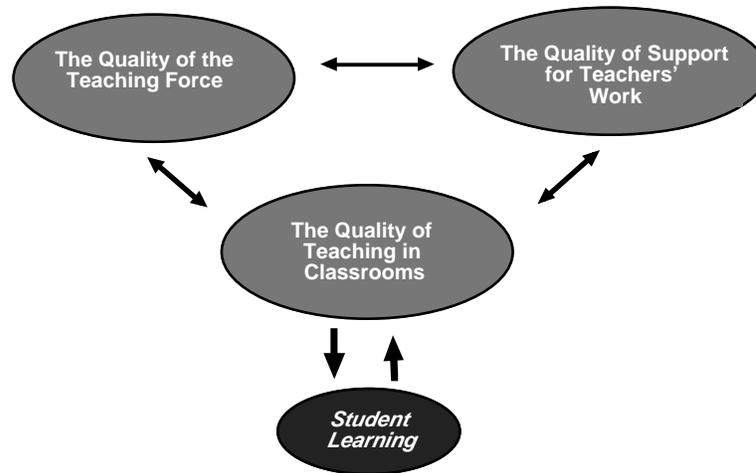
The survey system accompanies other analytic work supported by CSTP, in particular a recent analysis of information from existing state databases entitled, "Who's Teaching Washington's Children: What We Know – and Need to Know – About Teachers and the Quality of Teaching in the State." To provide context for the survey work, we first briefly review a way to think about teaching quality in public K-12 classrooms within Washington state.

UNDERSTANDING TEACHING QUALITY

One of the issues that prompted the development of this survey series was an effort to better understand aspects of teaching quality in Washington state. The teaching quality agenda has become increasingly important both nationally and in Washington state, as states struggle to meet federal requirements under the No Child Left Behind Act, and attempt to identify "highly qualified teachers." Furthermore, there is an increasing body of scholarship that documents the importance of teachers and teaching in understanding the improvement of student 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 this first survey lie primarily at the intersection of the quality of the teaching force and the quality of support for teachers' work.

Figure 1. Three Quality Concerns Confronting State Policy and Educational Reform



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

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, the proxies that are used as measures of teacher quality include years of experience, credentials, and degrees. Research is inconclusive regarding these measures of quality, and researchers acknowledge that these 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 on even these most modest indicators of teaching quality. The goal of this first survey is to collect some baseline information on the preparation and qualifications of a stratified random sample of Washington's classroom teachers. The information provides clues as to issues in which districts and state policy makers may want to pay further attention. The basic findings in this first survey enabled us to develop questions which build on one another for the second and third surveys in the series.

TESTING THE IDEA BEHIND THE FAST RESPONSE SURVEY SYSTEM

In 2002, the research team embarked on an effort to determine what can be known—and what we need to know—about the state’s teacher workforce.² 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 team began to examine current information about the teacher workforce by exploring the 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 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.

The Fast Response Survey System

Based on a survey system designed by the National Center for Education Statistics (NCES), Fast Response surveys are relatively short (less than 30 minutes), and sent to a sample of teachers who have agreed to participate. The high response rates and quick turn-around of questionnaires makes this kind of system especially useful for attempts to inform policy debate. Our goal has been to design and test such a system, while yielding findings about pertinent issues on the teaching quality agenda.

The overall purpose of designing the Fast Response Survey system was three-fold:

- Collect information about the teacher workforce that is not contained in existing state databases.
- Pilot and assess the feasibility of a Fast Response Survey system using a standing sample of Washington teachers.
- Collect descriptive, low-inference baseline data in the first survey – and build on that information by linking all three surveys in the series.

In June, 2003, the research team began to explore the feasibility of this system to meet these research priorities. We decided to administer three brief questionnaires to be sent in

² 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/>

the fall, winter and spring of the 2003-04 school year. The three surveys in the pilot year were designed to yield information about:

- Teaching assignments and preparation
- Working conditions
- Professional development support

This report presents the results of the first pilot survey, focusing on the preparation and qualifications of Washington’s classroom teachers. A separate report will accompany each subsequent pilot survey and a final summary report will provide a comprehensive analysis of the results of all three surveys in this series.

The Nature of the Sample

During the 2003-04 school year, the research team piloted a Fast Response Survey system in Washington state with a sample of approximately 400 teachers. Teachers were selected based on a stratified random sample of all Washington classroom teachers by region of the state, experience level of the teacher, and level of poverty of the school in which they teach (see Table 1). Using this kind of randomly generated sample also provided an appropriate representation of teachers at each grade level. Participants agreed to respond to three surveys over the course of the school year and were offered a modest honorarium for their time.

Demographic	Category
Region*	<ul style="list-style-type: none"> • Western Washington (outside of the Central Puget Sound) • Central Puget Sound • Eastern Washington
Teacher Experience	<ul style="list-style-type: none"> • 0-4 years • 5-14 years • 15 or more years
School Poverty Indicator	<ul style="list-style-type: none"> • 0 to 20 % Enrolled in Free or Reduced Price Lunch program • 21 to 50 % Enrolled in Free or Reduced Price Lunch program • 51 to 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.

We provided our sample of teachers with a choice between paper-based and web-based questionnaires. Recognizing that web-based surveys offer faster turn-around times, branch logic, and less data entry, we wanted to test this format as an efficient means for gathering information from teachers. However, we acknowledge 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 teachers. For these reasons, we offered the same survey in two different delivery formats to our participants.³ For more information about the development of the survey instruments, please refer to Appendix B.

The survey participants include teachers from 35 of 39 counties,⁴ teachers from 149 school districts (50% of the districts in the state), and 369 schools. Sampling along the selected criteria by region of the state slightly over represents rural areas and slightly under represents urban areas.⁵ For more information about the representation of the sample by county and district, see Appendices C and D. The ethnicity, years of experience, and age of the survey participants generally mirror state averages. The majority of teachers in the sample, as in the state, are white (94.4 percent), with slightly over 5 percent of the sample representing ethnic and racial minorities. Years of experience and age of participants also closely correspond to the state's general population. For selected teacher characteristics of the sample compared to the state population, see Table 2.

³ In our sample, 56 percent chose web-based surveys; 44 percent chose paper-based surveys. For more information on teachers who opted for different formats, please see Appendix A.

⁴ The four counties not included in the sample are all very small and represent less than 0.7% of the state's classroom teachers.

⁵ 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% of the state's classroom teachers, but only 20.2% of the sample, while Spokane represents 10.6% of the state's classroom teachers, but only 7.3% of the sample. Alternatively, Skagit County represents 1.9% of the state's classroom teachers, but 3.2% of the sample. Benton County represents 2.9% of the state's teachers, but 5.3% of the sample's teachers.

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

	State	Sample
Region*		
Western WA (not 121)	37.0%	37.0%
Central Puget Sound (ESD 121)	38.1%	29.4%
Eastern WA	24.9%	33.6%
Ethnicity		
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%
Experience		
0-4 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%
Age		
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.

Why it is Possible to have Confidence in a Sample of 400 Teachers

Though created for pilot purposes, the initial sample for the current round of surveys can usefully represent the nature of the state's teaching force and the conditions under which they teach. For instance, the sample of teachers (n= 422) was randomly selected to represent all regions, extent of teaching experience, and school poverty levels in the state. Further, high response rates within all cells in the sampling grid (overall, 90 percent) guarantee that we represent the sample with reasonable certainty.

Various indicators confirm that the pilot sample of teachers accurately represents the state's teaching force of full-time classroom 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 E).
- *The wide distribution of teachers in counties and districts across the state.* The responding sample includes teachers from 149 of the state's districts, in all but four of the state's counties (see Appendices C and D).
- *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.

The fact that the survey numbers closely approximate actual numbers from databases that include all classroom teachers in the state gives us confidence that what we are looking at is a good representation of the state's teaching force.

SELECTED FINDINGS FROM THE FIRST PILOT SURVEY

In this section we offer selected findings from the first pilot survey. The findings are organized according to the following topics:

- The students teachers teach
- Teacher degrees and certification
- The match between degree, endorsement, and assignment
- Satisfaction with and preparedness for teaching assignment
- Amount of preparation and support for instruction
- Satisfaction with the profession

The Students Teachers Teach

The survey gives us a preliminary picture of the young people teachers face every day, and what it means to them to work with these students. Reflecting a trend in this state and elsewhere, the state's teachers find themselves facing an increasingly diverse student population. From the report, *Who's Teaching Washington's Children*, we know that the racial and ethnic composition of the student population is significantly more diverse than that of the teacher workforce.

Understandably, teachers in the highest poverty schools are more likely to encounter socioeconomic diversity, larger numbers of students for whom English is not their first language, and children from historically underserved racial and ethnic groups. (See Table 3).

Table 3: Number and Percent of Teachers in Sample Reporting 10 or More Students in a Typical Class in Low and High Poverty Schools*

Category of Student	Total number in category	Low poverty schools	High poverty schools
Title I students	38	0%	26%
English language learners	54	10%	24%
Underserved racial/ethnic groups	79	8%	42%

* Low poverty = 0 to 20 % free or reduced priced lunch
High poverty = 51 to 100 % free or reduced priced lunch

It would be a mistake, however, to assume that “facing increased diversity” meant that most teachers in the state are generally dealing with classrooms in which the majority of the class was racially, ethnically, linguistically, or socio-economically different from the mainstream populations the teachers faced in the past. For example, *facing “racial and ethnic diversity” often means working with relatively fewer students from such*

backgrounds—44 percent of the teachers have three or fewer such students in their most typical class. The implications of this fact are both subtle and profound. As a visible yet small minority in a largely Caucasian classroom, these students face complex issues about how to identify themselves, feel comfortable about themselves and their place in the social organization of the classroom.

Students with identified disabilities, another element of classroom diversity, are ubiquitous. *The great majority of teachers (89 percent) report one or more students with an IEP in their most typical classroom setting, and 42 percent report 4 or more students with IEPs.* These students also add to the diversity of learning needs teachers are facing. Depending on the nature of the disability, the demands of preparing and offering a curriculum that works effectively for all students, both those without and those with identified disabilities, can escalate dramatically.

The crucial question has not to do with diversity itself, but with teachers' preparedness for working with diverse student populations. Here, the survey offers an initial glimpse into a territory that deserves further attention. We asked our sample how prepared they felt to manage the diverse learning needs in their classrooms. A disturbing overall pattern emerged: *Only a third (34 percent) feel "very prepared" to manage the diverse learning needs in their classrooms, and a sixth (17 percent) feel "somewhat or very unprepared."* The pattern was virtually the same across the state, and only slightly more pronounced (39 percent) in the highest poverty schools. More noticeable contrasts had to do with the level of schooling and the teachers' levels of experience:

- *High school teachers feel this lack of preparation most keenly in that 28 percent report that they feel very unprepared or somewhat unprepared to manage diverse learning needs.*
- *Similarly, relatively inexperienced teachers (those with 4 or fewer years in the classroom) are more puzzled over what to do with the diversity of learning needs: only a quarter of them (25 percent) say they feel very prepared to manage the diverse learning needs, as compared to 43 percent of the teachers with 15 or more years of experience.*

A question which emerges from this data is: how can state policies, local initiatives, or changes in teacher preparation help equip teachers for the diversity of learning needs in their classrooms?

Teacher Degrees and Certification

Teacher preparation and certification involve the kinds of knowledge and training teachers should possess and the standards we hold to ensure that teachers have an appropriate level of training for their assignment. This is only one element of teacher quality, but one which should support and contribute to "high quality" teaching in the classroom.

Traditionally, an earned degree, a teacher education program, and possession of some kind of certification or credential have been used to characterize teacher preparation and qualifications. Holding at least a bachelor's degree is a minimum requirement but teachers are often expected to hold advanced degrees. Many states, including Washington, have provided an incentive for teachers to obtain advanced degrees in the form of salary increases.

In contrast with some other states, Washington has a very small number of teachers who hold temporary or emergency credentials. In 2000, a new performance-based certification system was implemented that attempts to align the K-12 performance-based learning goals with requirements for teachers to demonstrate a positive impact on student learning. However, teachers holding teaching certificates prior to this date were unaffected by the new certification system. Of some concern is the number of teachers who hold a Standard/Continuing (lifetime) certificate which essentially allows them to teach any subject or grade regardless of whether they have appropriate credentials. Using the information provided by participants in Survey 1, we explore these and other issues regarding certification.

Bachelor's and Master's degrees

Virtually all public school teachers in Washington state held a bachelor's degree and slightly more than half (56 percent) held a Master's or other advanced degree in 2003. Of the teachers in our sample, *63 percent reported having a Master's degree or other graduate degree* (see Table 4).

The number of teachers in our sample holding a Master's degree varied only slightly by school instructional level, the number of years of teaching experience, school poverty level and region of the state. Predictably, the likelihood of holding a Master's degree increased with the number of years of teaching experience (see Table 4). However, the variation among teachers regarding any of these school or teacher characteristics was generally small.

Table 4: Number and Percent of Public School Teachers in Sample, who hold Bachelor's, Masters or Other Advanced Degrees, by Selected School and Teacher Characteristics

School and Teacher Characteristics	Bachelor's degree		Master's degree or other advanced degree	
	Number	Percent	Number	Percent
Number of teachers in the sample	377	100%*	237	63%
School instructional level				
Elementary school	218	100%	138	63%
Middle school	61	100%	37	61%
High school	89	99%	58	64%
Combined	9	100%	4	44%
Region**				
West (outside Central Puget Sound)	139	99%	85	61%
West (Central Puget Sound)	111	100%	70	63%
Eastern Washington	127	100%	82	65%
Percent of students eligible for free or reduced-price school lunch				
0 - 21%	132	99%	84	63%
21-50%	125	100%	81	65%
51-100%	120	100%	72	60%
Teaching Experience				
0-4 years	116	99%	60	51%
5-14 years	132	100%	89	67%
15+ years	129	100%	88	68%

* Rounds to 100 percent for presentation in the tables

** 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.

Advanced Degrees

While a majority of teachers in our sample hold a Master's degree (63 percent), only one quarter of Master's degrees are in subject matter fields (see Table 5). For those teachers who do not have a Master's in a subject matter field, they hold a Master's degree in education, including M.Ed., M.I.T. or M.A.T. In our sample, 14 teachers held more than one graduate degree.

The percentage of teachers in the sample with graduate degrees in subject fields varied by instructional level of the school. *While 78 percent of elementary school teachers in the sample had graduate degrees solely in an education field, 82 percent of middle school teachers, and 64 percent of high school teachers had graduate degrees solely in an education field.* The newest teachers to the profession (0-4 years of

experience) were slightly more likely to have a graduate degree in an education field than were any of the more experienced teachers.

Surprisingly, schools with the highest poverty levels (51-100 percent) had more teachers with advanced degrees in subject fields. *Nearly a third of teachers (31 percent) in the sample in the highest poverty schools held a Master's or advanced degree in a subject field, compared with 25 percent of teachers in the sample in schools with 21 to 50 percent of students eligible for free or reduced price lunch and 20 percent of those in the lowest poverty schools (0-21 percent).*

Table 5: Number and Percent of Public School Teachers in Sample, who held a Master's or Other Advanced Degrees, by Selected School and Teacher Characteristics

School and Teacher Characteristics	Subject field		Education field only*	
	Number	Percent	Number	Percent
Number of teachers	59	25%	178	75%
Number of degrees held by teachers in sample	65	26%	186	74%
School instructional level				
Elementary school	31	22%	107	78%
Middle school	7	19%	30	81%
High school	21	36%	37	64%
Combined	0	0%	4	100%
Percent of students eligible for free or reduced-price school lunch				
0 - 21%	17	20%	67	80%
21-50%	20	25%	61	75%
51-100%	22	31%	50	69%
Teaching Experience				
0-4 years	12	20%	48	80%
5-14 years	21	24%	68	76%
15+ years	26	30%	62	70%

*Education fields include M.Ed., M.I.T., and M.A.T.

Since few teachers with a Master's degree did their graduate work in a subject area, there is reason to wonder how adequately prepared teachers are in their subject matter. However, type of degree is only one indicator of the ways in which teachers may become knowledgeable in a particular subject. It is also important to examine whether the type of degree matches the subjects that teachers routinely teach, and other efforts teachers have undertaken to continue to advance their knowledge and skills.

Teacher Certification

Teachers' certification status provides one indication of teacher qualifications. Nearly all Washington public school teachers in 2003 were fully certified; that is they had a regular state teaching certificate. The number of limited certificates (substitute, emergency, conditional, etc.) issued annually continues to remain small in Washington state.⁶

Certification has changed over the years such that teachers hold a variety of different kinds of certificates depending on when they applied for the credential.⁷ In the survey, we asked teachers to indicate the type of Washington state teaching credentials they currently hold. Teachers in the sample reported the following major types of certificates: Initial, Residency, Standard/Continuing (lifetime), and Continuing (clock hours). Other types of certificates such as Professional, Vocational and various limited certificates were also reported, but in very small numbers. For the purposes of this report, we chose to group the other types of certificates together. Teachers who applied for certificates prior to 2000 are unaffected by recent changes in the certification system.

In our sample, twenty-four percent of the teachers reported holding a Standard/Continuing (lifetime) Teaching certificate, while 28 percent held a Continuing (clock hours) Teaching certificate (see Table 6). *This sample data indicate that perhaps nearly a quarter of the state's classroom teachers hold lifetime credentials that are untouched by current certification requirements.* More of these teachers may be located in elementary school settings. Among elementary teachers in the sample, a slightly higher percentage reported having Standard/Continuing (lifetime) certificates than other teachers. The number and types of certificates held by teachers in the sample reveal little variation by region, or percent of students eligible for free or reduced price school lunch (for more information, see Appendix F).

⁶ For more information, see the Office of the Superintendent of Public Instruction's *Annual Report 2001-2002: Certificates Issued and Certificated Personnel Placement Statistics (2003)*.

⁷ In January 1997, the State Board of Education adopted rules to establish two new teaching certificates: the Residency and the Professional Teaching certificates. These certificates replace the Initial and Continuing certificates for teachers receiving their first Washington state certificate after September 1, 2000. The new certification requirements enabled the state to implement a competency-based endorsement system. Candidates for the Residency Teacher certificate after September 1, 2002 are required to pass a basic skills test. Individuals who hold Continuing Teaching certificates have not been affected by the new certification system as their certificates are based on standards in effect prior to 2000.

Table 6: Types and Percent of Certificates held by Public School Teachers in Sample, by Selected School and Teacher Characteristics

School and Teacher Characteristics	Initial	Residency	Standard/ Continuing (lifetime)	Continuing (clock hours)	Other
Number of certificates	29%	9%	24%	28%	10%
School instructional level					
Elementary school	28%	8%	29%	28%	6%
Middle school	33%	9%	15%	30%	13%
High school	30%	8%	20%	27%	15%
Combined	20%	2%	10%	40%	10%
Region*					
West (outside Central Puget Sound)	32%	6%	24%	27%	11%
West (Central Puget Sound)	31%	7%	23%	31%	9%
Eastern Washington	26%	13%	25%	27%	10%

* 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.

There is some evidence to suggest that self-reported recollections of the type of credentials teachers’ hold is somewhat inconsistent and may contain some error. Thus, these data should be interpreted with caution.

The Match between Degree, Endorsement, and Assignment

One of our tasks with this pilot survey was to better understand how well teachers’ degrees and endorsements match their teaching assignments. With a standing sample of only 400 teachers, analyses by elementary, middle, and high school levels, and by subject matter, leave very few teachers in each of these categories. Consequently, we cannot make definitive statements from this sample, nor can we extrapolate these findings to the state. Nonetheless, the findings from the sample are suggestive and deserve further exploration in future work with larger samples of teachers.

Teaching assignments were investigated to determine the match (or lack thereof) between teachers’ training and the main subject areas that they were assigned to teach. While subject matter knowledge and pedagogical methods are not guarantees of quality teaching or quality teachers, it may be argued that they are a necessary prerequisite. Of particular concern are teachers who have been assigned to teach subjects that do not match their training or education. Using the information reported by our sample of

teachers, we attempted to determine the match between degree, endorsement, and assignment for teachers at the middle school and high school levels.⁸

Results suggest that teachers possess many of the basic pre-requisites for teaching – advanced degrees, appropriate certification and education. *Most middle and high school teachers have a major or minor or graduate degree in the field of their main teaching assignment. However, the percentage of teachers whose main teaching assignment matched their degree or endorsement was greater for high school teachers than middle school teachers.* Ninety-two percent of high school teachers had an undergraduate or graduate degree or were endorsed in their subject field for their primary assignment, compared to 69 percent of middle school teachers (see Table 7).

Table 7: Number and Percent of Middle School and High School Teachers with a Major, Minor, or Graduate Degree or Endorsed in Field of Primary and Secondary Teaching Assignment

School Instructional Level	Primary Assignment			Secondary Assignment		
	Total in Sample	Number	Percent	Total in Sample	Number	Percent
Middle School Teachers	51	35	69%	26	14	54%
High School Teachers	59	54	92%	27	21	78%
Combined Middle and High Teachers	110	89	81%	53	35	66%

Slightly more than half (54 percent) of all teachers in the sample have a secondary subject matter teaching assignment, in addition to their primary teaching assignment. *Both high school and middle school teachers appear to be less well prepared for their secondary teaching assignments,* as indicated in Table 7. The lack of match between degrees, endorsements and secondary teaching assignments appears to be especially acute for middle school teachers. Only 54 percent of middle school teachers hold a degree or endorsement in the subject field of their secondary assignment, compared to 78 percent of high school teachers.

With larger samples, and with other data (e.g., from the certification system) to corroborate what surveys tell us, we will ultimately be able to yield a good picture of how, and how well, teachers’ assignment match the subject areas which they are prepared to teach. The self-reported certification data and the criteria for assessing the match between degrees, endorsements, and assignments prompts some questions which warrant further investigation.

⁸ This analysis was conducted by examining respondents’ reports of their teaching assignments and preparation. We compared these assignments with reported degrees (major, minor and graduate degrees) and endorsements. Current Washington State Board of Education guidelines were used to identify appropriate content area preparation.

Satisfaction With and Preparedness for Their Teaching Assignment

The expectations and demands placed on Washington’s teachers have changed dramatically since the Education Reform Act was enacted in 1993. Much of what teachers were asked to do as part of this reform had not been part of the conventional training teachers received prior to that time. In some cases, continued professional learning can bridge the gap, but complex and changing demands may leave teachers feeling as though they are not adequately prepared. Experience may not necessarily translate into better teacher preparedness unless experienced teachers have continued training to upgrade their skills and knowledge.

In this pilot survey, we began to probe the level of satisfaction and preparedness teachers feel regarding different aspects of their current teaching assignment. *Overall workload, along with school policies and practices, generated the greatest amount of dissatisfaction among respondents – more than numbers of students in their classes or the subjects they were assigned to teach.* In the sample of teachers, there was remarkably little variation across regions of the state or school poverty levels on these issues. A third of teachers were somewhat or very dissatisfied with school policies and practices, and nearly 40 percent expressed dissatisfaction with their overall workload. Class size issues generated some or a great deal of dissatisfaction for 24 percent of the respondents, compared with only 10 percent expressing dissatisfaction for the subjects they were assigned to teach (see Table 8).

Table 8: Number and Percent of Teachers Expressing Dissatisfaction on Selected Workplace Issues

Area of (Dis)satisfaction	Number of Teachers (total sample = 378)	Percent somewhat or very dissatisfied
Overall workload	148	39%
School policies and practices	126	33%
Number of students in classes	90	24%
Subjects assigned to teach	38	10%

Perhaps reflecting the fact that they have worked under more than one set of policy expectations, *the most experienced teachers in our sample were more likely to be dissatisfied with school policies and practices.* Forty-four percent of teachers with 15 or more years of experience felt somewhat or very dissatisfied with school policies and practices, compared with 26 percent of teachers with four or fewer years of experience (see Table 9).

	Number in Category	Number of Teachers	Percent somewhat or very dissatisfied
All Teachers	378	126	33%
Level of Experience			
0 to 4 years	117	30	26%
5 to 14 years	132	40	30%
15 or more years	129	56	44%

The survey also examined whether teaching experience makes a difference in the extent to which teachers feel prepared for various classroom situations. *While a clear majority (61 percent) 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.* Additionally, secondary school teachers feel somewhat more prepared to teach the official or intended curriculum than elementary teachers (See Table 10).

	Total in category	Number of teachers	Percent who feel very prepared
All Teachers	378	230	61%
Level of Experience			
0 to 4 years	117	61	52%
5 to 14 years	132	80	61%
15 or more years	129	88	68%
School instructional level			
Elementary school	218	128	59%
Middle school	61	39	64%
High school	90	58	64%

Only 17 percent of teachers with four or fewer years of experience feel very prepared to prepare their students for state assessments (see Table 11). *State assessments appear to be a special concern for tenth-grade teachers.* In preparing students for these assessments, nearly a third (31 percent) indicated they feel very unprepared or somewhat unprepared, compared with 12 percent of fourth-grade teachers and 18 percent of seventh-grade teachers (See Table 12). No differences were noted between region or poverty level of the school.

Table 11: Number and Percent of Teachers who Feel Very Prepared to Ready their Students for State Assessments, by Experience Level, School Instructional Level and WASL Grades

	Total in category	Number of teachers	Percent who feel very prepared
All Teachers	378	110	29%
Level of Experience			
0 to 4 years	117	20	17%
5 to 14 years	132	38	29%
15 or more years	129	52	40%
School instructional level			
Elementary school	218	70	32%
Middle school	61	19	31%
High school	90	19	21%
WASL grades			
4th grade teachers	77	28	36%
7th grade teachers	55	19	35%
10th grade teachers	77	17	22%

Table 12: Number and Percent of Teachers who Feel Somewhat or Very Unprepared to Ready their Students for State Assessments, by WASL Grades

	Total in category	Number of teachers	Percent who feel somewhat or very unprepared
All Teachers	378	64	17%
WASL grades			
4th grade teachers	77	9	12%
7th grade teachers	55	10	18%
10th grade teachers	77	24	31%

Amount of Preparation and Support for Instruction

The survey begins to help us understand whether teachers feel they have the right tools and conditions to do their best work. We asked about some basic ingredients of effective teaching—content knowledge, materials, professional development support, and time to plan and prepare lessons. We also asked about other duties and the presence of assistants in the classroom. The teachers' responses underscore some important patterns.

Time to plan and prepare lessons, for example, is in especially short supply: only 12 percent of our sample reported that they always have it. The pattern has much to do with the level at which teachers work. Elementary teachers are especially likely to feel the

time pinch (see Table 13). Nearly half (47 percent) of elementary school teachers in the sample felt they rarely or never have time to plan or prepare lessons.

Table 13: Number and Percent of Teachers who Feel They Rarely or Never have Time to Plan and Prepare Lessons, by School Instructional Level

	Total in Category	Number of Teachers	Rarely or never have time
All Teachers	378	152	40%
School instructional level			
High School	90	31	34%
Middle School	61	14	23%
Elementary School	218	102	47%

Making time in the working day or week for such planning is a complicated matter, and has to do in large measure with local decisions and the organization of schooling. But a larger set of matters, among them staffing decisions, union policies, and the breadth of the curriculum (especially in elementary schools) is also part of the story. One has to sort out, as well, how much of the teachers' experience of time deficit reflects the teachers' own time management routines and how much is built into the structure of schooling or demands on teachers.

Content knowledge, another key ingredient of effective and powerful teaching, presents a different profile. *Teachers in our sample on the whole are fairly confident of what they know, with half (50 percent) indicating their belief that they always have the right content knowledge for the teaching they do.* Not surprisingly, teachers in secondary grades, where their assignments are typically defined by subject matter, are more confident of their content knowledge than those at the elementary level (see Table 14). As teachers' working experience increases, so does their confidence in the subject matter they teach. Also, teachers holding a Master's degree are somewhat more confident in their content knowledge than teachers who do not have a graduate degree.

Table 14: Number and Percent of Teachers who Feel They Always have the Right Content Knowledge, by School Instructional Level, Teacher Experience Level and Level of Education

	Total Number in Category	Number of Teachers	Always have the Right Content Knowledge
All Teachers	378	190	50%
School Instructional Level			
Elementary School	218	95	44%
Middle School	61	36	59%
High School	90	56	62%
Level of Experience			
0 to 4 years	117	46	39%
5 to 14 years	132	66	50%
15 or more years	129	78	61%
Level of Education			
No Master's degree	141	64	45%
Master's degree	237	125	53%

The meaning of teachers' confidence deserves further discussion. First, is teachers' confidence in all cases warranted? It is clearly possible to feel very confident about what one knows, and yet be unaware of new developments in one's subject field or even what knowledge requirements are embedded in current state standards. Recall that less than a third (29 percent) of all teachers in our sample feel "very prepared" to ready their students for state assessments. Part of that uneasiness could reflect whether teachers grasp content at the deeper level that is implied by state assessments.

Second, the flip side of the expressed confidence in subject matter knowledge is the fact that *approximately half of the teachers in the state indicated they have the right content knowledge only "sometimes."* That is clearly cause for concern, and worthy of probing further. As is well established in the literature and in the experience of other states farther along in their reform process, teachers in the context of standards-based reform have much new learning to do concerning the subjects they teach. Coupled with the fact that a number of the state's teachers are working out of the subject fields for which they have degrees or endorsements, the shakiness of many teachers' grasp of content knowledge prompts a number of questions and concerns about support for teachers' ongoing professional learning.

Teachers in our sample seem to underscore these questions about professional development support: *only 26 percent feel they "always have the right professional development support."* While there are many questions about what teachers believe the right support to be, and what may be available across settings, there is the hint that local, regional, and state authorities have work to do regarding professional learning.

The state’s classroom teachers are busy people, and they often do more than teach: *The majority of teachers in the sample (90 percent) are assigned full-time to the classroom, yet a majority (57 percent) indicate that they have other paid or volunteer assignments* (e.g., as coach, specialized roles within the school) especially those in middle and high schools (see Table 15). Of these extra assignments, 64 percent were professional assignments (such as department head or chair, curriculum committee, mentor, grade level advisor, etc.), while 21 percent were various coaching roles.

Table 15: Number and Percent of Paid and/or Volunteer Assignments of Teachers in Sample, by School Instructional Level*

	Number in category	Number with Extra Assignments	Percent with Extra Assignments
All Teachers	378	216	57%
School Instructional Level			
Elementary school	218	99	45%
Middle school	61	47	77%
High school	90	65	72%

*Nine teachers in combined school settings were not included in this analysis; consequently numbers will not total to 378.

The pattern of extra duties for teachers in secondary grades coincides with a substantial lessening of classroom support. A majority of teachers in the sample (60 percent) indicated that they have teaching assistance in their classrooms, with 39 percent reporting support from an instructional assistant. Nearly a quarter (24 percent) of elementary school teachers reported teaching assistance from an instructional assistant, and a fifth (20 percent) from parent helpers. Few middle or high school teachers reported having teaching assistance in their classrooms (see Table 16). For more information, see Appendix G.

Table 16: Number and Percent of Teachers in Sample who had Teaching Assistance in their Classroom, by Type of Assistance* and School Instructional Level

	Instructional Assistant	Parent Helper	Student Helper	Title I Teacher
All Respondents	148	78	59	32
Percent Total Sample	39%	21%	16%	8%
School Instructional Level				
Elementary school	24%	20%	7%	7%
Middle school	6%	0%	4%	1%
High school	7%	1%	4%	1%

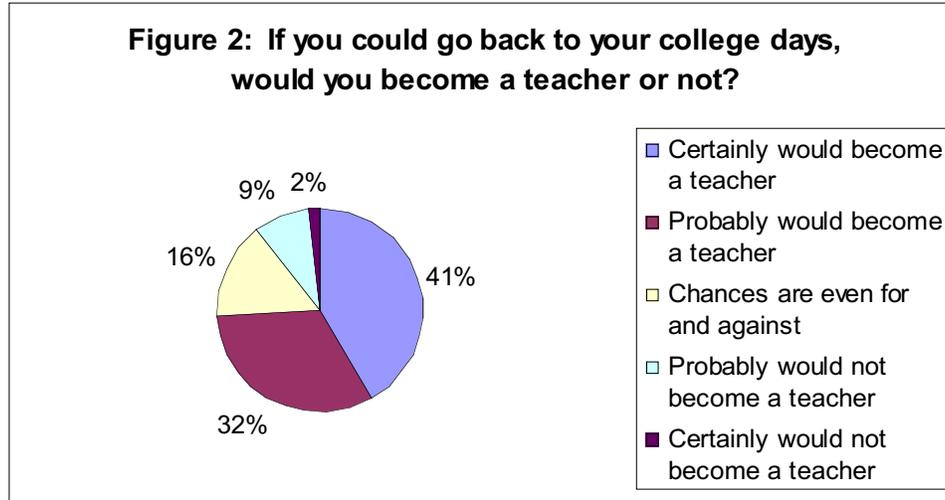
* A small number of teachers reported receiving other types of assistance (literacy coaches, teaching partners, etc.). This accounted for 5% of the total teaching assistance and is not listed here. Teachers may be counted more than once if they reported more than one type of assistance. Nine teachers in combined school settings were not included in this analysis; consequently number do not total 100%.

Satisfaction with the Profession

One of the issues at the fore of recent policy debates is teacher retention and the stability of the teacher workforce. A factor in teachers' decisions to stay or move involves how well supported they feel in their classrooms, particularly those in challenging assignments. In this report we lay the groundwork for understanding teacher satisfaction with the profession and issues of retention. Subsequent surveys build on these initial questions and attempt to get at the underlying reasons why teachers stay or leave their school or the profession, and what they find rewarding and motivating about their work.

Most Washington teachers in the sample (75 percent), report being satisfied with their choice of profession and plan to remain in teaching. This is consistent with findings in the report, *Who's Teaching Washington's Children*, that statewide Washington does not appear to have a teacher shortage, though certain subject matter fields and regions of the state may have more difficulty finding qualified candidates. This serves as another indicator of the overall stability of the Washington teacher workforce. Most assert that they would certainly (41 percent) or probably (32 percent) become a teacher if they could go back to their college days (see Figure 2). Nearly three-quarters (73 percent) plan to remain in teaching as long as they are able or until retirement (see Appendix H).

Figure 2: If you could go back to your college days, would you become a teacher or not?



Teachers in the highest poverty schools in the sample are no less committed to the profession than their counterparts in other schools (see Appendix I). Additionally, no real differences were noted by region of the state or school instructional level. A similar percentage (72 percent) state that making a difference for students is their most compelling reason for remaining in teaching.

SUMMARY

This working paper describes the establishment of a “Fast Response Survey System” for Washington state and offers preliminary findings from the first pilot survey. One of the issues that prompted the development of this survey series was an effort to better understand aspects of teaching quality in Washington state. The goal of the first survey was to collect baseline information on the preparation and qualifications of a stratified random sample of Washington’s classroom teachers. The findings from this report, coupled with results from the remaining two surveys, may provide helpful information for both local and state policymakers.

In reviewing the findings from this first pilot survey, we note that there are instances in which variation exists by school level (elementary, middle, and high), particularly with respect to middle school teachers. For example, the lack of match between endorsements, college degrees, and primary and secondary teaching assignments is more pronounced for middle school teachers than high school teachers. Additionally, middle school teachers report a lower percentage of graduate degrees in subject matter areas (19 percent) as compared to high school teachers (36 percent). This suggests a need to be attuned to other differences for middle school teachers which may emerge from the results of future surveys.

Other findings from this first pilot effort point to the need to understand more about teachers’ professional learning and support for teachers’ work. Based on our sample, nearly one quarter of the state’s teachers are untouched by new certification requirements since they hold a lifetime certificate, and little is known about the efforts undertaken by these teachers to continue to advance their knowledge and skills. Support for teachers to learn how to meet the demands of today’s classrooms can be much improved – only a quarter (26 percent) of all teachers in the sample feel they always have the right professional development. Teachers need help managing the diverse learning needs in their classrooms – only a third feel “very prepared” to do so. Less than half (44 percent) of elementary teachers report that they always have the right content knowledge. Furthermore, only a small number of all teachers (29 percent) feel very prepared to prepare students for state assessments. This is especially acute for tenth grade teachers. Finally, teachers’ responses regarding school policies, time for planning and preparing lessons, and overall workload point to the need to better understand working conditions.

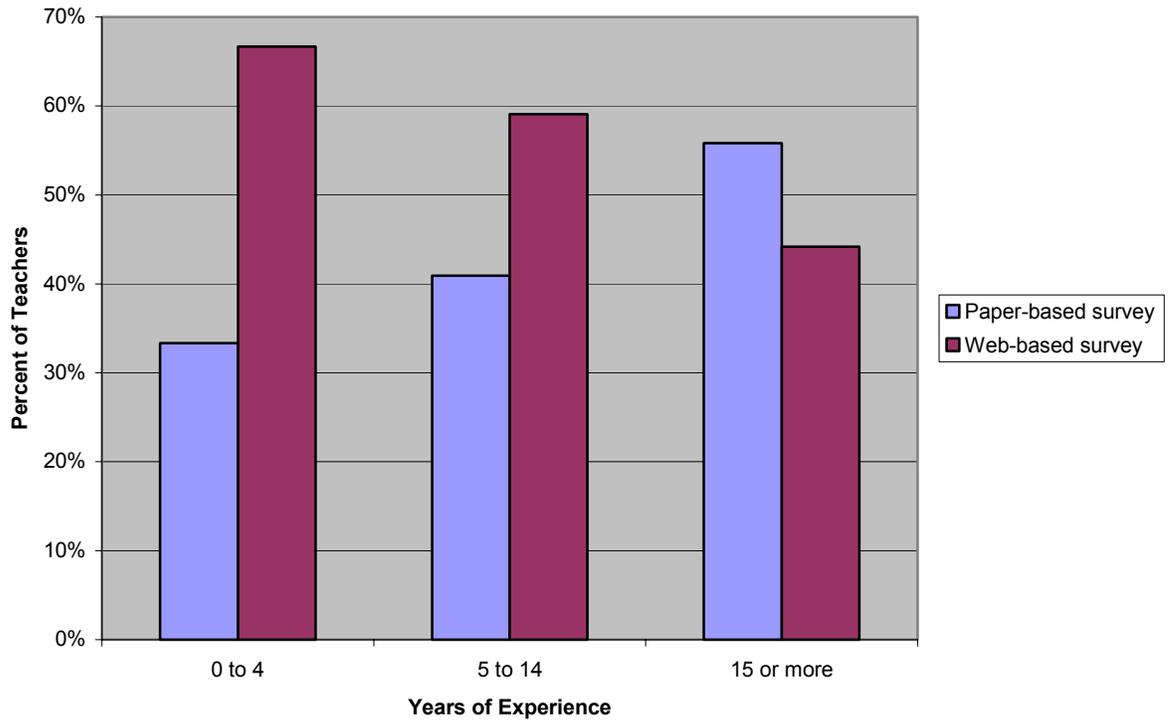
Almost three-quarters of teachers report being satisfied with their choice of profession and plan to remain in teaching. This finding is consistent with other indicators of the stability of the Washington teacher workforce.

While there is much still to do to use and refine the pilot version of a statewide Fast Response Survey system, *we have learned enough to date to know that a system of this kind is feasible.* Efficient returns from a willing standing sample of teachers yield accurate data on issues related to the state's teaching quality agenda.

Our next working paper will build on this analysis by providing further information from the second pilot survey about teachers' working conditions. The subsequent work of the third pilot survey, combined with the first two, will yield a richer picture of support for professional learning alongside other conditions of teaching. Taken together, this survey series can be used to explore a variety of "teaching quality" issues more fully.

Appendix A

Teachers' Choice of Paper Survey vs. Web-based Survey, by Teacher Experience Levels



Appendix B

Development of Pilot Fast Response Survey System for Washington State

Instrument development. The initial survey instrument was developed by creating an item bank of specific questions using items from existing national, state and local surveys. We also designed items specifically for the Washington state context. In September 2003, a small pilot survey was administered prior to the release of the first survey.

Sample selection. Teachers were selected based on a stratified random sample of all Washington classroom teachers 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 57,247 classroom teachers based on duty root (31, 32 or 33), of which we were able to include 54,807 or 95.7% 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: 0-4 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% students receiving Free or Reduced Price Lunch), moderate poverty (21-50% of students receiving Free or Reduced Price Lunch) or high poverty (51-100% 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%). 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 SurveyWave through a licensing agreement, and UW staff were trained to use the technology. This survey program was chosen because the design enables branching of questions, ease of data compilation and technical support.

Survey 1 deployment. Survey 1 was launched in late November and focused on teacher assignment, preparation and certification. The completion rate was 90.0 percent with a 94.8 percent return for the paper survey, and an 86.6 percent return for the online version of the survey. Reminder phone calls were made to those 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.

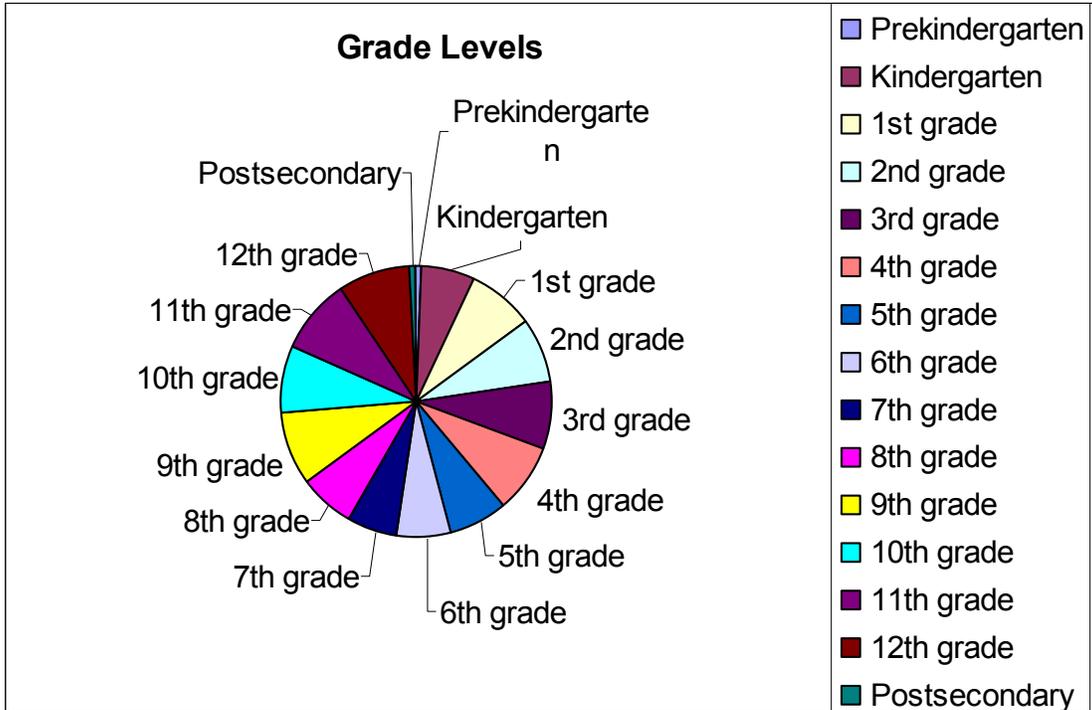
Appendix C

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%	5.0%
Total	100.0%	100.0%
*Rounds to less than a tenth of a percent.		

Appendix D

Districts Represented by Teachers in the Sample (n=149)		
Aberdeen	Highline	Peninsula
Anacortes	Hockinson	Port Angeles
Arlington	Hood Canal	Port Townsend
Asotin-Anatone	Hoquiam	Prosser
Auburn	Issaquah	Pullman
Battle Ground	Kalama	Puyallup
Bellevue	Kelso	Quinault
Bellingham	Kennewick	Quincy
Bethel	Kent	Renton
Blaine	Kettle Falls	Richland
Bremerton	Kiona-Benton	Riverside
Burglinton-Edison	Kittitas	Riverview
Camas	La Center	Rochester
Cape Flattery	Lake Chelan	Royal
Carbonado	Lake Stevens	Seattle
Cashmere	Lake Washington	Sedro-Woolley
Central Kitsap	Lakewood	Selah
Central Valley	Longview	Selkirk
Chehalis	Lyle	Sequim
Cheney	Lynden	Shoreline
Chewelah	Mary M. Knight	Snohomish
Chimacum	Mary Walker	Snoqualmie Valley
Clarkston	Marysville	South Kitsap
Cle Elum-Roslyn	Mead	South Whidbey
Clover Park	Medical Lake	Spokane
Colfax	Mercer Island	Stanwood-Camano
College Place	Mill A	Steilacom Historical
Colton	Monroe	Sumner
Colville	Montesano	Sunnyside
Crescent	Moses Lake	Tacoma
Curlw	Mossyrock	Tahoma
Davenport	Mount Adams	Tenino
Eastmont	Mount Baker	Toppenish
Edmonds	Mount Vernon	Tukwila
Ellensburg	Mukilteo	Tumwater
Elma	Naches Valley	University Place
Enumclaw	Nespelm	Vader
Ephrata	Nine Mile Falls	Vancouver
Everett	North Beach	Vashon Island
Evergreen	North Kitsap	Wahkiakum
Federal Way	North Thurston	Walla Walla
Ferndale	Northshore	Wapato
Fife	Oak Harbor	Wenatchee
Finley	Oakville	West Valley (Spokane)
Franklin Pierce	Okanogan	West Valley (Yakima)
Freeman	Olympia	White Salmon
Garfield	Onalaska	Yakima
Goldendale	Orting	Yelm
Granger	Othello	Zillah
Harrington	Pasco	

Appendix E



Appendix F

Number, Types and Percent of Certificates held by Public School Teachers in Sample, by Selected School and Teacher Characteristics										
School and Teacher Characteristics	Initial		Residency		Standard/ Continuing (lifetime)		Continuing (clock hours)		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of certificates	149	29%	44	9%	122	24%	142	28%	50	10%
School instructional level										
Elementary school	80	28%	24	8%	83	29%	78	28%	18	6%
Middle school	30	33%	8	9%	14	15%	27	30%	12	13%
High school	37	30%	10	8%	24	20%	33	27%	19	15%
Combined	2	20%	2	2%	1	10%	4	40%	1	10%
Region*										
West (outside Central Puget Sound)	58	32%	11	6%	44	24%	50	27%	20	11%
West (Central Puget Sound)	45	31%	10	7%	34	23%	45	31%	13	9%
Eastern Washington	46	26%	23	13%	44	25%	47	27%	17	10%
Percent of students eligible for free or reduced-price school lunch										
0 - 21%	59	32%	16	9%	43	23%	49	27%	16	9%
21-50%	45	27%	15	9%	39	24%	50	30%	15	9%
51-100%	45	28%	13	8%	40	25%	43	27%	19	12%
Teaching Experience										
0-4 years	66	42%	36	23%	7	4%	29	18%	19	12%
5-14 years	60	31%	7	4%	25	13%	79	41%	20	10%
15+ years	23	14%	1	1%	90	57%	34	21%	11	7%

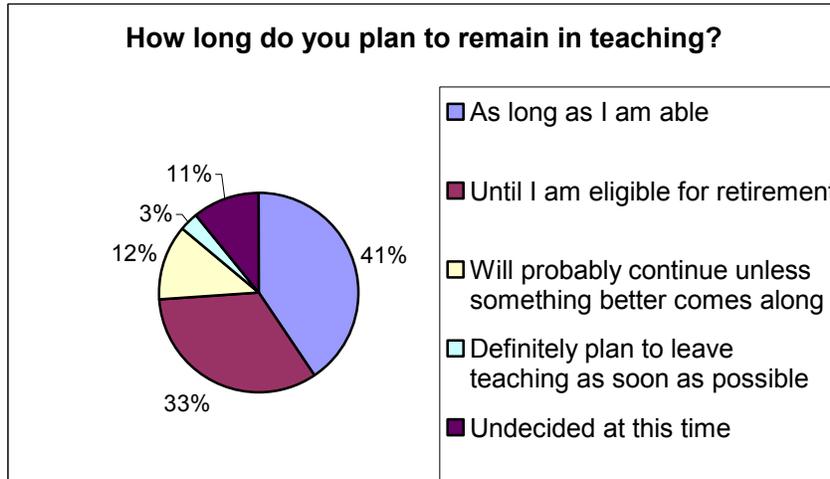
* Region as represented by Educational Service Districts. Puget Sound region is represented by ESD 121. Western WA (not including ESD 121) is represented by ESDs 112, 113, 114 and 189. Eastern Washington is represented by ESDs 101, 105, 123 and 171.

Appendix G

Number and Percent of Teachers in Sample who had Teaching Assistance in their Classroom, by Type of Assistance and School Instructional Level									
	Instructional Assistant		Parent Helper		Student Helper		Title I Teacher		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Teachers reporting assistance by category*	148	39%	78	21%	59	16%	32	8%	
School instructional level									
Elementary school	92	24%	74	20%	28	7%	28	7%	
Middle school	24	6%	1	0%	14	4%	2	1%	
High school	25	7%	2	1%	16	4%	2	1%	
Combined	7	2%	1	0%	1	0%	0	0%	

* A small number of teachers reported receiving other types of assistance (literacy coaches, teaching partners, etc.). This accounted for 5% of the total teaching assistance and is not listed here. Teachers may be counted more than once if they reported

Appendix H



Appendix I

If you could go back to your college days, would you become a teacher or not? Teacher Responses Listed by Poverty Level of School								
Response	<i>All Teachers</i>		0-20% Students eligible for free or reduced priced lunch		21-50% Students eligible for free or reduced priced lunch		51-100% Students eligible for free or reduced priced lunch	
	<i>Number</i>	<i>Percent</i>	Number	Percent	Number	Percent	Number	Percent
Certainly would become a teacher	156	41%	57	43%	42	34%	57	48%
Probably would become a teacher	121	32%	42	32%	45	36%	34	28%
Chances about even for and against	58	15%	18	14%	22	18%	18	15%
Probably would not become a teacher	32	8%	14	11%	8	6%	10	8%
Certainly would not become a teacher	7	2%	0	0%	6	5%	1	1%
Missing	4	1%	2	2%	2	2%	0	0%
Total	378	100%	133	100%	125	100%	120	100%