

**TEACHER STANDARDS AND PRACTICES  
COMMISSION SURVEY  
JANUARY - FEBRUARY, 2002**

**SURVEY METHODOLOGY AND RESULTS**



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## **INTRODUCTION**

The Teacher Standards and Practices Commission (TSPC) contracted with the University of Oregon Survey Research Laboratory (OSRL) to obtain valid and reliable data on Oregon licensed educators' experiences communicating with TSPC, how well TSPC keeps educators informed, and their understanding of recent changes in licensure requirements. Working closely with the TSPC representative Mary Ann Messiers, OSRL planned, pre-tested, and implemented a telephone survey of 405 licensed educators randomly drawn from a list of all licensed educators in Oregon. This report summarizes the survey methodology and results.

## **SURVEY METHODOLOGY**

This section describes OSRL's procedures for developing and implementing the telephone survey instrument and the sample required to conduct this representative survey.

### **SURVEY INSTRUMENT**

The survey instrument resulted from an intensive meeting with Mary Ann Messiers to identify key concepts and areas to investigate. In the final instrument, a few survey questions replicate those from previous OSRL surveys to provide points of comparison. Most questions, however, are custom originals, created and tested by OSRL for this study only. OSRL staff pretested questions for clarity, accuracy, validity, and variability of response. They also pretested the entire instrument for flow, comprehensiveness, length, and factors which affect respondents' cooperation and attention. OSRL Project Director Tony Silvaggio programmed the survey instrument into OSRL's computer-aided telephone interviewing (CATI) system and staff members further pretested it.

The survey began by describing the study and guaranteeing respondents confidentiality. The first survey question asked if the selected adults were currently active educators (or, in one instance, had applied for reinstatement). The ensuing survey interview comprised the following subject areas:

1. how well TSPC keeps educators informed of licensure deadlines and changes in licensure rules and laws;
2. licensed educators' experiences with TSPC when they inquire by telephone, e-mail, U.S. mail, and in-person visits, including clarity, courtesy, quality of information, and

- understanding of reasons for contact, whether messages were returned within 24 hours, and summary quality ratings;
3. licensed educators' knowledge and understanding of recent licensure requirement changes;
  4. licensed educators' characteristics, especially with regard to their license types, employment, and demographic background.

Messiers, representing TSPC, approved the final version of the survey instrument. Section 2 of this documentation provides a facsimile of the instrument with embedded "topline" frequency results. All interviews were completely confidential. OSRL obtained human subjects approval from the University of Oregon.

#### SAMPLE AND SAMPLING ERROR

In order to draw a representative random sample of licensed educators in Oregon from which to conduct telephone interviews, TSPC provided OSRL with a current population list of 57,865 educators. The Project Director quickly realized that 30,514 had no telephone numbers, that 7,417 cases on the list were duplicates, and that 2,014 cases lived out of state or out of the country. Excluding these problematic cases left 17,920 cases from which to draw the random sample. (In addition, we later found that 13% of the cases randomly selected for the study had unusable telephone numbers, as shown below.)

To the extent that excluded cases systematically differ from included cases (because TSPC did not provide telephone numbers or numbers were unusable), the final survey sample could be biased. For example, if TSPC began requesting educators' telephone numbers 15 years ago, older educators could be underrepresented in the study. For another example, if TSPC does not require updated telephone numbers from educators who move, and if mobile educators differ systematically from stationary educators, the study's sample could be biased.

OSRL has no information to assess the extent to these potential list biases are true problems. Lacking such information, this final report must assume that this study accurately represents the underlying population of licensed Oregon educators.

OSRL's sampling procedure for a random-from-list sample involves scientifically selecting a representative sample from the population and loading it into our computer-aided telephone interviewing system (CATI). Sampling is pre-programmed and accomplished without interviewers' intervention. CATI randomly distributes telephone numbers to interviewing stations, and they appear automatically on interviewers' computer screens. Interviewers place telephone calls with a computer keystroke, effectively preventing dialing errors.

The target number of completed interviews for this study was 400, and interviewers actually completed 405. In order to achieve these, the Project Director randomly selected 699 cases, of which interviewers used 696. These telephone number distributed as follows:

- ▶ 59% completed interviews.
- ▶ 13% ineligible, because telephone numbers were disconnected, non-residential, non-working, or fax/modem lines. Also, in nine cases individuals reported that they were not licensed Oregon educators.
- ▶ 11% unknown, because telephone numbers were consistently busy, never answered, or answered by machines, and thus interviewers could not ascertain suitability for the study.

- ▶ 10% respondents were eligible for interviews, but never home or “too busy now”.
- ▶ 5% refused.
- ▶ 1% unable to interview due to illness or absence for the study duration.

Altogether, interviewers dialed the 696 telephone numbers 2,566 times, for the following final distribution of dial attempts:

- ▶ 16% completed interviews;
- ▶ 19% respondents eligible for interviews;
- ▶ 2% refusals;
- ▶ 4% ineligible (disconnected, non-working, non-residential, fax/modem, not licensed educators); and
- ▶ 58% could not be ascertained.

The final survey response rate was 69% and the refusal rate was just 4%. Section 4 of the bound report provides a complete sample and response rate report, which illustrates the sample information described above. The same section provides detailed equations illustrating the manner in which OSRL weights “unknown” cases to calculate refusal and response rates.<sup>1</sup> These excellent rates cohere with interviewers’ reports of an unusual degree of interest and cooperation among licensed educators for this research study. This interest was reflected in their final opinions of the study itself, which we report below.

Survey researchers calculate sampling errors to assist data users in assessing how much confidence to place in a particular survey result. Large random samples reduce sampling error. Results for survey questions in which there is low variability also have less sampling error; for example, a variable with a 50/50 proportional split has wider confidence intervals than a variable with a 5/95 proportional split. For this study of n=405, the sampling error is  $\pm 4.85$  percentage points on a variable with a 50/50 proportional split (at the 95% confidence level). This means that the true population value lies between 48.15% and 54.85%. For a variable with a 5/95 proportional split, the sampling error is  $\pm 2.11$  percentage points, meaning that the true population value lies between 47.89% and 52.11%.

#### DATA COLLECTION

Interviewer training for this survey occurred on January 24, 2002. Section 3 contains project-specific interviewer instructions. Only experienced interviewers worked on this study. Interviewing took place Friday, January 25<sup>th</sup> until Saturday, February 2<sup>nd</sup>, with interviewers calling from 5:00 p.m. to 9:00 p.m. Monday through Friday, 9:00 a.m. to 9:00 p.m. Saturday, and 1:00 p.m. to 9:00 p.m. Sunday. Respondents who requested daytime callbacks were interviewed on weekdays. Interviewers placed up to 24 calls to each valid telephone number. Interviews averaged 16 minutes.

The survey was conducted using of OSRL's CATI system, in which sampling, interviewing, and data entry are accomplished interactively and seamlessly. The programmed survey instrument contains all survey questions, interviewer probes for consistency, pre-coded answer categories, and skip logic (to prevent inappropriate or incorrect questions from being asked).

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<sup>1</sup> Response rates are calculated in the rigorous methodology recommended by Robert M. Groves, *Survey Errors and Survey Costs*, 1989.

In administering the survey, interviewers use telephone headsets in sound-reduced carrels at computer workstations connected by an NT network. The CATI system attaches the pre-programmed survey instrument to each random telephone number. As respondents answer questions, interviewers enter the data into the CATI data file. CATI eliminates out-of-range responses and wild codes by validating each response interactively and disallowing inappropriate entries. CATI automatically strips names and telephone numbers from the data to ensure confidentiality. Thus, CATI eliminates many routine and error-prone coding and data entry tasks, enabling OSRL to maintain the highest quality control standards.

## **SURVEY RESULTS**

We present the survey results around the following subject areas: a profile of survey respondents; licensed educators' communication with TSPC and satisfaction with the TSPC services; and their knowledge and understanding of recent licensure requirement changes. We present some results mainly in the form of graphs, which relate respondents' experiences in a visual format.

Readers of this report also may refer to the 115 banner-style tables in Section 6 for more detailed results. The banner tables crosstabulate each survey question with a range of demographic indicators. The banner data include counts and percentages for each question overall, and counts and percentages for each row and column of the crosstabulation. See Section 5 for instructions on how to read banner tables. Section 7 contains respondents' narrative answers to open-ended questions. In this study, respondents' narrative comments are particularly rich and detailed. In order to save money, however, OSRL did not code or categorize these.

### **PROFILE OF SURVEY RESPONDENTS**

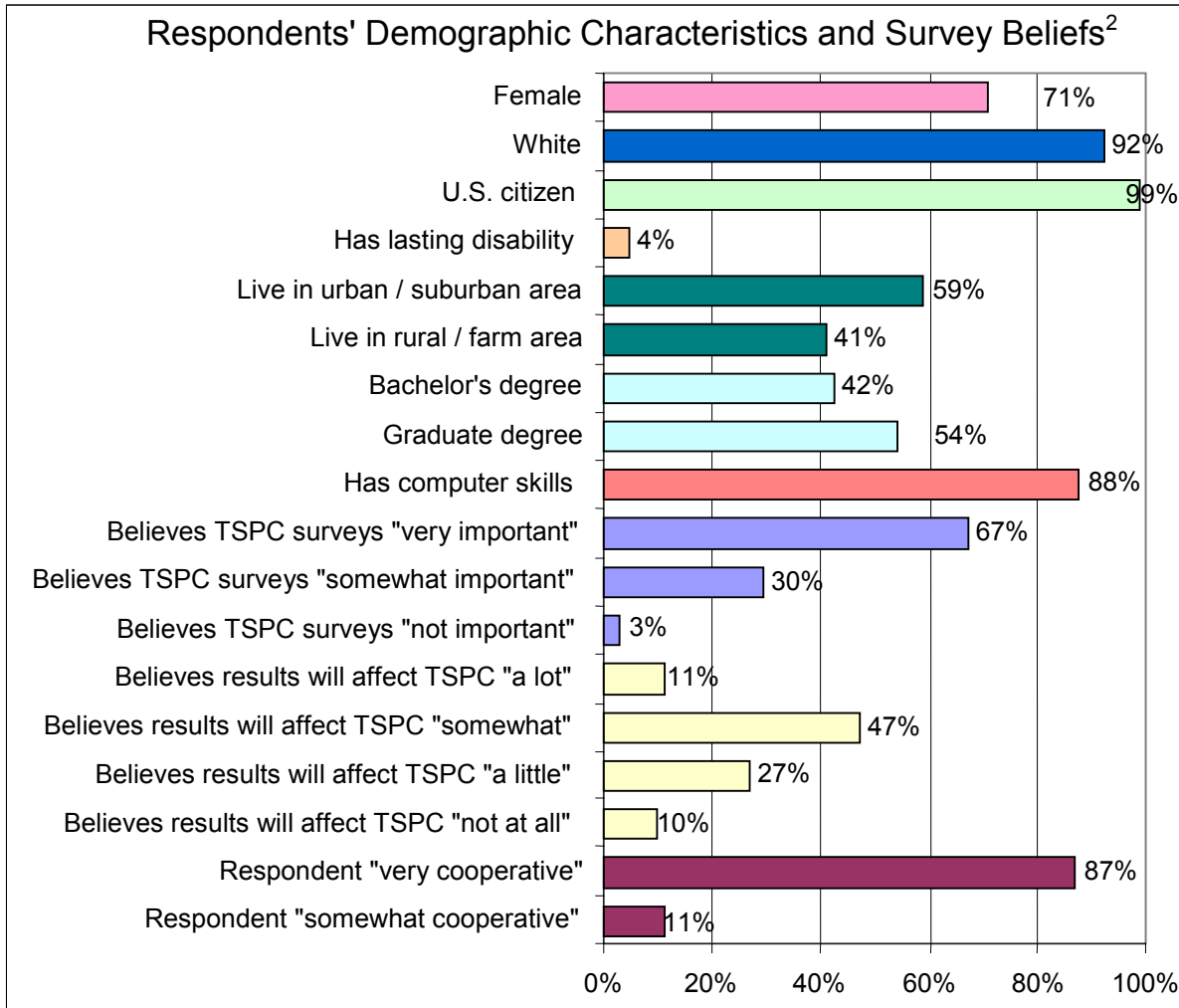
In order to provide context, we begin with a profile of respondents' demographic, employment, and license characteristics, as well as their beliefs about TSPC conducting surveys.

***Demographic Characteristics:*** Figure 1 provides a summary of respondents' demographic characteristics. Twenty-nine percent of the survey respondents were male and 71% were female. Their ages ranged from 22 to 79, with a median age of 47. Ninety-two percent were white, 2% Latino or Hispanic, 1% Asian American or Pacific Islander, 1% African American, 0.3% American Indian, and 0.5% mixed race. Nearly all (over 99%) were United States citizen. Just 4% have a lasting physical, mental or emotional disability.

A somewhat high 41% of respondents reported living in a rural area or on a farm or ranch, specifically 39% rural and 2% farm or ranch. (This does not necessarily indicate that they work in a rural area.) The remaining 59% distributed as 28% urban and 31% suburban. Survey respondents lived in all Oregon counties except Harney and Sherman. The largest numbers of respondents were from Multnomah (14%), Lane (11%), and Washington (11%) counties.

Respondents' educational attainment was 54% master's degrees, 42% bachelor's degree, 3% doctorate or professional degrees. Two respondents (0.5%) had some college but no degree. Fully 88% answered affirmatively to the Oregon benchmark question on computer skills: "Do you know how to use a computer to create or edit documents or graphics, or to analyze data?"

Figure 1.



**Survey Beliefs:** Figure 1 also summarizes respondents' beliefs about surveys and how TSPC will use this survey's results. Fully 97% said it was important for TSPC to utilize surveys "to get details on licensed educators' needs and their opinions about TSPC's services": 67% said "very important" and 30% "somewhat important". However, 11% said they "believe this survey will actually affect TSPC's services" "a lot"; 47% said "some", 27% "a little", and 10% "not at all".

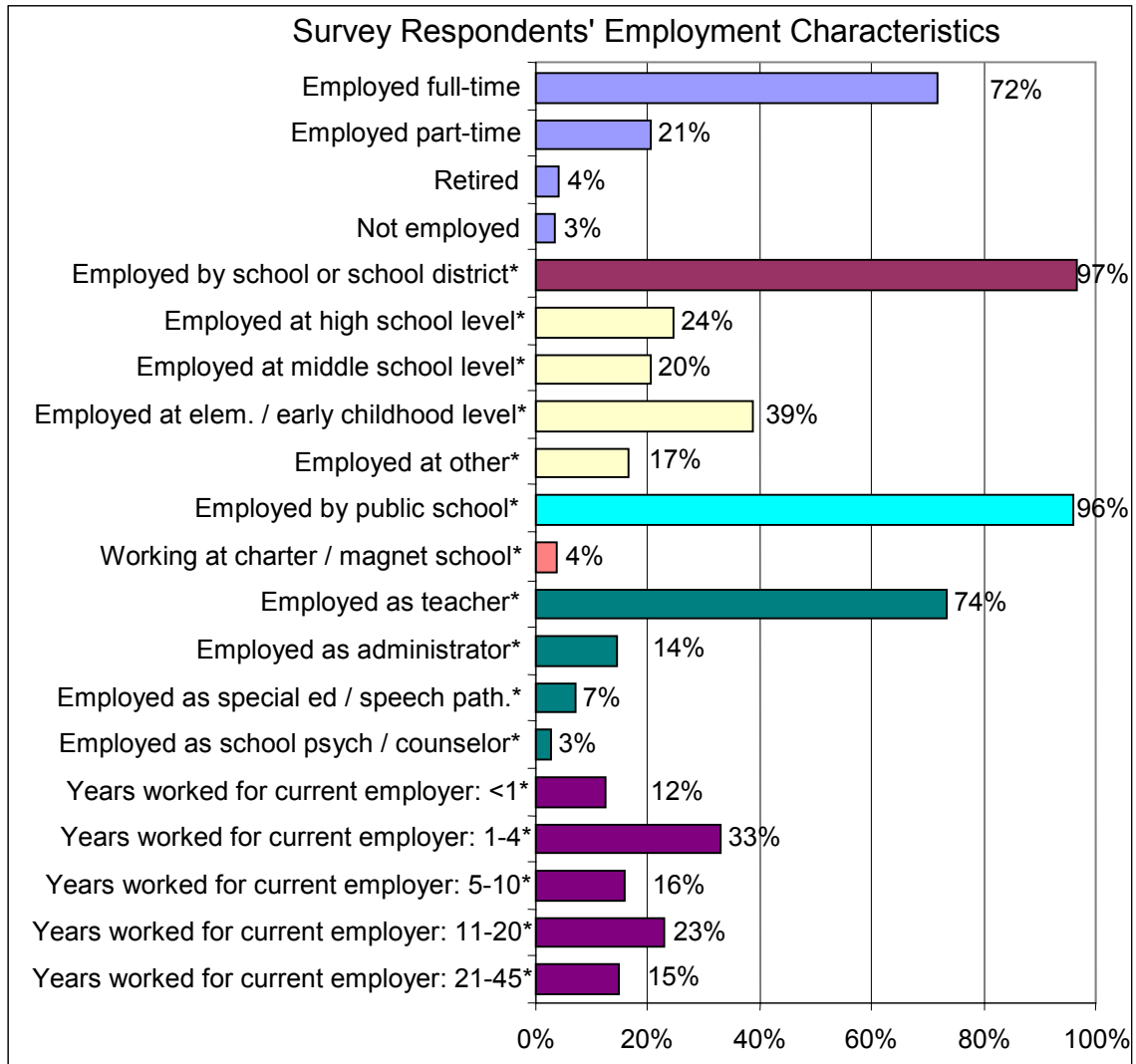
**Employment Characteristics:** Figure 2 graphically portrays respondents' employment profile. Seventy-two percent of respondents worked full time, 21% worked part time, 3% were retired, and 4% were unemployed or out of the labor force. Nearly all those employed (97%) worked for a school or district, and 96% in public schools. Only 4% worked in a charter or magnet school.

When asked what the level of students they served, 3% said early childhood, 36% elementary, 20% middle school, 24% high school, and 17% something else. Most survey respondents work as teachers (74%); in addition, 14% were administrators (8% principals, 2% superintendents, and 4% "other"). Another 6% were special education teachers, 1% speech pathologists, 3%

<sup>2</sup> Note: The colors chosen for the bar charts have no inherent meaning; they were chosen simply to distinguish the results of different survey questions from each other.

counselors and school psychologists, and 1% “other”. Twelve percent worked for their current employer for less than one year, 33% for 1-4 years, 16% for 5-10 years, 23% for 11-20 years, 11% for 21-30 years, and 4% for 31-45 years.

**Figure 2**

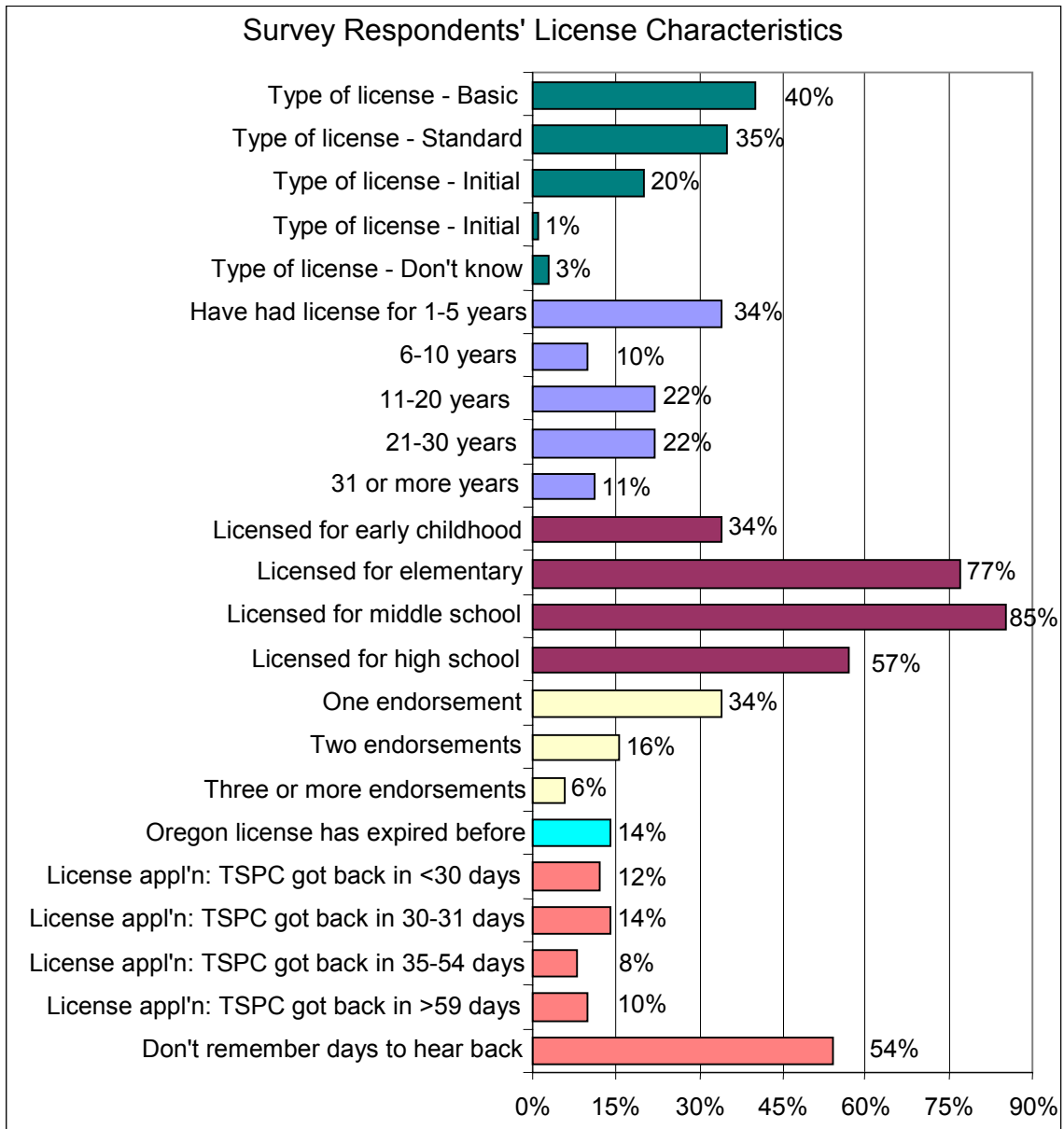


**License Characteristics:** Figure 3 illustrates survey respondents' license characteristics. All but one had an active license; that one respondent had applied for reinstatement. Fourteen percent of respondents said that their Oregon license had expired or lapsed before.

The license types respondents held at the time of the interview were Basic 40%, Standard 35%, Initial 20%, and Continuing 1%; but 3% did not know their license type. When asked how long they had been licensed educators, 34% answered 1-5 years, 10% said 6-10 years, 22% said 11-20 years, 22% said 21-30 years, and 11% said 31-40 or more years.

One third (34%) said they were licensed to serve early childhood, 77% for elementary, 85% for middle school, and 57% for high school. Forty-four percent of respondents reported having no endorsements, 34% had one endorsement, 16% had two, and 6% had three to six endorsements.

**Figure 3**



The survey also asked respondents to think back to the time when they first applied for an Oregon license and whether they remembered how many days it took for them to hear back from TSPC. Half did not remember, but 12% said they heard back from TSPC in less than 30 days, 14% heard back in 30-31 days, 8% in 35-54 days, and 10% in 60 or more days.

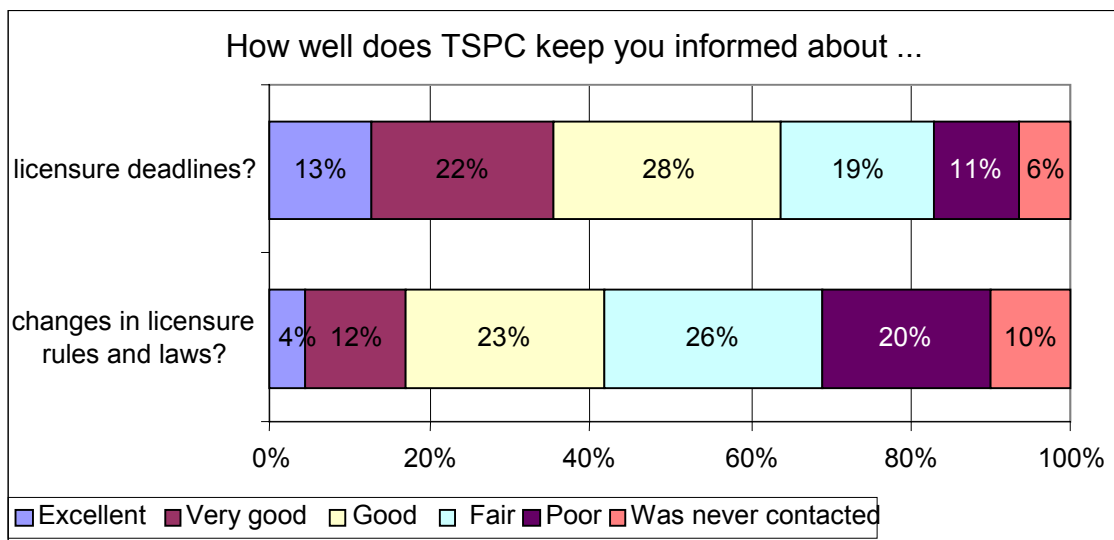
With survey respondents' demographic, employment, and license characteristics in mind, this report now turns to the survey's more substantive results.

## COMMUNICATING WITH TSPC AND SATISFACTION WITH TSPC SERVICES

The survey began by asking a few general questions about TSPC. When asked “Overall, when you think about TSPC, are your feelings generally positive, generally negative, or are they neutral?” 24% of respondents reported “generally positive” feelings, about half (48%) reported “neutral” feelings, and 27% said “generally negative”.

**How Well TSPC Informs:** The next survey questions concerned information TSPC provides to licensees; see Figure 4. When asked, “How well does TSPC keep you informed about licensure deadlines?”, 13% of respondents said “excellent”, 22% “very good”, and 28% “good”. However, 19% rated TSPC “fair”, 11% “poor”, and 6% said TSPC never contacted them about deadlines.

**Figure 4**



When asked, “How well does TSPC keep you informed about changes in licensure rules and laws?”, 4% rated TSPC “excellent”, 12% “very good”, and 24% “good”. However, 16% rated TSPC “fair”, 20% “poor” and 10% said TSPC never contacted them about changes.

After these “warm-up” questions, the survey covered telephone, e-mail, in-person visits, and letter communication in detail.

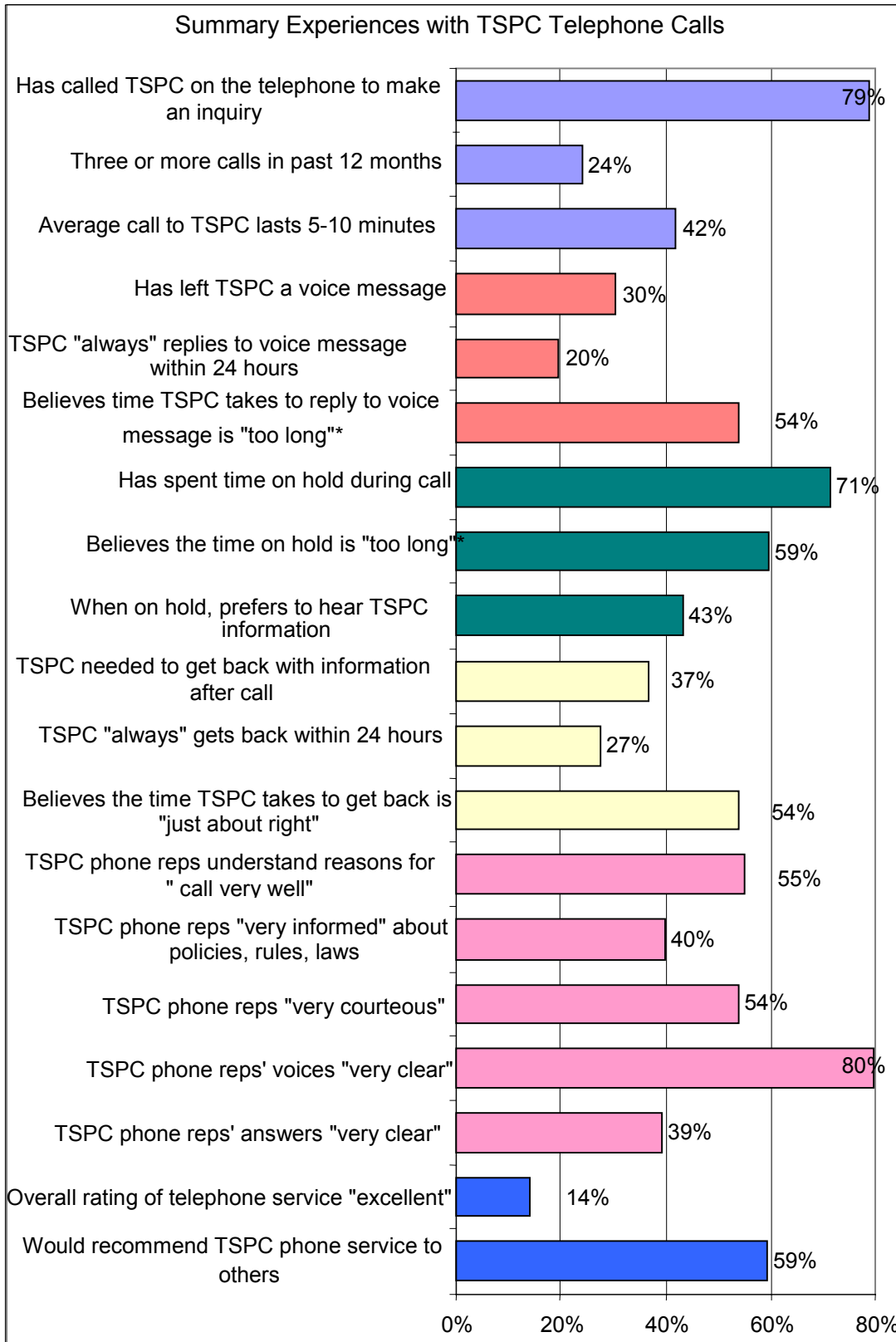
**TSPC Telephone Services:** Figure 5 summarizes respondents’ experiences calling TSPC on the telephone to make an inquiry. Seventy-nine percent had called TSPC on the telephone to make an inquiry at some point in time. Of these, 42% had not called TSPC in the preceding 12 months.

Of respondents who called TSPC in the preceding 12 months, 34% called 1-2 times, 15% called 3-5 times, and 9% called more than 10 times. Twenty-nine percent said a telephone call to TSPC averaged 1-5 minutes, 37% said 5-15 minutes, 19% said 16-30 minutes, and 3% said more than 30 minutes. Ten percent of respondents didn’t remember how many minutes their calls to TSPC took.

Only 30% had ever left a voice mail message at TSPC when the telephone lines were busy. When asked “How often does someone from TSPC get back to you within 24 hours?”, 20% said “always”, 22% said “often”, 19% said “sometimes”, 6% said “rarely”, and 32% said “never”.



Figure 5



Asked further if "... the amount of time it takes for someone to get back to you was too long, just about right, or short?", 54% said "too long", 41% said "just about right", and 4% said "short".

Seventy-one percent of TSPC callers spent time on hold. Of these, 59% thought that the amount of time they spent on hold was "too long", 32% said "just about right", and 5% said "short". When on hold, 30% preferred to hear music, 43% preferred to hear TSPC information, and 19% preferred to hear nothing.

TSPC needed to get back to 37% of respondents after their telephone call. Just 27% said a TSPC representative "always" got back within 24 hours, 27% said "often", 15% said "sometimes", 13% said "rarely", and 12% said "never". TSPC took "too long" to get back to them reported 40%, but 54% said the amount of time TSPC took to get back "just about right", and 5% said "short".

For the question "How well do the TSPC telephone representatives understand the reasons you called?", most respondents said "very well" (55%) and "somewhat" (27%). However, 11% said "not very well" and 2% said "not at all". From TSPC telephone representatives' answers, 40% of respondents said that they were "very" informed about policies, rules and laws, another 37% said "somewhat" informed, 10% said "not very" informed, and 1% said "not at all" informed.

Over half of respondents (54%) rated TSPC telephone representatives as "very courteous", 31% said "somewhat courteous", 8% "not very courteous", and 2% "not at all courteous". Fully 93% said the TSPC telephone representatives' voices were "very" or "somewhat clear". Another 81% said the meaning of representatives' answers was "very" or "somewhat clear".

To a summary satisfaction question, 14% of respondents rated TSPC's telephone service "excellent", 42% said "good", 28% said "fair", and 14% said "poor". An indirect indicator of satisfaction is answers to the question: "Would you recommend the TSPC telephone service to others?" Over two-thirds (69%) answered "yes".

***TSPC E-mail Services:*** Only 18% of the survey's respondents had ever contacted TSPC by e-mail to make an inquiry. Figure 6 summarizes their experiences.

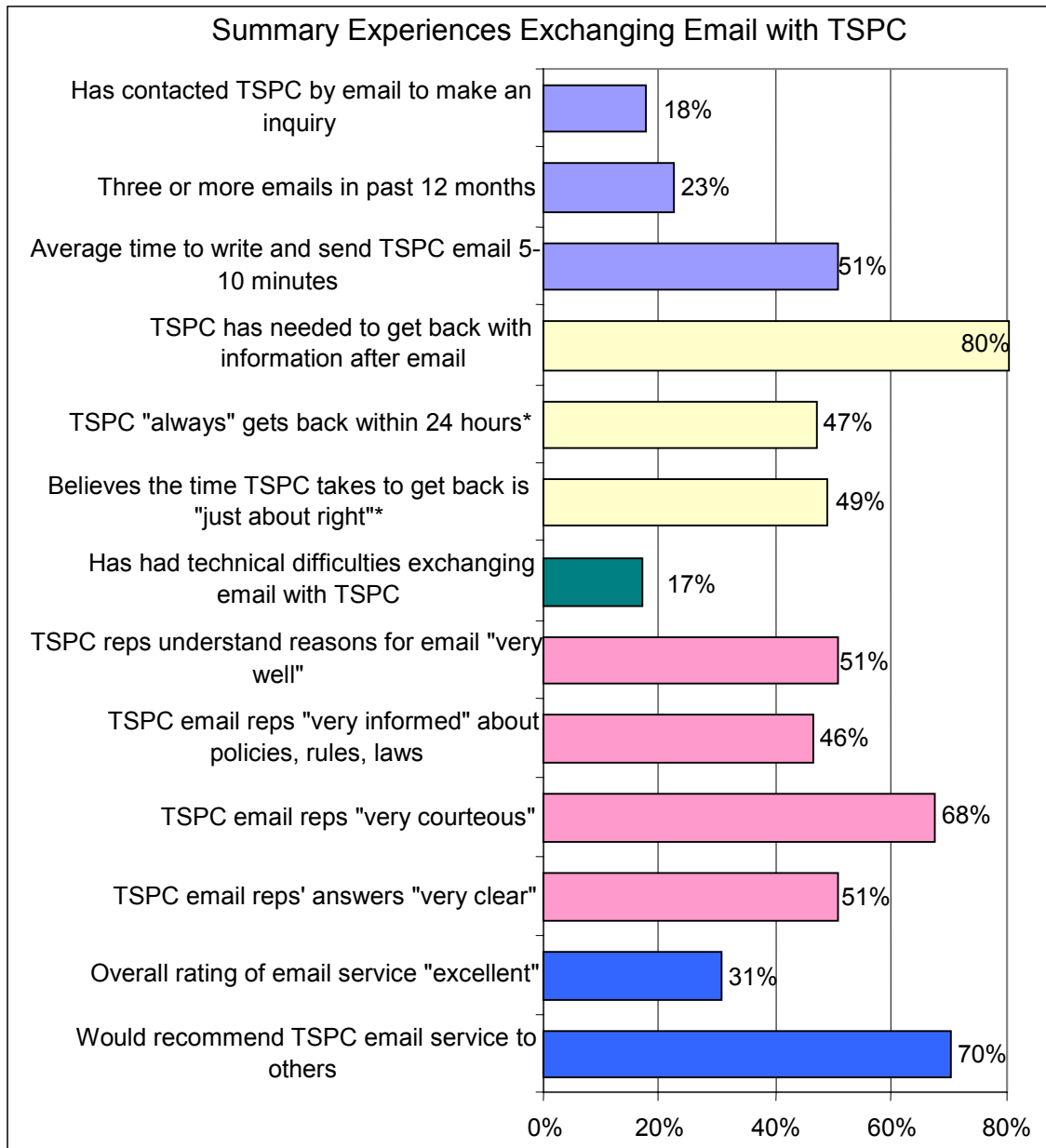
Of those who ever contacted TSPC by e-mail, 15% had not done so at all in the 12 months preceding the interview. But 62% had e-mailed TSPC 1-2 times in the preceding 12 months, and 24% said 3 or more times. The time to compose and send an e-mail message was 1-4 minutes for 42% of e-mailers and 5-10 minutes for 51%. The task takes 15-30 minutes for 7%.

TSPC needed to reply to 80% of e-mailers at one time or another. Nearly half, 47%, said TSPC "always" answered e-mail within 24 hours, 11% said "often", 2% said "sometimes", 4% said "rarely", and fully 35% said "never". The amount of time to hear back from TSPC by email was "too long" thought 42%; but 49% said the reply time was "just about right" and 9% said "short".

Eighteen percent experienced technical difficulties exchanging e-mail with TSPC, from TSPC's side of the exchange (12 persons). Section 7 of the bound report, "Narrative Answers to Open-ended Questions", presents the e-mail problems respondents experienced in their words.

TSPC e-mail representatives understood the reasons respondents e-mailed "very well" said 51% of e-mailers, "somewhat well" said 24%, "not very well" said 1%, and "not at all" said 8%. They were "very informed about policies, rules and laws" said 46%, "somewhat informed" said 25%, and

Figure 6



“not very” or “not at all informed” said 4%. Note that 24% of respondents replied “don’t know” or “no answer” to this question, presumably because their e-mail did not require a response.

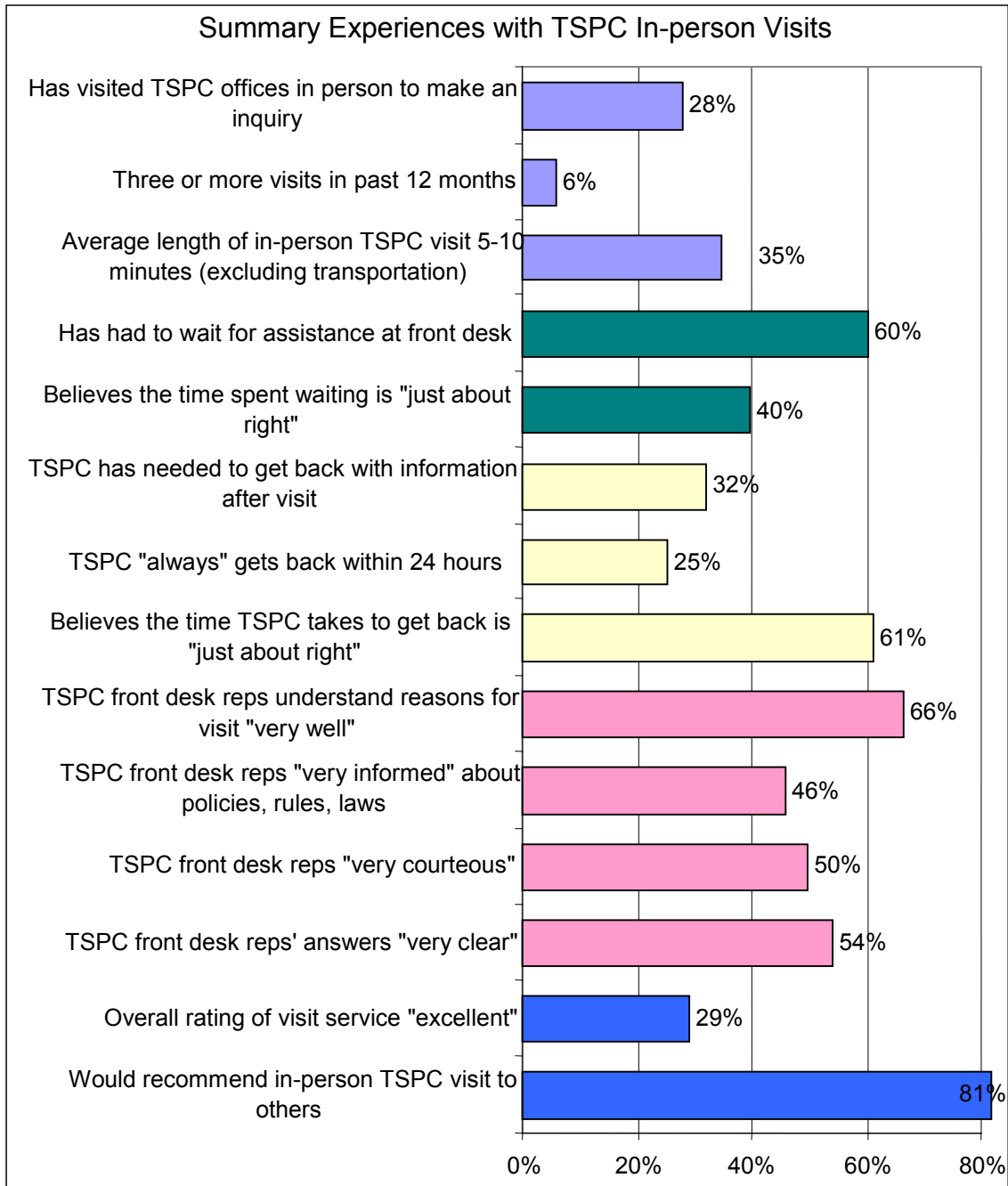
Sixty-eight percent of e-mailers reported TSPC representatives’ e-mail replies were “very courteous”, 11% said “somewhat courteous”, and 4% said “not very” or “not at all courteous”. Seventeen percent said “don’t know” or “no answer”, probably for similar reasons to those given above. Fifty-one percent of e-mailers said TSPC representatives gave “very clear” answers to inquiries; another 21% said “somewhat clear”, 6% “not very clear”, and 3% “not at all clear”, with 20% “don’t know” or “no answer” replies.

Thirty-one percent of e-mailers to TSPC summarized the service as “excellent”, 28% as “good”, 15% as “fair”, and 24% as “poor”. But 70% would recommend TSPC’s e-mail service to others.

**TSPC In-person Front Desk Services.** About one-quarter (28%) of survey respondents reported visiting the TSPC office in person to make an inquiry. Figure 7 summarizes their experiences.

Of those who had ever personally visited TSPC, 6% visited 3-5 times in the preceding 12 months, 33% visited 1-2 times, and 61% had not visited at all in the preceding 12 months. The length of an in-person visit to make an inquiry ranged from 2 minutes to over 96 minutes (transportation time excluded). TSPC visits averaged 5-10 minutes for 35% of visitors, and 20-60 minutes for 30%.

**Figure 7**



Sixty percent of those who visited the TSPC office waited for assistance. Of those, 49% said the waiting time was “just about right”, 12% said it was “short”, and 40% said it was “too long”.

Of those who visited TSPC, 32% needed a TSPC representative to get back to them as a result of a visit. A quarter of these respondents said the TSPC representatives “always” got back to them within 24 hours, 19% said “often”, 11% said “sometimes”, 14% said “rarely”, and 17% said “never”. Nonetheless, 61% said the time it took for TSPC to get back to them was “just about right”, 33% said it was “too long”, and none said it was “short”.

Sixty-six percent of visitors said TSPC front desk representatives understood the reasons for their visit “very well”. Another 16% said they understood “somewhat” well, 10% said “not very” well, and 1% said “not at all” well. In addition, 46% said front desk representatives were “very informed” about policies, rules and laws, 27% said “somewhat informed”, 7% said “not very” informed, and 2% “not at all informed”. For unknown reasons 18% answered “don’t know” or “no answer”.

Half the in-person visitors reported TSPC representatives to be “very courteous”, 35% said “somewhat courteous”, 5% said “not very” courteous, and 3% said “not at all courteous”. Representatives’ answers were “very clear” to 54% of visitors, “somewhat clear” to 31%, “not very clear” to 6%, and none said “not at all clear”. However, 9% said “don’t know” or “no answer”.

Overall, 29% of in-person visitors rated TSPC’s front desk service “excellent”, 45% “good”, 16% “fair”, and 5% “poor”. Eighty-one percent would recommend the TSPC front desk to others.

***TSPC Letter Services:*** Only 23% of the survey respondents had ever mailed a letter through the U.S. Postal Service to the TSPC office to make an inquiry. Figure 8 illustrates their experiences.

Of those who had ever mailed TSPC a letter, 15% mailed two or more letters in the preceding twelve months, 29% mailed one letter, and 56% had not done so in the preceding twelve months. The task of writing and mailing TSPC a letter ranged from two minutes to more than 96 minutes, with a modal time of 15 minutes with 23% of letter writers. But 28% said writing TSPC a letter took them 5-10 minutes, 62% said 15-30 minutes, and 6% said more than 30 minutes.

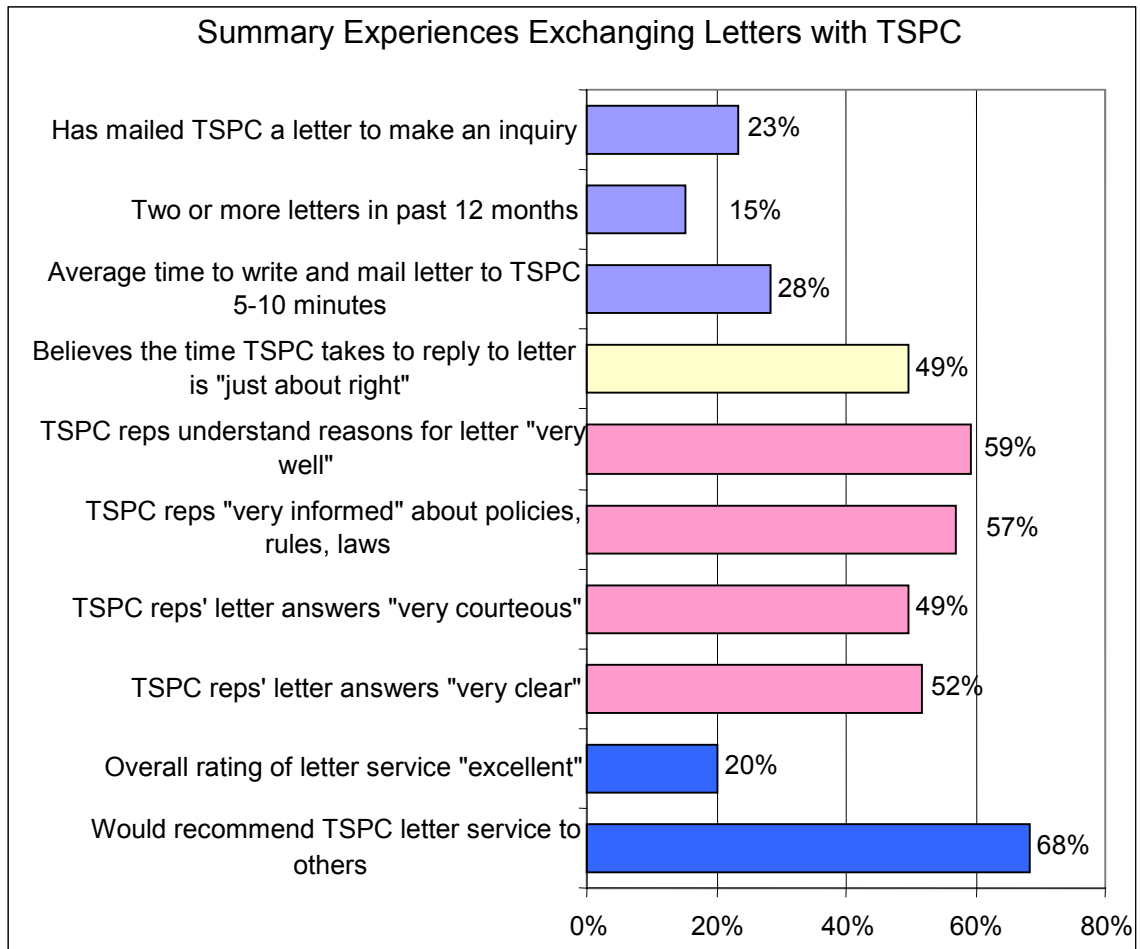
The amount of time it took for respondents to hear back from TSPC after their letter of inquiry was “just about right” for 49%, but “too long” for 46%, and “short” for 2%.

Of respondents who wrote TSPC, 59% said the representatives understood their letters “very well”, 27% said “somewhat well”, said 7% “not very well” and 2% said “not at all”. Fifty-seven percent reported that TSPC representatives seemed “very informed” about policies, rules and laws; another 28% said “somewhat informed”, 6% said “not very informed”, and 2% said “not at all informed”.

TSPC representatives’ replies were “very courteous” said 49% of respondents, “somewhat courteous” said 37%, “not very courteous” said 8%, and “not at all courteous” said 1%. Over half, 52%, said TSPC representatives’ replies were “very clear”, 31% said “somewhat clear”, 8% said “not very clear”, and 6% said “not at all clear”.

Twenty percent of those who wrote to TSPC said the letter services were, overall, “excellent”, 45% said “good”, 25% said “fair”, and 8% said “poor”. In response to the question “Would you recommend TSPC’s letter services to others?”, 68% said “yes”.

Figure 8



Figures 9-13 summarize the results of key questions in the preceding four sections and provide comparisons across modes of contact with TSPC. However, we let the data speak for themselves and do not repeat interpretations.

Figure 9

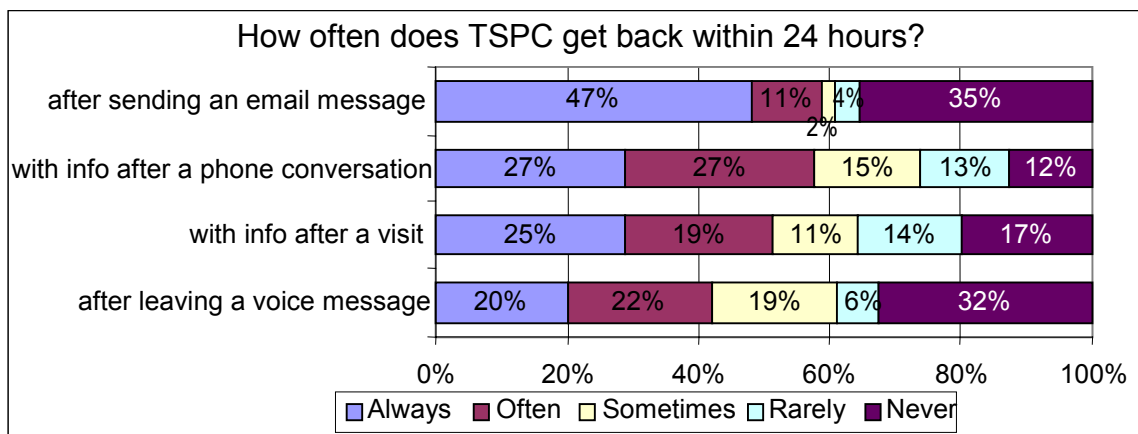


Figure 10

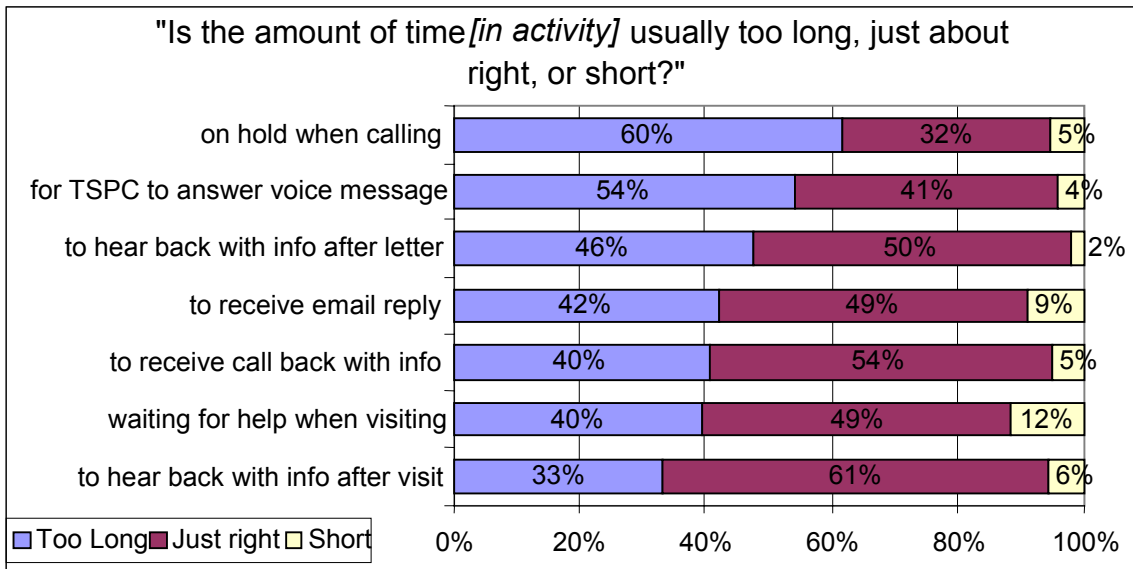


Figure 11

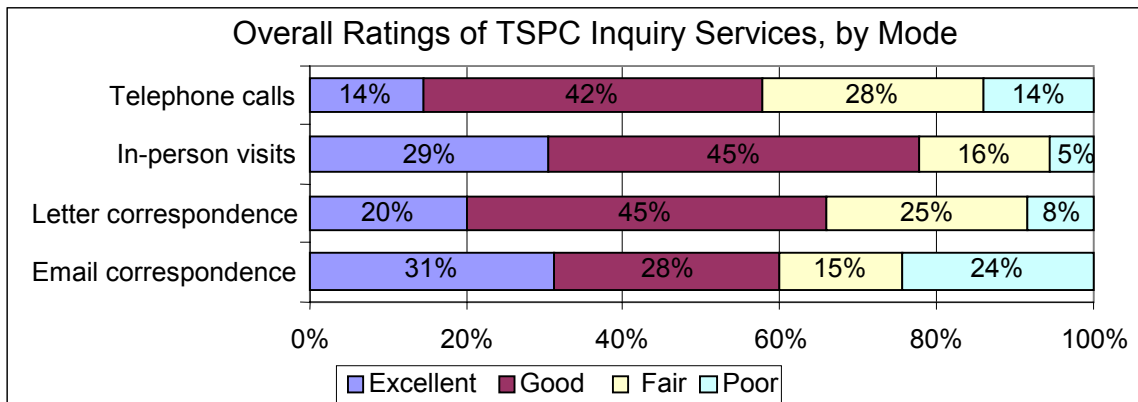


Figure 12

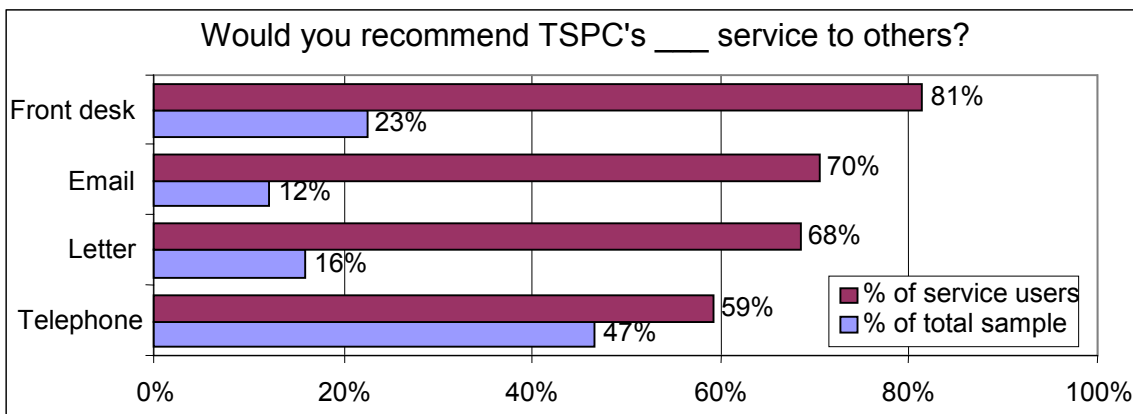
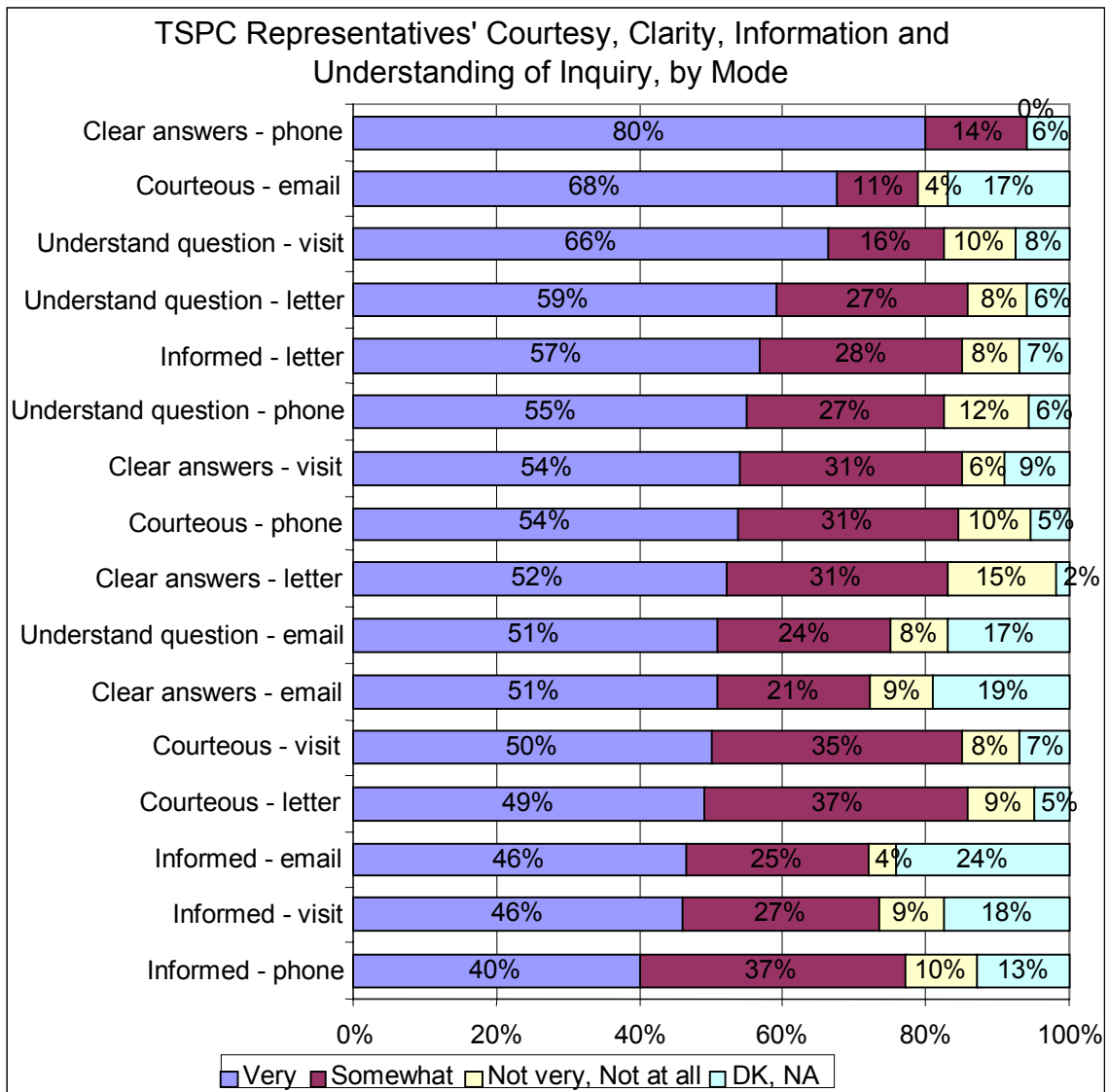


Figure 13



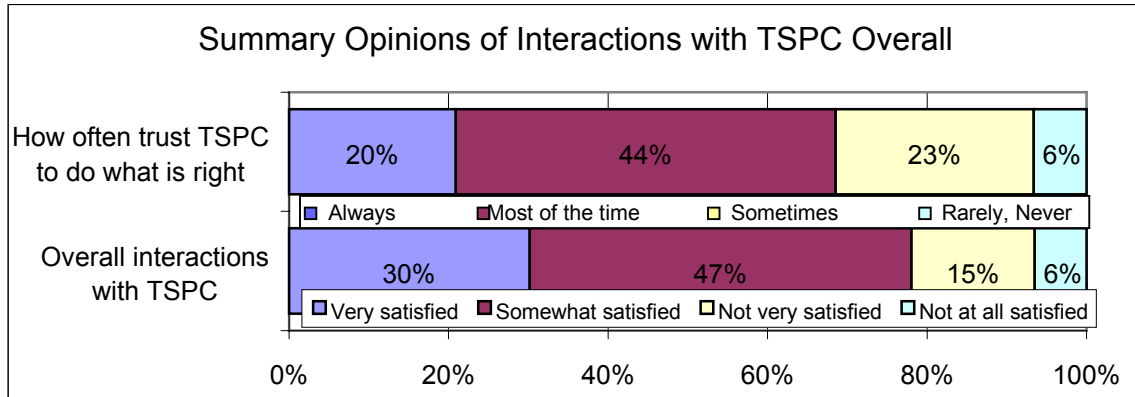
**Overall Satisfaction with TSPC:** This section of the interview concluded with four summary questions about TSPC, of which two are illustrated in Figure 14.

The first is a standard satisfaction question: “Thinking about your interactions with TSPC overall, have you been very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?” Thirty percent of survey respondents answered “very satisfied” overall, 47% said “somewhat satisfied”, 15% said “not very satisfied”, and 6% said “not at all satisfied”.

The second is a standard trust question: “Overall, how often can you trust TSPC to do what is right - never, rarely, sometimes, most of the time, or always?” Twenty percent of respondents answered “always”, 44% said “most of the time”, 23% said “sometimes”, 4% said “rarely”, and 2% said “never”.



Figure 14

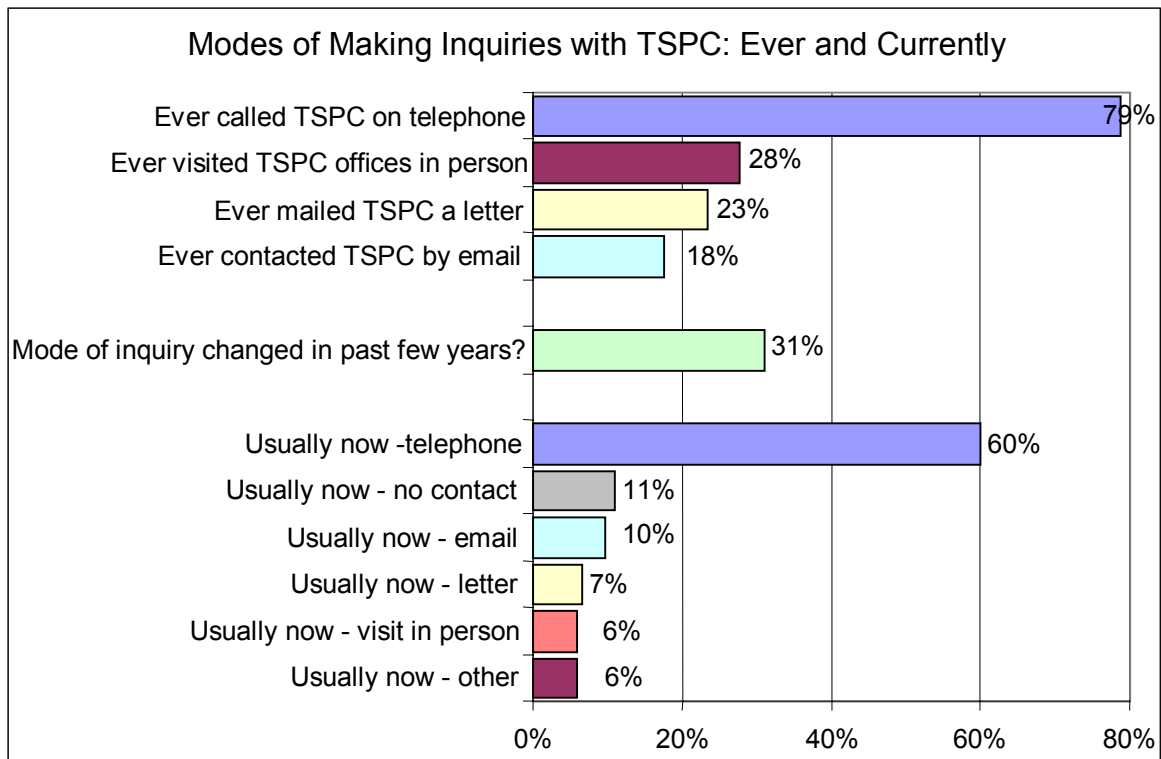


The third and fourth summary questions asked respondents to consider “the one best thing about TSPC” and to provide “the one thing you would change or improve”. Section 7 provides collated but uncoded answers to these open-ended questions.

**Current and Continuing Contact with TSPC:** These days, when survey respondents have a question or need information, 60% usually contact TSPC by telephone, 10% by e-mail, 7% by mail, and 6% by in person visit (see Figure 15).

However, 31% said they have changed how frequently they contacted TSPC over the past few years. Of these respondents, 70% said they “decreased” their contact and 29% said “increased”. Section 7 contains their open-ended response to “Why?” they have increased or decreased their TSPC contact.

Figure 15



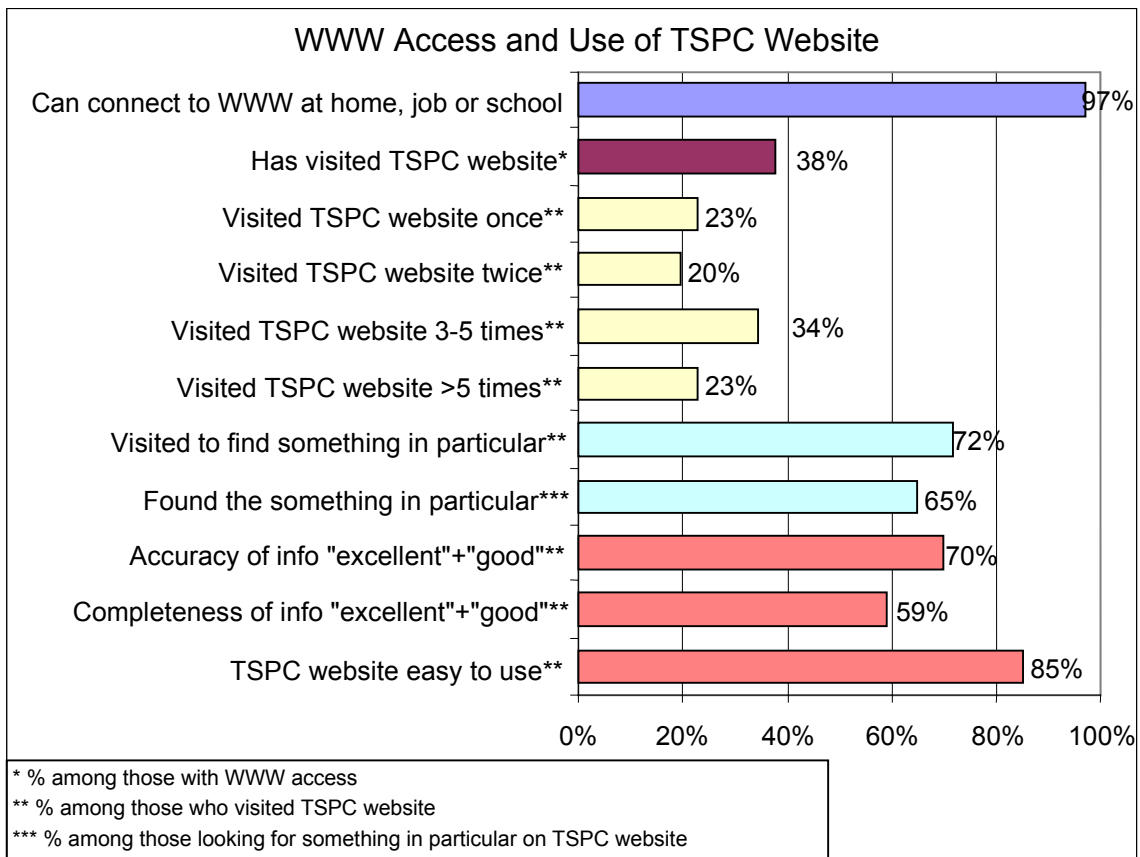
Thirty-eight percent of respondents last contacted TSPC 0-6 months ago, 17% last contacted 7-12 months ago for, 16% last contacted TSPC 13-24 months ago, and 21% last contacted TSPC more than two years ago. The subject of respondents' most recent inquiry was license renewal for 46%, a new license for 15%, license reinstatement for 2%, and "other" for 27%.

**TSPC Web Site:** With the growth of the Internet, an increasing way to obtain information without direct human contact is via TSPC's World Wide Web site. Fully 97% of this survey's respondents said they are able to connect to the Internet or World Wide Web from home, school, a job, or volunteer work. In addition, as mentioned above, 88% know how to use a computer to create or edit documents or graphics, or to analyze data.

Respondents with WWW access were asked if they had ever visited TSPC's website, and 38% answered "yes" (see Figure 16). Of those who visited it, 23% visited once, 20% twice, 34% 3-5 times, and 23% more than 5 times. Seventy-two percent were looking for something in particular, such as licensure requirements, renewing licenses, and licensing forms. Sixty-five percent of TSPC website visitors said they found what they needed on it.

Of TSPC website visitors, 30% rated its information accuracy "excellent", 40% said "good", 13% said "fair", and 6% said "poor". For information completeness, 23% said "excellent", 36% said "good", 21% said "fair", and 11% said "poor". For ease of use, 41% rated TSPC's website as "very easy", 45% said "somewhat easy", 8% said "somewhat difficult" and 3% said "very difficult".

**Figure 16**



## **KNOWLEDGE AND UNDERSTANDING CHANGES IN LICENSURE REQUIREMENTS**

For the 80 respondents who have an “Initial License”, the survey asked about their knowledge of changes in licensure requirements that occurred in January 1999. In response to a question about the ease or difficulty of understanding the materials TSPC sends about license requirements, 14% said they were “very difficult”, said 34% “somewhat difficult”, 26% said “somewhat easy”, and 9% said “very easy”. For unknown reasons, 17% replied “don’t know” or “no answer”.

With regard to the new licensure structure, 16% said it is “very difficult” to understand, 31% said “somewhat difficult”, 26% said “somewhat easy”, and 10% said “very easy”; 16% gave “don’t know” or “no answer” replies.

With the new licensure timelines, respondents reported less difficulty. Just 9% said they are “very difficult” to understand, 23% said “somewhat difficult”, 36% said “somewhat easy”, and 20% said “very easy”; 12% gave “don’t know” or “no answer” replies.

Importantly, 45% of respondents believed licensure requirements contribute “a lot” to Oregon’s schools having quality educators. In addition, 33% believed licensure requirements contribute “some” to educator quality, 16% said “a little”, and just 4% said “not at all”.

Fully 79% of respondents with an “Initial License” were aware that educators holding an Initial License need a Continuing License within six years of the Initial License award date. Moreover, 63% understood Continuing License requirements; 23% understood “very well”, 40% understood “somewhat”; but 27% understood these requirements “not very well”, and 10% understood them “not at all”. For the 30 respondents who do not understand the Continuing License requirements, Section 7 contains their answers to an open-ended question about what they have the most trouble understanding and where they get their most useful information.

Twenty-nine percent of survey respondents with an “Initial License” said they were enrolled in a Continuing Licensure program at the time of the interview. Of these 23 individuals, 78% were enrolled in public Continuing Licensure programs and 22% in private programs.

## **ENDNOTE**

These survey results reveal a wide array of opinion, feeling, and trust among Oregon licensed educators about TSPC. The findings are far too complex to summarize in a few concluding sentences. Moreover, much the survey data remain un-analyzed.

Specifically, OSRL was not provided the resources to examine and present cross-tabular results. Such analysis would allow this report’s readers to better understand which categories of Oregon educators feel different degrees of satisfaction with TSPC. For example, the banner tables show that teachers who have had their licenses 2-5 years reported significantly lower TSPC satisfaction and trust than those who have had their licenses more than 15 years. Such in-depth analyses would also enable greater understanding of which subgroups prefer certain types of interaction with TSPC, and which ones know more (or less) about changing licensure requirements and timelines. In addition, OSRL was not provided the resources to conduct in-depth analyses of the narrative answers to open-ended questions in Section 7. Casual review of those narratives reveals an intensity of emotion not evident in the statistical analyses.