

LITERACY FIRST TEACHER PIPELINE STUDY: COMPREHENSIVE RESULTS 2021-22



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Executive summary

AmeriCorps members serving in their second year as tutors with Literacy First (LF) and are interested in pursuing a career in education are encouraged to enroll in Region XIII's alternative certification program. Anecdotal evidence indicates that Literacy First members who pursue this pathway to teaching are highly effective and are more likely to stay at Title 1 schools. A study was conducted in 2021 and 2022 using survey and interviews with teachers who were former Literacy First members to explore these themes.

90% of respondents said Literacy First was the reason they became teachers

I think that Literacy First is a good way to start working in a school and understanding the culture of education as a profession. I do also feel very thankful for the reading instruction I learned during my time as a tutor. Starting teaching is very overwhelming but I was confident that I would be able to provide effective reading interventions to students which was a huge relief. There is obviously so much more to learn about reading instruction but LF provided a great foundation!



Findings

Successes	Opportunities for Growth
<p>Most participants:</p> <ul style="list-style-type: none"> Reported positive feedback about the Literacy First program Believed that many skills they learned in Literacy First transferred to the classroom Were ready to teach students from underserved campuses Were comfortable receiving feedback and asking for help from peers Felt they could handle challenging situations in their schools Built lasting relationships with Literacy First staff Felt Literacy First prepared them to become effective teachers 	<p>Some participants:</p> <ul style="list-style-type: none"> Were not prepared for the challenges of classroom teaching (32%); many had a hard time transitioning from one-on-one tutoring to teaching a class of 10+ students. The most common area of struggle was classroom and behavior management. Did not feel Literacy First taught the skill of actively seeking feedback from their supervisor or to teach students who were not making adequate gains in reading (39%) Needed help from the reading specialist to tailor content to student needs based on their data (38%)



Recommendations

1. *Foster ongoing relationships among Literacy First tutors and supervisors.* The relationships Literacy First tutors have developed with their supervisors left a strong, lasting impression on all participants. We also found that teachers who built lasting relationships with Literacy First staff felt more prepared for challenges in teaching. Several interviewees said they still seek out the guidance and support of their former Literacy First supervisor – particularly during challenging times.
2. *Have open communication with Literacy First participants about the challenges of teaching.* During the interviews and in open-ended survey questions, participants discussed the challenges of teaching. Many comments stated that participants did not know how difficult teaching would be. The largest challenge noted by participants was classroom management. Many participants felt like it was a leap to go from one-on-one tutoring to teaching 10+ students. Conversations with Literacy First program staff revealed that they were aware of this gap in knowledge and thought that there might be ways to address it in some of the professional development opportunities provided by the Region XIII partnership.
3. *Consider speaking to Literacy First tutors who do not want to pursue a career in education.* One of the lingering questions for evaluators and Literacy First staff was how to expand the teacher pipeline. A strong place to start is by speaking with tutors who are not interested in education and finding out their reasons for not choosing it as a career path. Doing so might provide insights into how to address common concerns of tutors and how to expand the program.



It was hard to transfer some of [the Literacy First] skills to the classroom... because the interventions are 1:1 and there is hardly ever opportunity to do 1:1 work in a classroom of 25 students. I also feel like I gained some skills in the behavioral department with literacy first but again to transfer those skills to the classroom wasn't very easy because of the nature of the 1:1 work.



Overview

Literacy First's mission is to ensure that all children are reading at grade level by Grade 3. They accomplish this mission through targeted one-on-one tutoring services to kindergarten through 2nd grade students in Central Texas schools. Evidence from previous evaluations have found that students served by Literacy First experience dramatic reading gains that persist for years following participation in the program.

Additionally, Literacy First creates strong future educators through an optional second-year alternative teaching certification program in partnership with Region XIII. In the end, Literacy First teachers who receive their certification through Region XIII will have completed a thorough program including much one-on-one experience with struggling readers at Title 1 schools. The goal of the current study is to explore whether participating in Literacy First serves as an advantageous entry point into a career in education.

Study Background.

Anecdotal evidence from principals has indicated for years that Literacy First (LF) tutors who pursue their teaching certificates are highly effective and in demand, with principals actively recruiting former Literacy First tutors to teach in their schools. Principals have shared with Literacy First staff that they feel LF tutors are more (1) prepared to work with learners with reading difficulties, (2) comfortable working in Title 1 schools, and (3) likely to have longer teaching tenures compared to teachers with traditional certifications.

The current study more deeply explores whether and why Literacy First provides an advantage to those seeking careers in education. This study investigates if combining the Region XIII alternative certification process with a second year as a Literacy First tutor creates educators who feel prepared to teach and thrive in high-needs schools.

Evaluation Questions.

- 1. How do Literacy First members perceive their Literacy First experience and additional teacher training provided by Literacy First staff?**
- 2. How do Literacy First participants reflect on their experiences in Literacy First?**
- 3. How do Literacy First participants reflect on how Literacy First and Region XIII prepared them as an educator?**
- 4. What factors contribute to retaining Literacy First participants in the field of education?**

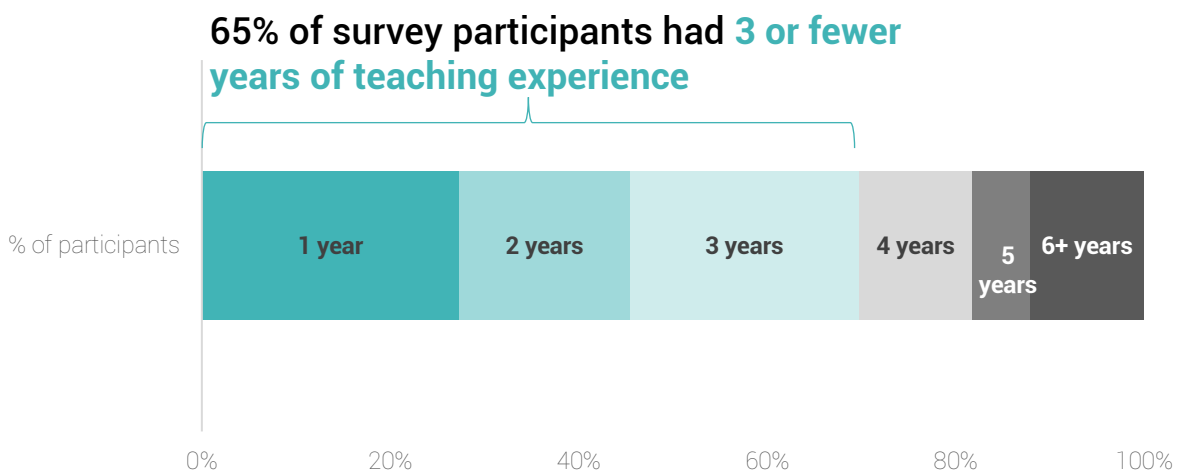
Methods



In the summer of 2021, 30 former Literacy First participants completed a survey about their experience with Literacy First. Participants were asked to rate their feelings of preparedness for their first year in education, to share how the program prepared them for various elements of teaching, and to provide suggestions for improvements to Literacy First. In late fall 2021, 11 of the participants surveyed also volunteered to participate in interviews about their experiences with Literacy First and Region XIII, six of which were scheduled and completed. In Spring 2022, 3¹ additional former Literacy First participants completed a similar survey to assess their overall impressions with the program.

Of the 33 participants, a majority (n = 22) had been in the teaching profession for fewer than 3 years and 10 had been in the profession for 4 or more years (Figure 1).

Figure 1. Most survey participants had less than 4 years of teaching experience.



Note. Percentages are as follows: 1 year = 27%; 2 years = 18%, 3 years = 24%, 4 years = 12%, 5 years = 6%, 6+ years = 12%

Survey participants were most likely to teach in elementary school rather than in middle or high school (Table 1). Of the 25 participants who were still teaching in the classroom, 80% were classroom teachers, 12% were special education teachers, and 8% were other educators (e.g., ELL paraprofessional/translator, ECSE teacher).

¹ Only 6 individuals were asked to participate in the Spring 2022 survey due to a substantially lower number of Literacy First participants in the previous year.

Table 1. Most study participants taught in elementary schools, teaching in kindergarten through 5th grades.

Grade	N
Kindergarten – 2 nd	12
3 rd – 5 th	9
6 th – 12 th	4
Left teaching*	7

Note. * Some participants left the classroom by the time they participated in the survey. Some participants indicated they taught multiple grades in a given school year (the survey question allowed for text entry). Preference was given to Literacy First grades (e.g., PK-2). One participant who was a teacher left the field blank.



Results

This section of the report provides an overview of participants' responses to the survey and incorporates feedback from interviews and open-ended comments when relevant. The results focus on reflections of members' first years of teaching in the classroom, general experiences with Literacy First, challenges faced in the classroom, and finally focus on retention. In general, participants' responses to survey items, and feedback provided during the interviews were positive.



Reflections on first year teaching

One of the primary goals of this study was to listen to and learn from former Literacy First participants' first years in the classroom. Participants were asked several questions related to this topic on the survey and provided more in-depth reflections during interviews.

Examinations of the data suggest that, overall, Literacy First participants felt well prepared for their first year of teaching. For example, nearly all participants felt comfortable teaching students from diverse backgrounds, receiving feedback from other teachers and analyzing student data (Figure 2).

Importantly, participants agreed or strongly agreed that they were prepared in the areas directly tied to Literacy First, including feeling prepared to teach their students how to read, supporting students who have not made adequate gains in their learning, and teaching students from an underserved campus.



Key finding:

Almost all former Literacy First tutors said they felt comfortable teaching students from underserved campuses and were receptive to feedback from other teachers to improve their craft.



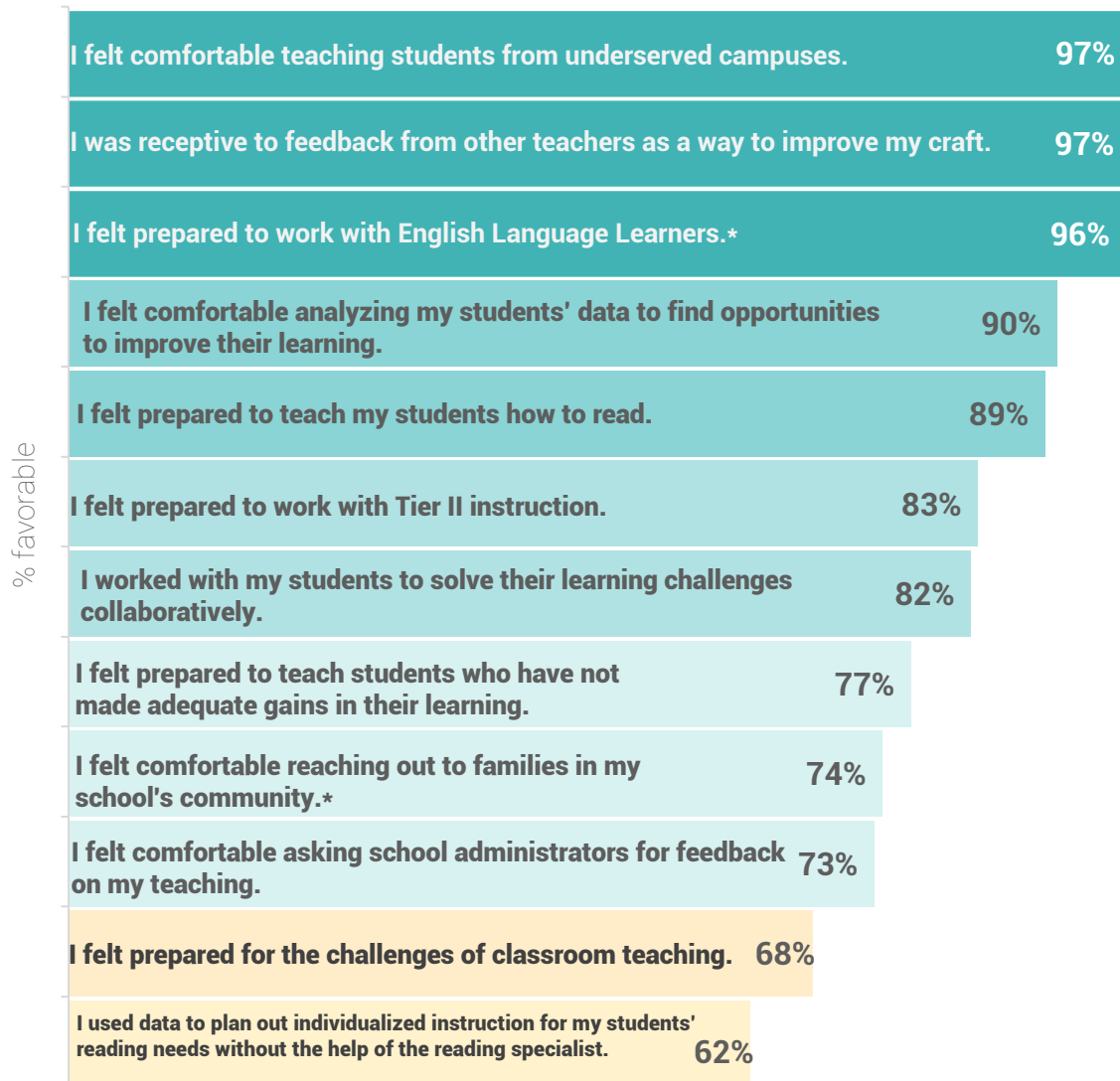
Key finding:

One out of three respondents felt unprepared for the challenges of classroom teaching in their first year. The primary area of struggle was classroom management and student behavior.

Although participants' responses were generally favorable when reflecting on how well Literacy First prepared them for their first year of teaching, responses were slightly less favorable when asked if they felt prepared for the challenges of teaching. Interviews with participants revealed that the major thing they struggled with was classroom behavior management. For example, one participant said, "I definitely [struggled with students'] behavior my first year, not having procedures for even the

smallest things (like sharpening pencils) [was] difficult."

Figure 2. During their first year in the classroom, nearly all participants felt comfortable teaching students from underserved campuses, receiving feedback, and working with ELLs.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options for the first two items ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree); response options for the last item were 5 (always), 4 (almost always), 3 (sometimes), 2 (rarely), 1 (never). * Item was only included on 2021 survey.

Despite these challenges, participants did not feel that there was anything Literacy First staff could have done to help them better prepare for managing student behavior. On the other hand, participants did feel that Region XIII could have helped them better prepare for student behavior management (e.g., offer additional time student teaching, observing other teachers, or sessions on classroom management techniques).

Another struggle participants shared was having "imposter syndrome" during their first year of teaching (e.g., feeling like they didn't belong, or that they were doing a poor job of teaching and that people would find out about it). Fortunately, this feeling subsided after their first year of teaching. One participant shared that "having more mentor time prior to starting [my first year] or having a buddy system" would have improved their confidence in teaching.



It was hard to transfer some of those skills to the classroom though because the interventions are 1:1 and there is hardly ever opportunity to do 1:1 work in a classroom of 25 students. I also feel like I gained some skills in the behavioral department with literacy first but again to transfer those skills to the classroom wasn't very easy because of the nature of the 1:1 work.

Teaching is a challenging career. I don't think that I was really prepared for the amount of work that was asked of us.



Preparation by Literacy First

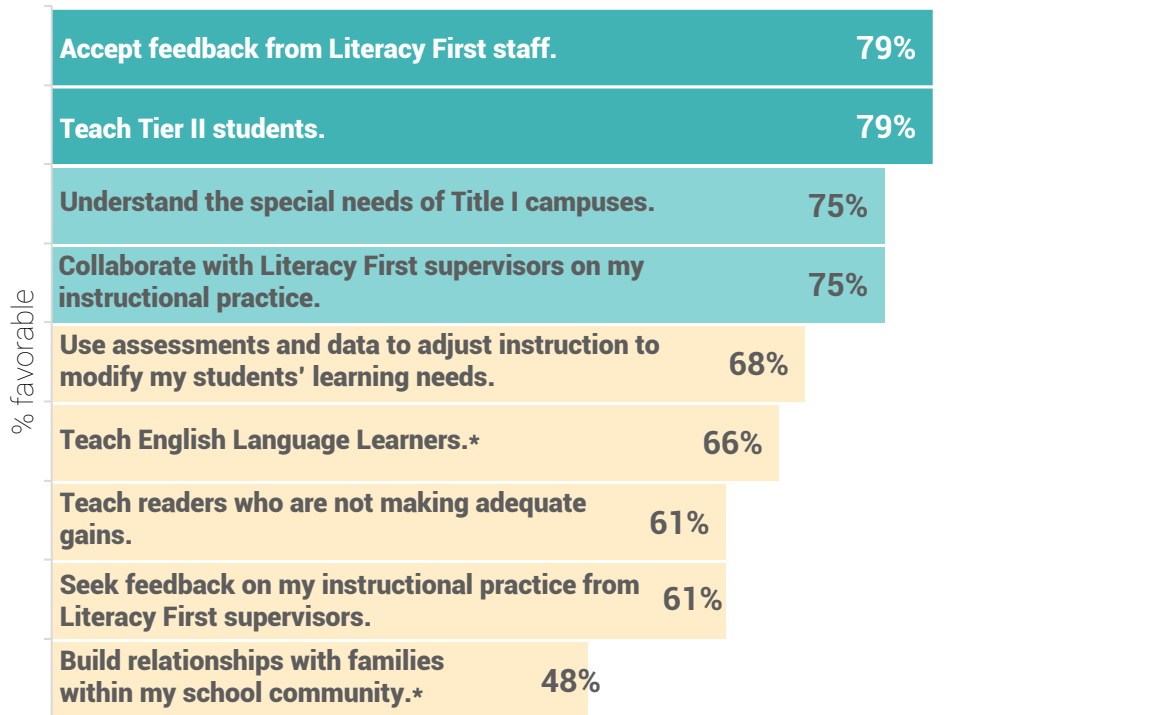
Another area of interest in this study was to better understand the ways in which Literacy First prepared teachers for a career in education. Survey responses suggest that participants felt most prepared to teach Tier II students, and least prepared to build relationships with families within their school community (Figure 3). In reviewing Fall 2021 data with Literacy program staff, they suggested that relationship building with the school community was not a program goal for Literacy First. As a result, this item was removed from the Spring 2022 survey. Participants were also less likely to say that they felt they were prepared to receive feedback from Literacy First supervisors and to teach readers who were not making adequate gains (Figure 3).



Key finding:

Almost four out of five respondents felt that Literacy First prepared them to teach Tier II students.

Figure 3. Participants believed that Literacy First prepared them to accept feedback from staff, teach Tier II students, understand the needs of Title I campuses, and collaborate with supervisors on their instructional practice.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). * Item was only included on 2021 survey.



Key finding:

Almost all participants felt that Literacy First prepared them for teaching and helped them decide to become a teacher.

Additionally, not all participants felt comfortable examining student data to adjust classroom instruction (Figure 3). During interviews, participants spoke about how their supervisors helped them gain confidence in this area. One participant shared that “looking at the data helped a lot” in preparing them for classroom teaching.



"Having supervisors check on us and do data meetings helped us be prepared [for classroom teaching]. The data meetings [were] really helpful because we had to speak in a group with the principal. [Literacy First] prepared me but there are still things you don't know. The amount of work as a teacher is significantly more [than the amount of work as a tutor]."

"[Literacy First] taught foundational skills, and the soft skills transferred a lot, the background helped a lot. Literacy First shaped my purpose and my why. Kids need to be able to read and at my end I am dealing with the consequences of not being able to read – some kids are at a 4th grade or 7th grade reading level in high school. I can fill in the gaps where I can, but my job isn't to fix students, but how can I get them to where they need to be. I do a lot of small group intervention [because of Literacy First]."



Literacy First participants also had favorable responses to questions related to preparation in their teaching craft and building relationships with Literacy First staff and fellow tutors. Nearly all Literacy First participants surveyed felt that Literacy First prepared them to become a teacher and want to pursue a career in education (Figure 4). Additionally, almost three-quarters of participants have built lasting relationships with Literacy First staff (Figure 4).

Figure 4. Nearly all Literacy First participants felt prepared to teach and felt that Literacy First was the reason they became teachers.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree)

Partnership with Region XIII

Although participants were not asked survey questions about their experiences with Region XIII, the interviews included questions related to how well Region XIII prepared them for teaching (all interview participants had obtained their teaching certification via Region XIII).

When asked why participants chose to obtain their teaching credential through Region XIII, many said that they could work on their credential while continuing to work for Literacy First (e.g., participants received credit for their tutoring hours). Participants also appreciated how easy this process was, and the fast timeline Region XIII offered them in obtaining their certificate. One participant was very positive about their experience with Region XIII, stating that they “think that [Region XIII] did a really great job of getting my expectations right for [teaching] and for giving me a broad education. I think that I can walk into [any classroom] now... especially now that I have two years of experience.”



Key finding:

Literacy First participants found the partnership with Region XIII easy, convenient, and efficient. Some participants would have appreciated additional time in the classroom.

Additionally, participants appreciated the fact that they could pursue their credential while also getting paid by Literacy First (most people don't get paid while student teaching). As one participant shared, “Region XIII was an opportunity to get some credit for Literacy First and that made it really doable for me, still getting paid for student teaching and most people don't get paid for that! All of this made it doable for me.”

Literacy First and Region XIII is a great partnership because it allows you to have a job in the day and go to school at night, [which makes you] able to handle it... [The] partnership in how [Region XIII] wave a couple of fees is a great help, [because as] a tutor [you are] not getting paid much. [It] took a lot of pressure off [of me] to go the Region XIII route. [It was] hard to do classes at night but it was very doable; it really prepared you. I [have] had conversations with other Region XIII teachers and veteran teachers and they did Region XIII as well and [Region XIII] really prepares you and supports you.

Although most participants' feedback regarding their experiences with Region XIII were positive, they offered



some suggestions for improvement. For example, some participants stated that they would have appreciated having additional time student teaching. One participant felt that they “did not have nearly enough time in the classroom, the lack of student teaching was a super rude awakening. More time student teaching would have been beneficial.”

Other participants described the Region XIII certification program as a “crash

course" in education and would have appreciated having a bit more time to learn and grow in their craft. For example, one participant felt that "as far as Region XIII goes, it's a crash course because you are cramming in a lot of things so they are doing the best they can in that short amount of time to help you become a teacher." Another participant described being made fun of by other teachers for going through such a short credentialing program: "Region XIII [requires] you do student teaching for two weeks... people make fun of you for that."

Overcoming challenges

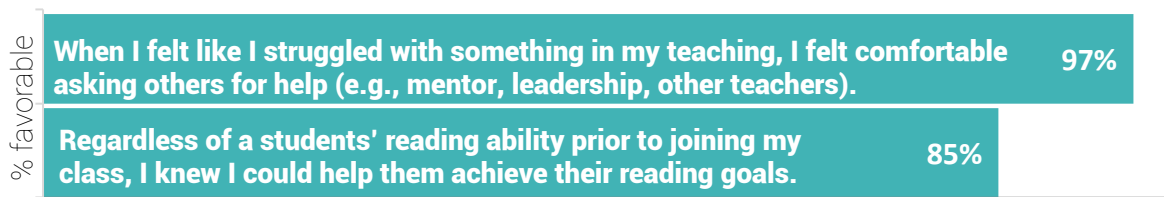
The final set of survey questions related to overcoming challenges in the classroom and participants' ratings of self-efficacy. Interestingly, participants' responses to these items were more favorable than were responses to other sections on the survey (Figures 5 and 6).



Key finding:

Almost all survey respondents felt that they could help students reach their reading goals, regardless of their prior reading level.

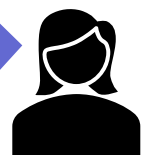
Figure 5. Literacy First participants felt comfortable asking others for help when facing a challenge in the classroom and could help their students achieve their reading goals.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree)

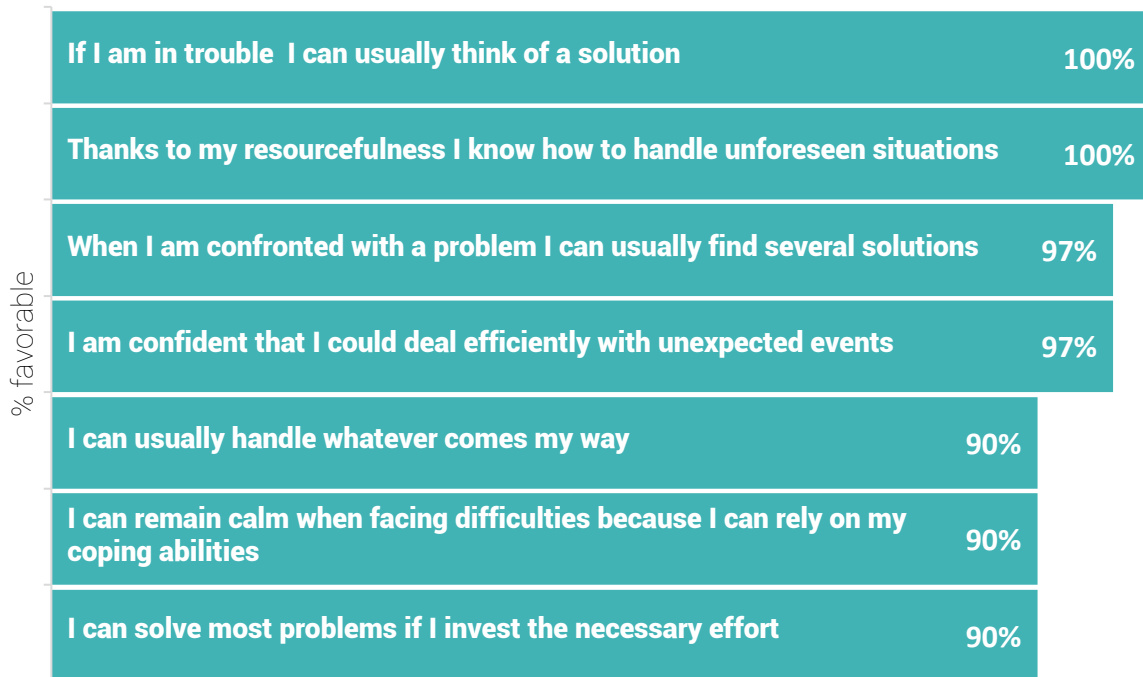
In terms of self-efficacy, Literacy First participants had a strong sense that they could handle any challenges that came their way, remain calm in difficult situations, and work to find

I think that Literacy First is a good way to start working in a school and understanding the culture of education as a profession. I do also feel very thankful for the reading instruction I learned during my time as a tutor. Starting teaching is very overwhelming but I was confident that I would be able to provide effective reading interventions to students which was a huge relief. There is obviously so much more to learn about reading instruction but LF provided a great foundation!



several solutions to any given problem (Figure 6).

Figure 6. Almost all Literacy First participants felt like they could solve whatever challenges came their way.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree)

Prior to conducting the interviews, the evaluation team and Literacy First staff discussed the challenges participants typically face during their first year in the classroom.



The Literacy First program helped me build confidence in teaching and working with kids. It served as a stepping stone for pursuing a career in education.

Literacy First staff were aware that participants struggled with transitioning from one-on-one tutoring to teaching a class of 20+ students. Literacy First staff were understood that Literacy First as a program does not directly prepare teachers for teaching, but as one staff member mentioned, "My thought is that [being an interventionist first] is better [than going straight into teaching] because it teaches differentiation of instruction, building on strengths, etc. I think this is an advantage from the get-go." Another Literacy First staff member discussed the disconnect between tutoring and teaching and believed that that Literacy First's goal is to "address the problem of targeting specific skills in reading but

[Literacy First] may need to make a bridge from 'here is what you are doing with the students in tutoring and here is what happens in the classroom.'



Retention

One of the goals of this study was to dig into anecdotal evidence provided by Literacy First staff suggesting that former Literacy First tutors remained in the education field

I love the campus culture, my administrators, my coworkers, the routines and procedures, and most importantly, the students I work with. I work at a public, all-girls campus, and it is incredibly unique.



longer than their non-Literacy First peers. As part of the survey, participants were asked if (at the time of the survey) they were still in education. Of the 33 participants, 24% had left education while 76% were still in the education field. Nationally, about 16% of teachers leave the profession annually ([NCES](#)). Not surprisingly, this percentage increased to 25% during the Covid-19 pandemic ([RAND](#), 2021).

Interestingly, during the interviews, all participants said they had either obtained a new job outside of education, were actively seeking a job outside of education, or were planning to do so soon. Participants stated that poor working conditions resulting from the pandemic were a major cause of their decision to leave education. Although participants were positive about their experiences with Literacy First, there was an underlying feeling of burnout and stress. Many of these teachers began teaching during the pandemic and have continued to teach under stressful and emotionally demanding conditions. One teacher talked about how their "[students'] behavior is noticeably different. Their behavior is bad, they are feral – they haven't had that socialization. You have to do what you can with the resources you have but [teachers are] burned out of resilience."

In Spring 2022 however, participants' perspectives shifted. These participants stated that they planned to continue teaching in the 2022–2023 school year. When asked why they planned to stay, participants said it was because they felt supported by their campus and administrators. They also wanted to see how they can grow in their careers. This shift is most likely because many of the challenges teachers faced during the initial stages of the pandemic (i.e., virtual school, synchronous and asynchronous instruction) are no longer present.



I like consistency. I want to see how I can improve as a teacher by next year.



Relationships with supervisors

Regardless of when participants took the survey or were interviewed, something that kept them going were the connections they made with their Literacy First supervisors. Examinations of the data found that when they formed lasting relationships with Literacy

First staff, participants also felt more prepared to face the challenges of teaching (correlation 0.48 between items, a medium-strength correlation).

Many participants discussed how supportive their supervisors were not only in terms of helping them while they were a tutor, but also by encouraging them to pursue a career in education. One participant stated that "the supervisors at Literacy First were really dedicated in helping you find your next step. One of the supervisors told me I was really good and suggested I do region XIII, [they] really pushed me." Another participant shared, "I pursued an alternative certification at Region XIII because of the influence of my Literacy First supervisor and other tutors."

"[My former supervisor] is the best! He's the reason why I wanted to be a teacher. He said I'd be good at it, so I believed him."



Similarly, in discussions with Literacy First staff, many mentioned the positive influence – and long-term relationships – supervisors have with their mentees. Some staff discussed pushing their mentees into teaching and continue to serve as a sounding board for them to explore career and life goals.



Key finding:

Literacy First participants who felt prepared for the challenges of teaching also built strong relationships with Literacy First staff.



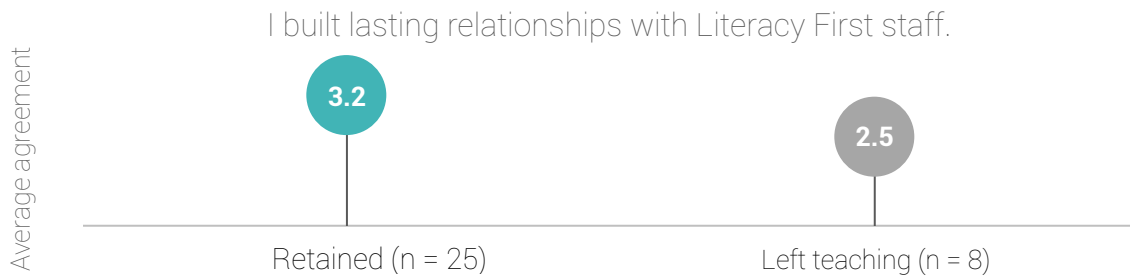
Key finding:

Literacy First participants who remained in teaching built relationships with Literacy First staff.

Given the importance participants placed on building these relationships, survey responses were examined to explore where relationships may exist. Most notably, when examining the survey data based on retention status, there was a trend for those participants who were still in education to be more likely to agree that they built lasting

relationships with Literacy First staff than were those participants who left education (Figure 7).

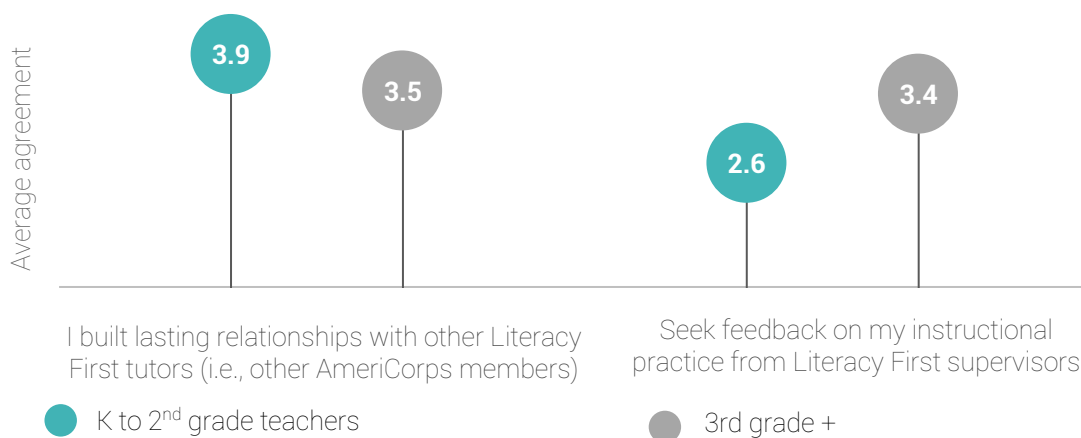
Figure 7. Participants who stayed in education were more likely to have built strong relationships in with Literacy First staff.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Difference was significant at $p < .10$.

Finally, analyses examined grade level taught and responses to survey items (e.g., K to 2 vs grade 3 and up). Teachers in grades K to 2 were more likely to say that they built strong relationships with their fellow Literacy First tutors than did participants who taught grades 3 and up (Figure 8). On the other hand, participants who taught grades 3 and up were more likely to say that they sought feedback from their Literacy First supervisor (Figure 8).

Figure 8. Teachers who taught in the same grades as those served by Literacy First were more likely to build lasting relationships with other AmeriCorps members, while those who taught at higher grade levels felt more comfortable seeking feedback from Literacy First supervisors.



Note. There were 29 former Literacy First (LF) participants and 4 current LF participants who took the survey although the exact number of participants per question varied. Response options ranged were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Difference was significant at $p < .10$.

Taken together, these results speak to the importance of building relationships between Literacy First tutors and their supervisors as well as between Literacy First tutors and their peers. Anecdotally, these connections kept teachers going even amid the pandemic and continue to keep Literacy First participants motivated to stay in education even after their time with Literacy First is over.

I love the school that I am working at -- it is the same school I served with both years at LF. I feel supported by the administrators, my mentor has been a HUGE support system for me and I know she would continue to do so even after our official mentorship was over.



Limitations & Future Studies

Limitations

This study found that the pathway to teaching with Literacy First and Region XIII was well-liked by study participants. They felt that they learned most of the skills they needed for teaching (save classroom and behavior management) and had additional tools in their teacher toolboxes like understanding how to work with struggling readers and how to ask for feedback from supervisors and peers. However, there are several limitations to note.

First, the timeline of study was truncated. Specifically, the study was delayed due to late acceptance of OneStar and because of the pandemic. Second, due to small numbers of tutors participating in the Region XIII partnership during the study years, we were unable to survey or interview current Literacy First participants. Doing so would have not been ethical due to the small numbers involved and the possibility of identifying responses from individuals by the Literacy First team. Third, the survey participants were a convenience sample and were recruited by the Literacy First director. Therefore, it is possible that the study overestimates the efficacy of the teacher training portion of Literacy First.

Future studies

Based on the limitations noted above and conversations with program staff, the following future ideas for studies are proposed.

- How can Literacy First expand the pipeline?
 - What are barriers to entry into education?
 - What are reasons that Literacy First tutors choose NOT to go into education?
- How many teachers have been retained over time who were trained by Literacy First vs. those trained by Region XIII or by traditional means?
- Is the (informal) process of encouraging tutors to become teachers being managed responsibly? Equitably?

Appendix A. Percent agreement to survey items by subscale and survey year

First year teaching

Thinking about your FIRST YEAR of teaching, tell us how much you agree or disagree with the following statements:	% Agree		
	2021 survey	2022 survey	All
I felt prepared to teach my students how to read.	88%	100%	89%
I felt prepared to teach students who have not made adequate gains in their learning.	73%	100%	77%
I felt comfortable teaching students from underserved campuses.	96%	100%	97%
I felt prepared to work with Tier II instruction.	80%	100%	83%
I felt prepared to work with English Language Learners.*	96%	--	96%
I felt comfortable reaching out to families in my school's community.*	74%	--	74%
I felt comfortable analyzing my students' data to find opportunities to improve their learning.	88%	100%	90%
I felt comfortable asking school administrators for feedback on my teaching.	74%	67%	73%
I worked with my students to solve their learning challenges collaboratively.	80%	100%	82%
I was receptive to feedback from other teachers as a way to improve my craft.	96%	100%	97%
I felt prepared for the challenges of classroom teaching.	67%	75%	68%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

* Item was only asked on 2021 survey.

Experiences teaching

Thinking about your experiences teaching, please tell us how frequently you engaged in the following activities.	% Agree		
	2021 survey	2022 survey	All
I used data to plan out individualized instruction for my students' reading needs without the help of the reading specialist.	62%	50%	62%
I modeled learning strategies in my interactions with families.*	33%	--	33%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 4 (almost always) or 5 (always) to the items. Response options were: 5 (always), 4 (almost always), 3 (sometimes), 2 (rarely), 1 (never).

* Item was only asked on 2021 survey; - indicates no data available

Literacy First skills

Think about your experience participating in Literacy First. To what extent did the program directly train you or give you opportunities to practice the following skills?	% Agree		
	2021 survey	2022 survey	All
Use assessments and data to adjust instruction to modify my students' learning needs.	68%	75%	68%
Collaborate with Literacy First supervisors on my instructional practice.	75%	33%	75%
Seek feedback on my instructional practice from Literacy First supervisors.	61%	33%	61%
Teach Tier II students.	79%	50%	79%
Teach English Language Learners.*	66%	--	66%
Accept feedback from Literacy First staff.	79%	67%	79%
Teach readers who are not making adequate gains.	61%	33%	61%
Understand the special needs of Title I campuses.	75%	50%	75%
Build lasting relationships with families within my school community.*	48%	--	48%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

* Item was only asked on 2021 survey; - indicates no data available

Literacy First - general

Think about your experience participating in Literacy First. How much do you agree with the following statements?	% Agree		
	2021 survey	2022 survey	All
I built lasting relationships with other Literacy First tutors (i.e., other AmeriCorps members).	90%	100%	91%
I built lasting relationships with Literacy First staff.	72%	100%	76%
Because of my experience as a Literacy First tutor, I wanted to become a teacher.	83%	75%	82%
Literacy First prepared me to become an effective teacher.	90%	50%	85%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

Challenges in teaching

Think about your experience teaching and how Literacy First prepared you to work with challenging teaching situations. How much do you agree with the following statements?	% Agree		
	2021 survey	2022 survey	All
When I felt like I struggled with something in my teaching, I felt comfortable asking others for help (e.g., mentor, leadership, other teachers).	97%	75%	94%
Regardless of a students' reading ability prior to joining my class, I knew I could help them achieve their reading goals.	85%	100%	87%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

Coping with challenges

Think about your experience participating in Literacy First. How much do you agree with the following statements?	% Agree		
	2021 survey	2022 survey	All
I am confident that I could deal efficiently with unexpected events	97%	97%	100%
Thanks to my resourcefulness, I know how to handle unforeseen situations	100%	100%	100%
I can solve most problems if I invest the necessary effort	90%	91%	100%
I can remain calm when facing difficulties because I can rely on my coping abilities	90%	91%	90%
When I am confronted with a problem, I can usually find several solutions	97%	97%	97%
If I am in trouble, I can usually think of a solution	100%	100%	100%
I can usually handle whatever comes my way	90%	88%	90%

Note. There were 30 participants on the 2021 survey and 3 participants on the 2022 survey, and the exact number of participants who answered each question varied. The percentage reflects the number of people who answered a 3 (agree) or 4 (strongly agree) to the items. Response options were: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

* Item was only asked on 2021 survey.

References

- U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), *Characteristics of Stayers, Movers, and Leavers: Results From the Teacher Follow-up Survey 1994-95; Teacher Attrition and Mobility: Results From the Teacher Follow-up Survey: 2000-01*; "Public School Teacher Data File," 2003-04, 2007-08, and 2011-12; and Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 1988-89, 2004-05, 2008-09, and 2012-13. (This table was prepared October 2014.)
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