

## Missouri's First Year Educator Survey

### University of Missouri-Kansas City Report

**Survey:**

- [Teacher](#)
 Teacher's Principal  
 Principal
  Principal's Supervisor  
 Counselor
  Counselor's Supervisor

**Beginning school year:**

**Ending school year:**


When running the report, the "beginning school year" should be the calendar year of that spring. (For example, if the first year of teaching/counseling/leadership was Fall 2020 and Spring 2021, then the "beginning school year" for that report would be 2021. If you are running the report for that year of first-year teachers/counselors/principals only, choose the "ending school year" as 2021 as well.)

[Show Report](#)
 [Include Open-Ended Questions](#)

\* Rows are displayed if there is a minimum of 15 respondents. However, actual counts are not displayed.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 1 - Content Knowledge</b>						4.15	0.81
2. I was prepared to incorporate interdisciplinary instruction.	1%	9%	12%	51%	26%	3.91	0.93
3. I was prepared in my content area	1%	4%	8%	35%	51%	4.31	0.88
4. I was prepared to engage students in my content area.	3%	3%	8%	47%	39%	4.18	0.89
5. I was prepared to make my content meaningful to students.	4%	1%	9%	42%	43%	4.19	0.95
<b>Standard 2 - Learning, Growth, and Development</b>						3.53	0.83
6. I was prepared to design lessons that include differentiated instruction.	3%	4%	20%	35%	38%	4.01	0.99
7. I was prepared to implement instruction based on a student's IEP.	7%	18%	34%	27%	15%	3.26	1.12
8. I was prepared to modify instruction for English language learners.	7%	26%	23%	32%	12%	3.18	1.14
9. I was prepared to modify instruction for gifted learners.	4%	19%	34%	32%	11%	3.27	1.02

10. I was prepared to create lesson plans to engage all learners.	1%	8%	14%	49%	28%	3.95	0.93
<b>Standard 3 - Curriculum Implementation</b>						4.14	0.80
11. I was prepared to deliver lessons based on curriculum standards.	1%	1%	11%	46%	41%	4.23	0.80
12. I was prepared to deliver lessons for diverse learners.	1%	5%	15%	43%	35%	4.05	0.91
<b>Standard 4 - Critical Thinking</b>						4.11	0.88
13. I was prepared to implement a variety of instructional strategies.	1%	8%	5%	42%	42%	4.16	0.95
14. I was prepared to engage students in critical thinking.	4%	3%	11%	45%	37%	4.08	0.98
15. I was prepared to model critical thinking and problem solving.	3%	5%	11%	42%	39%	4.09	0.97
<b>Standard - N/A</b>							
16. I was prepared to use technology to enhance student learning.	4%	8%	18%	41%	30%	3.84	1.07
<b>Standard 5 - Positive Classroom Environment</b>						3.88	0.82
17. I was prepared to create a classroom environment that encourages student engagement.	1%	5%	7%	54%	32%	4.11	0.85
18. I was prepared to use a variety of classroom management strategies.	9%	5%	19%	35%	31%	3.73	1.22
19. I was prepared to manage a variety of discipline issues.	12%	15%	19%	34%	20%	3.35	1.29
20. I was prepared to motivate my students to learn.	3%	7%	18%	45%	28%	3.89	0.98
21. I was prepared to keep my students on task.	3%	8%	22%	45%	23%	3.77	0.98
22. I was prepared to foster positive student relationships.	1%	3%	5%	38%	53%	4.38	0.82
23. I was prepared to facilitate smooth transitions for my students.	1%	5%	20%	46%	27%	3.92	0.90
<b>Standard 6 - Effective Communication</b>						3.99	0.80
24. I was prepared to use effective communication strategies to foster learning.	3%	5%	7%	47%	38%	4.12	0.94
25. I was prepared to effectively	8%	12%	15%	35%	30%	3.66	1.24

communicate with parents.

26. I was prepared to effectively communicate with all staff.	3%	5%	18%	42%	32%	3.95	0.98
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	1%	0%	7%	36%	55%	4.45	0.74
28. I was prepared to use technology as a communication tool.	3%	7%	15%	43%	32%	3.96	0.99
29. I was prepared to enhance students' skills in using technology as a communication tool.	4%	11%	14%	42%	30%	3.82	1.09

#### Standard 7 - Student Assessment and Data Analysis

3.80 0.92

30. I was prepared to use assessments to evaluate learning.	3%	8%	12%	36%	41%	4.04	1.05
31. I was prepared to develop assessments to evaluate learning.	3%	9%	18%	46%	24%	3.80	1.00
32. I was prepared to analyze assessment data to improve instruction.	3%	8%	16%	47%	26%	3.85	0.98
33. I was prepared to help students set learning goals based on assessment results.	4%	18%	15%	42%	22%	3.59	1.13
34. I was prepared to work with colleagues to set learning goals using assessment results.	3%	12%	22%	38%	26%	3.72	1.06

#### Standard 8 - Professionalism

4.07 0.94

35. I was prepared to analyze data to reflect on areas for professional growth.	3%	9%	12%	42%	34%	3.95	1.04
36. I was prepared to reflect on my practices for professional growth.	1%	5%	11%	38%	44%	4.18	0.93

#### Standard 9 - Professional Collaboration

3.86 0.83

37. I was prepared to collaborate with colleagues to support student learning.	1%	5%	12%	46%	35%	4.08	0.90
38. I was prepared to collaborate with parents to support student learning.	4%	4%	22%	45%	26%	3.84	0.99
39. I was prepared to participate in professional organizations.	1%	16%	16%	47%	19%	3.66	1.00

Question / Standard

Very Poor (1)

Poor (2)

Fair (3)

Good (4)

Very Good (5)

Mean

StdDev

40. Please click on the response that best reflects your perspective about the overall quality of the professional education program you completed.

	1%	8%	18%	41%	32%	3.95	0.97
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Question / Standard	No (1)	Yes, less than 12 weeks. (2)	Yes, 12-16 weeks. (3)	Yes, more than 16 weeks, but less than a full school year. (4)	Yes, I had a yearlong student teaching experience. (5)	Mean	StdDev
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40a. Did you have student teaching experience as part of your teacher preparation program?

N < 15

Question / Standard	No (1)	Yes (2)
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40b. Are you currently teaching in the subject area in which you are certified?

N < 15

41. Did you complete any of your teacher preparation course work at a community college?

	84%	16%
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Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
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43. What overall rating would you give the quality of your community college teacher preparation coursework?

N < 15

Question / Standard	No (1)	Yes, from my school (2)	Yes, from my district, but not from my school (3)	Yes, from outside my district (4)
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44. Were you assigned a first-year teacher mentor?

	14%	74%	11%	1%
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Question / Standard	Never (1)	Once or twice (2)	Three to five times (3)	Six or more times (4)
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45. How often did you meet with your mentor this school year (either formally or informally)?

	3%	11%	16%	70%
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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46. The mentoring process is non-evaluative.

	3%	15%	13%	36%	33%	3.80	1.14
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47. The support I received from my mentor has helped me improve my practice.

	5%	11%	8%	23%	52%	4.07	1.23
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48. My mentor provided me with the resources I needed to improve my practice.	10%	11%	10%	18%	51%	3.89	1.39
49. My mentor provided me with effective support.	7%	10%	11%	21%	51%	4	1.27
50. I was prepared to reflect on feedback from my mentor.	5%	7%	8%	25%	56%	4.20	1.14

Question / Standard	I was not assigned a mentor (1)	Between 0 and 3 times (2)	Between 4 and 12 times (3)	Once or twice a month (4)	At least once a week (5)	Mean	StdDev
51. How often have you met with your mentor this school year (either formally or informally)?			N < 15				

Question / Standard	No (1)	Yes (2)	Mean	StdDev
52. Did your mentor ever instruct students in the same subject area(s) as yours?			N < 15	

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
53. The support provided by my mentor was relevant to the challenges I was facing at the time.			N < 15				
54. My mentor contributed to my effectiveness as a teacher during the current school year.			N < 15				

Question / Standard	I did not attend BTAP activities (1)	I don't know what organization conducted my BTAP activities (2)	A regional professional development center (3)	My school district or school (4)	An education association (e.g. MNEA, MSTA) (5)	Mean	StdDev
55. During the current school year, what type of organization conducted the Beginning Teacher Assistance Program (BTAP) activities that you attended?			N < 15				

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
56. The support provided by the Beginning Teacher Assistance Program (BTAP) was relevant to the challenges I was facing at the time.			N < 15				

57. The Beginning Teacher Assistance Program (BTAP) activities contributed to my effectiveness as a teacher during the current school year.

N < 15

Essay Text	School Year	Response ID
<b>58. What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?</b>		
Dealing with unprofessional colleagues.	2016	4942
Having a co teacher. Having too many students. Having too small of classroom.	2016	4947
helping students manage trauma at home while they learn, differentiating/extending learning for gifted students	2016	4986
Pacing and differentiating instruction	2016	4996
Getting a hundred percent engagement from students and differentiation for students below grade level and those above grade level.	2016	5032
parental support and involvement	2016	5047
Opportunities for regular critical thinking.	2016	5052
Keeping students engaged and on task while using data to help them achieve personal growth	2016	5056
engagement/management for a class with a spectrum of learners, from high to low	2016	5057
Finding what works best for them	2016	5093
behavior issues	2016	5150
Use of cellphones and other devices in class. School-wide, there is no policy on cell phones. Teachers have to decide what is acceptable in their classroom, and this makes it difficult for a first year teacher. Students do NOT want to part from their phones, and it can create power struggles.	2016	5182
Reading and accommodating for Individualized Education Plans	2016	5213
Curriculum alignment	2016	5344
Student non-compliance. I found it difficult to empower and encourage 1 of my students.	2016	5360
Students treating eachother disrespectfully in the classroom to which point it becomes a distraction.	2016	5383
classroom mangement	2016	5408
Support and feedback on lesson effectiveness and overall quality of instruction and behavior management system	2016	5411
Meeting each individual student's need rather than the majority.	2016	5415
Trying to engage students of varied learning levels in the same class. Differentiation of all lessons from gifted to learning disabled.	2016	5440

Classroom management	2016	5479
creating and using assessments	2016	5589
Differentiation based on IEP requirements.	2016	5639
Behavior management	2016	5641
Large student to teacher ratio, with many discipline issues.	2016	5776
Moving at a pace that works for all students	2016	5802
Students not understanding the value of having a good education.	2016	5811
Dealing with inconsistent behavior expectations across my building.	2016	5933
Communicating with difficult parents	2016	5940
Differentiating all lessons for all students	2016	5957
Lack of administrative support	2016	5997
Students who simply do not want to learn were hard to persuade to learn.	2016	6053
motivating students	2016	6135
I have struggled most with intentionally planning moments for critical thinking.	2016	6150
Providing specific feedback and face-to-face time with all 300 students.	2016	6156
Not have a mentor that could relate to what I was teacher.	2016	6206
engaging both gifted and struggling learners within one lesson	2016	6213
I have struggled to manage student behavior and to ensure that all students are engaged in the subject.	2016	6365
working with students from a 2nd grade to 7th grade level of understanding math	2016	6614
Ill prepared to teach outside of my education. High school vs. Middle school	2016	6712
Working with a student with social-emotional needs.	2017	9280
Knowing whether or not my students are actually learning	2017	9350
Making engaging lessons and actives and in-depth concrete conceptual learning.	2017	9369
Classroom management	2017	9374
Bridging the gap in learning as many students preform below grade level.	2017	9386
Differentiating	2017	9405
Differentiation of lesson's.	2017	9527
Having so many needs behavioral and academic that I didn't have time or fully know how to address them.	2017	9564
The biggest difficulty was structuring a class with no prior structure. I was given my materials and that's about it. There is very minimal levels of collaboration and that made for a difficult start in a new classroom.	2017	9702

Not having the full support of staff or administration in new methods of instruction delivery	2017	9736
Helping students who came to me two or more years below grade level.	2017	9847
classroom management	2017	9978
Behavior	2017	10092
managing behaviors so that all students can learn and responding to needs of diverse learners	2017	10136
The extreme level of disrespect and disinterest from the students.	2017	10208
Adapting general education to the self-contained classroom (science and social studies)	2017	10219
It has been a challenge to effectively use guided reading in the classroom and be able to strengthen the reading comprehension of my students.	2017	10227
Classroom management and dicipline	2017	10271
Classroom management	2017	10277
Discipline	2017	10281
management	2017	10476
Teaching sufficiently to the extremity of diverse learners in each class.	2017	10488
students with difficult backgrounds having a hard time in class	2017	10545
Behavior management	2017	10571
Students each got laptops this year. Using this tool while managing student use of this tool has been a challenge.	2017	10665
they did not want to learn	2017	10673
I am working with special education students, and meeting all of their need simultaneously has often been difficult.	2017	10781
behavior management	2017	10924
My greatest challenge was balancing the tremendous workload of being a Sped teacher while also managing the requirements of ELA curriculum standards.	2017	10983

Essay Text	School Year	Response ID
<b>59. What is the single most important area that teacher preparation programs should strengthen?</b>		
Time management and classroom organization.	2016	4942
Classroom management. Teach how to utilize what schools are using pbs and BIST.	2016	4947
practical experiance with good mentor teachers during training	2016	4986
Classroom management	2016	4996
Teacher education programs need to strengthen their sped. courses and make room for mentally challenged students. Home to write a book on that.	2016	5032



i think the basics.....outside of teaching --- learning about the districts policies early in the year. something as simple as calling a sub	2016	5047
technology in the classroom and teacher evaluations (critical thinking for art)	2016	5052
Improving communication skills with students involving data to further push their goals	2016	5056
classroom management	2016	5057
Technology in the classroom	2016	5093
analyzing data	2016	5150
Classroom management techniques.	2016	5182
More time observing teachers in our content area, AND outside of our content area.	2016	5213
Lesson Planning	2016	5344
Quality of professors. I searched for outside assistance (from within my program) for many classes.	2016	5360
Preparing teachers for schools in difficult urban environments where students' basic needs outside of school are often not met.	2016	5383
training	2016	5408
Passing knowledge of classroom resources such as; decor, manipulatives, etc.	2016	5411
Learning how to adapt a variety of instructional strategies for any grade level.	2016	5415
Behavior management and differentiation	2016	5440
Assessment	2016	5479
classroom management	2016	5589
Classroom Management Strategies	2016	5639
Assessment	2016	5641
Classroom management	2016	5776
Classroom management strategies and practicing implementing them in an actual classroom	2016	5802
Classroom management and curving student apathy	2016	5811
Classroom Management	2016	5882
How to deal with the stuff that has nothing to do with actually teaching.	2016	5933
classroom management	2016	5940
More classrooms setting classes on differentiating for gifted, SPED and ELL and all children	2016	5957
Building student relationships	2016	5997
Discipline	2016	6053
classroom management strategies	2016	6135

I think that classroom management is an area that deserves more focus.	2016	6150
Leadership training.	2016	6156
Teaching teacher candidates to make things happen without support. Teaching them where to look and how to look in order to answer questions they have	2016	6206
differentiating lessons	2016	6213
My program offered no instruction in classroom management and very little in learning strategies. I would like to see this improved.	2016	6365
classroom management	2016	6614
Classroom management- I need scenarios to run so I can actually practice. Some of this is mindset.	2016	6712
Talking to inservice teachers about their day to day struggles and successes.	2017	9280
lecturing/note writing skills for students to intake information	2017	9350
In depth concrete conceptual understanding.	2017	9369
classroom management strategies	2017	9374
Positive student relationships and what that can mean within the classroom.	2017	9386
Differentiation	2017	9405
Communication skills	2017	9527
How to give an assessment, change your teaching, and keep repeating that process.	2017	9564
I feel I was least prepared for the high levels of student apathy.	2017	9702
Cooperation with administration and the proposal to enhance instruction in a variety of unconventional ways	2017	9736
Building relationships to assist with creating a positive classroom setting.	2017	9847
classroom management	2017	9978
Behavior management	2017	10092
practical real world classroom scenarios showing teachers what works, especially when it comes to discipline/behaviors	2017	10136
Creating assessments and interpreting data.	2017	10208
Classroom/ behavior management	2017	10219
I think it is important for teachers to have the opportunity to use guided reading in a practicum experience (not just reading a professional book about it) and then be able to go back to the university and discuss how the group could be improved with other colleagues and instructors.	2017	10227
Classroom management	2017	10271
classroom structure and management techniques	2017	10277
Actual time preparing for teaching. All that goes on behind the scenes.	2017	10281

building relationships with parents and students	2017	10476
My teacher prep. program was a huge waste of time. They need to completely overhaul the program to provide more practical education and experience.	2017	10488
extremely difficult children	2017	10545
effective strategies for handling more difficult behaviors when there is no parental support	2017	10571
Classroom management strategies.	2017	10665
Discipline	2017	10673
Support in areas of behavior management and discipline. Concrete examples of what to do and how to do it.	2017	10781
behavior management	2017	10924
Student Engagement	2017	10983

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If you have any problems, questions, or comments about this website, please direct your concerns to:  
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