

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
Standard 1 - Content Knowledge						4.03	0.76
2. I was prepared to incorporate interdisciplinary instruction.	3%	3%	19%	55%	19%	3.83	0.89
3. I was prepared in my content area	2%	2%	9%	50%	38%	4.21	0.80
4. I was prepared to engage students in my content area.	3%	3%	5%	57%	31%	4.09	0.90
5. I was prepared to make my content meaningful to students.	5%	0%	12%	53%	29%	4.02	0.94
Standard 2 - Learning, Growth, and Development						3.52	0.78
6. I was prepared to design lessons that include differentiated instruction.	2%	9%	16%	47%	28%	3.90	0.96
7. I was prepared to implement instruction based on a student's IEP.	2%	22%	29%	36%	10%	3.31	0.99
8. I was prepared to modify instruction for English language learners.	5%	22%	24%	38%	10%	3.26	1.08
9. I was prepared to modify instruction for gifted learners.	2%	28%	28%	34%	9%	3.21	1.00

10. I was prepared to create lesson plans to engage all learners.	2%	7%	12%	57%	22%	3.91	0.88
Standard 3 - Curriculum Implementation						4.05	0.76
11. I was prepared to deliver lessons based on curriculum standards.	2%	2%	14%	47%	36%	4.14	0.84
12. I was prepared to deliver lessons for diverse learners.	2%	3%	19%	48%	28%	3.97	0.87
Standard 4 - Critical Thinking						3.97	0.84
13. I was prepared to implement a variety of instructional strategies.	2%	7%	7%	49%	35%	4.09	0.92
14. I was prepared to engage students in critical thinking.	4%	5%	14%	54%	23%	3.88	0.94
15. I was prepared to model critical thinking and problem solving.	3%	7%	10%	52%	28%	3.93	0.98
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	3%	5%	14%	52%	26%	3.91	0.95
Standard 5 - Positive Classroom Environment						3.76	0.79
17. I was prepared to create a classroom environment that encourages student engagement.	2%	3%	10%	62%	22%	4	0.79
18. I was prepared to use a variety of classroom management strategies.	9%	16%	14%	45%	17%	3.47	1.19
19. I was prepared to manage a variety of discipline issues.	10%	21%	21%	36%	12%	3.19	1.20
20. I was prepared to motivate my students to learn.	3%	12%	14%	53%	17%	3.69	1.00
21. I was prepared to keep my students on task.	3%	10%	19%	50%	17%	3.67	0.99
22. I was prepared to foster positive student relationships.	2%	2%	3%	43%	50%	4.38	0.78
23. I was prepared to facilitate smooth transitions for my students.	2%	5%	17%	52%	24%	3.91	0.88
Standard 6 - Effective Communication						3.98	0.77
24. I was prepared to use effective communication strategies to foster learning.	3%	3%	9%	59%	26%	4	0.89
25. I was prepared to effectively	7%	7%	21%	43%	22%	3.67	1.10

communicate with parents.

26. I was prepared to effectively communicate with all staff.	2%	3%	14%	52%	29%	4.03	0.85
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	2%	0%	3%	47%	48%	4.40	0.72
28. I was prepared to use technology as a communication tool.	2%	10%	7%	50%	31%	3.98	0.97
29. I was prepared to enhance students' skills in using technology as a communication tool.	3%	9%	16%	48%	24%	3.81	1.01

Standard 7 - Student Assessment and Data Analysis

3.71 0.85

30. I was prepared to use assessments to evaluate learning.	2%	7%	18%	35%	39%	4.02	1.00
31. I was prepared to develop assessments to evaluate learning.	4%	9%	25%	47%	16%	3.63	0.97
32. I was prepared to analyze assessment data to improve instruction.	4%	12%	19%	46%	19%	3.65	1.03
33. I was prepared to help students set learning goals based on assessment results.	3%	14%	28%	40%	16%	3.5	1.02
34. I was prepared to work with colleagues to set learning goals using assessment results.	2%	9%	24%	47%	19%	3.72	0.92

Standard 8 - Professionalism

3.97 0.85

35. I was prepared to analyze data to reflect on areas for professional growth.	2%	9%	14%	53%	22%	3.86	0.92
36. I was prepared to reflect on my practices for professional growth.	2%	7%	7%	50%	34%	4.07	0.92

Standard 9 - Professional Collaboration

3.80 0.80

37. I was prepared to collaborate with colleagues to support student learning.	2%	7%	10%	47%	34%	4.05	0.94
38. I was prepared to collaborate with parents to support student learning.	5%	7%	26%	45%	17%	3.62	1.01
39. I was prepared to participate in professional organizations.	2%	12%	14%	55%	17%	3.74	0.94

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.

	2%	7%	21%	41%	29%	3.90	0.96
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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%

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?

7%

84%

7%

2%

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)?

4%

15%

19%

62%

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.

4%

12%

14%

43%

27%

3.78

1.09

47. The support I received from my mentor has helped me improve my practice.

6%

16%

6%

29%

43%

3.88

1.28

48. My mentor provided me with the resources I needed to improve my practice.	12%	14%	6%	27%	41%	3.73	1.42
49. My mentor provided me with effective support.	8%	14%	12%	20%	47%	3.84	1.35
50. I was prepared to reflect on feedback from my mentor.	6%	8%	10%	33%	43%	4	1.17

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)		
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51. How often have you met with your mentor this school year (either formally or informally)?

N < 15

Question / Standard	No (1)	Yes (2)
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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
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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)
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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
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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
58. What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?		
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
The most difficult classroom challenge I have faced is student motivation.	2018	13681
class sizes with ELL and no support staff in the classroom	2018	13698
Lack of a sufficient budget to purchase supplies.	2018	13707
My biggest challenge has been classroom management in terms of addressing negative behaviors.	2018	13715
Having students of such drastic ability level and being able to delivery meaningful lessons that are meeting the needs of my highest and lowest learners.	2018	13777
not having any curriculum or curricular help throughout the year after departmentalization	2018	13858
Time management	2018	13868
Classroom management has been by struggle.	2018	13945
Inconsistency with students in and out of the classroom.	2018	14190
Making the content relevant and interesting for students.	2018	14250
Classroom management	2018	14414
classroom management and lack of support within the school building	2018	14496
Lack of administrative support, admin does not follow handbook, and extremely low attendance rates.	2018	14528
ELL	2018	14865
Keeping students in their seats and managing the classroom without a "all school " or "all district" plan	2018	14954
Getting all students to buy in	2018	14966
Having enough resources available.	2018	15130
Motivating students who have no interest in engaging with the lesson or speaking out in class.	2018	15137
Struggling with inconsistent school policies/meeting the needs of ELL students	2018	15279
Trying to confer with all students and provide the level of support that they need when there	2018	15283

is only one of me to go around.

Classroom management - students are continually talking over me even when the material is engaging.	2018	15362
engaging unmotivated students	2018	15503
Helping higher level/more advanced students in a regular classroom	2018	15640
Having students that are apathetic to the learning process.	2018	15772
Dealing with students of all different levels of academic prose and behavior disorders and still trying to get them to produce to the state's required level of growth.	2018	15806

Essay Text	School Year	Response ID
59. What is the single most important area that teacher preparation programs should strengthen?		
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
More hands-on training (more practicum's leading up to student teaching)	2018	13681
acknowledging bias and the importance of culture and cultural relevance	2018	13698
Classroom management techniques/transitions and behavior intervention techniques.	2018	13707
Differentiation.	2018	13715
Unsure	2018	13777
data tracking and using informed practices such as formative and summative to drive instruction	2018	13858
Prioritizing standards for core content	2018	13868
I believe strengthening the reading of reading the standards and pulling out lessons to get the students where you want them in their learning. I was taught this by my student teacher, but any additional help would be great.	2018	13945
More opportunities to be in the classroom from the beginning of college not just senior year.	2018	14190
Ways to keep students engaged and interested in the content.	2018	14250
how to build authentic relationships with students	2018	14414
a stronger focus on creating curriculum	2018	14496
How to keep high standards in very low S.E.S. communities where students don't show up mentally or physically.	2018	14528
Classroom mangement	2018	14865
Staff climate	2018	14954
Being able to teach to an array of students that have very different learning levels; so essentially, differentiated learning.	2018	14966

How to build your own assessments directly aligned with standards and establishing routine in the classroom.	2018	15130
Investigating new and interesting, technologically engaging instructional strategies.	2018	15137
Instructional strategies for newcomers/ELL students.	2018	15279
Instructing upcoming teachers how to read assessment data and use it to inform instructional decisions.	2018	15283
Upcoming educational practices - my school emphasizes PBL and Project Lead the Way. I was unaware of both of those things and I would have liked to know how to implement PBL better.	2018	15362
assessment writing	2018	15503
Helping teachers understand standards	2018	15640
How to create a Positive classroom environment.	2018	15772
Incorporating time for students to analyze data to inform instruction; more classroom management activities.	2018	15806

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