

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						4.04	0.56
2. I was prepared to incorporate interdisciplinary instruction.	2%	5%	18%	63%	13%	3.79	0.80
3. I was prepared in my content area	0%	5%	7%	54%	33%	4.16	0.77
4. I was prepared to engage students in my content area.	0%	5%	4%	67%	25%	4.11	0.69
5. I was prepared to make my content meaningful to students.	0%	4%	7%	65%	25%	4.11	0.67
Standard 2 - Learning, Growth, and Development						3.51	0.79
6. I was prepared to design lessons that include differentiated instruction.	0%	7%	12%	60%	21%	3.95	0.78
7. I was prepared to implement instruction based on a student's IEP.	2%	32%	18%	39%	11%	3.25	1.06
8. I was prepared to modify instruction for English language learners.	5%	21%	26%	35%	12%	3.28	1.09
9. I was prepared to modify instruction for gifted learners.	5%	30%	18%	40%	7%	3.14	1.08

10. I was prepared to create lesson plans to engage all learners.	0%	5%	18%	56%	21%	3.93	0.77
Standard 3 - Curriculum Implementation						3.96	0.70
11. I was prepared to deliver lessons based on curriculum standards.	0%	9%	11%	51%	30%	4.02	0.87
12. I was prepared to deliver lessons for diverse learners.	0%	9%	14%	56%	21%	3.89	0.83
Standard 4 - Critical Thinking						3.96	0.73
13. I was prepared to implement a variety of instructional strategies.	0%	5%	7%	53%	35%	4.18	0.78
14. I was prepared to engage students in critical thinking.	0%	11%	14%	54%	21%	3.86	0.87
15. I was prepared to model critical thinking and problem solving.	0%	11%	16%	51%	23%	3.86	0.89
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	0%	9%	14%	51%	26%	3.95	0.87
Standard 5 - Positive Classroom Environment						3.79	0.76
17. I was prepared to create a classroom environment that encourages student engagement.	0%	2%	11%	58%	30%	4.16	0.67
18. I was prepared to use a variety of classroom management strategies.	11%	19%	9%	42%	19%	3.40	1.28
19. I was prepared to manage a variety of discipline issues.	11%	19%	21%	40%	9%	3.18	1.16
20. I was prepared to motivate my students to learn.	4%	11%	14%	53%	19%	3.74	1.00
21. I was prepared to keep my students on task.	4%	9%	16%	56%	16%	3.72	0.95
22. I was prepared to foster positive student relationships.	0%	2%	4%	33%	61%	4.54	0.65
23. I was prepared to facilitate smooth transitions for my students.	0%	9%	18%	56%	18%	3.82	0.82
Standard 6 - Effective Communication						3.97	0.67
24. I was prepared to use effective communication strategies to foster learning.	0%	5%	18%	53%	25%	3.96	0.79
25. I was prepared to effectively	2%	16%	21%	44%	18%	3.60	1.01

communicate with parents.

26. I was prepared to effectively communicate with all staff.	0%	9%	11%	53%	28%	4	0.86
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	2%	2%	47%	49%	4.44	0.62
28. I was prepared to use technology as a communication tool.	0%	11%	11%	46%	33%	4.02	0.93
29. I was prepared to enhance students' skills in using technology as a communication tool.	0%	12%	23%	37%	28%	3.81	0.98

Standard 7 - Student Assessment and Data Analysis

3.79 0.82

30. I was prepared to use assessments to evaluate learning.	0%	5%	14%	46%	34%	4.09	0.83
31. I was prepared to develop assessments to evaluate learning.	4%	7%	23%	43%	23%	3.75	1.00
32. I was prepared to analyze assessment data to improve instruction.	2%	13%	23%	38%	25%	3.71	1.03
33. I was prepared to help students set learning goals based on assessment results.	2%	18%	19%	40%	21%	3.61	1.06
34. I was prepared to work with colleagues to set learning goals using assessment results.	0%	14%	14%	54%	18%	3.75	0.90

Standard 8 - Professionalism

3.96 0.80

35. I was prepared to analyze data to reflect on areas for professional growth.	0%	12%	11%	53%	25%	3.89	0.91
36. I was prepared to reflect on my practices for professional growth.	0%	11%	4%	55%	30%	4.05	0.87

Standard 9 - Professional Collaboration

3.82 0.86

37. I was prepared to collaborate with colleagues to support student learning.	0%	11%	5%	47%	37%	4.11	0.91
38. I was prepared to collaborate with parents to support student learning.	2%	16%	23%	37%	23%	3.63	1.05
39. I was prepared to participate in professional organizations.	4%	11%	18%	47%	21%	3.72	1.02

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.

	0%	9%	23%	47%	21%	3.81	0.87
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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?

	0%	3%	39%	42%	16%
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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?

	89%	11%
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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%	77%	7%	2%
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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)?

	4%	8%	21%	67%
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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.

	4%	11%	22%	39%	24%	3.67	1.08
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47. The support I received from my mentor has helped me improve my practice.

	4%	7%	7%	39%	43%	4.11	1.07
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48. My mentor provided me with the resources I needed to improve my practice.	7%	4%	7%	46%	37%	4.02	1.09
49. My mentor provided me with effective support.	4%	7%	9%	30%	50%	4.15	1.10
50. I was prepared to reflect on feedback from my mentor.	2%	4%	13%	39%	41%	4.13	0.95

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
58. What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?		
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 is only one of me to go around.	2018	15283
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
Student poverty and lack of parental involvement	2019	18947
No suggestions.	2019	19199
Finding ways to engage students who do not show any interest in art.	2019	19211
Classroom management	2019	19293
Classroom management and organization	2019	19541
the strong willed student that does not want to be engaged.	2019	19727
Having exceptional behavior students that may act violent, yell, or disrupt class in other ways.	2019	19969
Meeting the needs of all students regardless of background and prior skill level	2019	20112
Successfully differentiating every lesson to both engage and academically reach every scholar in the room.	2019	20438
Developing and implementing language objectives.	2019	20708
managing behavior has been very strenuous. Student engagement has been tough to keep up	2019	20718
Classroom Management	2019	20780
Differentiation	2019	20924
students who have a hard time managing their body which disturbs their learning and the learning of others	2019	20946
Behavior problems	2019	24397
"Building rapport and relationships versus being ""friends"" with students."	2019	24719
Creating lessons based around classes without solid stated objectives.	2019	25121
balancing behavior management and maximizing learning time	2019	25446
Differentiating the work to enough levels in the classroom to meet the needs of everyone. There are so many different levels.	2019	25750
I work in a large urban district and have a very diverse group of students ranging from ELL, SPED, students who have significant behavior problems, come form homeless backgrounds, etc. being able to manage all of these things in my classroom while effectively teaching and planning for all the learning experiences that come with this was not something that was taught. My first quarter with my students was rough and I was not seeing a lot of progress until I attended PD's and researched on my own to find effective ways to teach these students. After this work, my students and I made lots of progress in the classroom.	2019	25810
Effective engagement and classroom management	2019	25964
communication with other faculty in the building	2019	25980
Figuring out the curriculum	2019	26126

Classroom management	2019	26192
Understanding how to use various online grading systems (Canvas, SIS, Blackboard, etc.)	2019	26292
Wide variety of ability levels and extremely low Math achievement with this group of Fifth graders (historically).	2019	26586

Essay Text	School Year	Response ID
59. What is the single most important area that teacher preparation programs should strengthen?		
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	2018	15362

better.		
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
Meeting individual student needs	2019	18947
Curriculum writing	2019	19199
The importance of teacher/student relationships.	2019	19211
Classroom management skills and strategies with real life examples.	2019	19293
Classroom management strategies	2019	19541
Class room management	2019	19727
Mindfulness for teachers	2019	19969
Basic classroom management	2019	20112
Teaching curriculum standard breakdown	2019	20438
Classroom management	2019	20708
supporting yourself. It is tough and the support structures that you had been promised in your practicum may not actually be available at your first placement	2019	20718
Using the approved curriculum in the schools to learn how to create lesson plans from it to make them better for every learner	2019	20780
Addressing IEPs	2019	20924
teacher-student relationships as well as student-student relationships	2019	20946
Classroom management	2019	24397
Time management and quick, efficient lesson planning. I learned how to write extensive lesson plans that are never required where I teach. I am now needing to learn skills to provide quick, simple lessons.	2019	24719
hands on experience in a classroom before student teaching	2019	25121
procedures, transitions, etc.	2019	25446
Including information about all of the paperwork that is required when in a teaching position. Strongly lacking in this area.	2019	25750
Effective assessment and planning coursework for not just whole group but small group and each individuals unique experiences. And when assessing data, how to use it and implement it with fidelity in the classroom.	2019	25810
Student engagement	2019	25964
culturally relevant teaching and discipline	2019	25980

Building positive relationships with students	2019	26126
Classroom management	2019	26192
Communicating with parents.	2019	26292
How to work with students that come from extremely poor families.	2019	26586

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