

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:

2020

Ending school year:

2021

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						4.20	0.50
2. I was prepared to incorporate interdisciplinary instruction.	0%	3%	3%	75%	20%	4.13	0.56
3. I was prepared in my content area	0%	5%	8%	48%	40%	4.23	0.79
4. I was prepared to engage students in my content area.	0%	3%	3%	68%	28%	4.2	0.6
5. I was prepared to make my content meaningful to students.	0%	3%	5%	58%	35%	4.25	0.66
Standard 2 - Learning, Growth, and Development						3.65	0.78
6. I was prepared to design lessons that include differentiated instruction.	3%	8%	13%	48%	30%	3.95	0.97
7. I was prepared to implement instruction based on a student's IEP.	5%	23%	25%	38%	10%	3.25	1.07
8. I was prepared to modify instruction for English language learners.	3%	20%	13%	53%	13%	3.53	1.02
9. I was prepared to modify instruction for gifted learners.	3%	15%	18%	40%	25%	3.7	1.08

10. I was prepared to create lesson plans to engage all learners.	3%	15%	5%	55%	23%	3.8	1.03
Standard 3 - Curriculum Implementation						4.20	0.53
11. I was prepared to deliver lessons based on curriculum standards.	0%	0%	8%	68%	25%	4.18	0.54
12. I was prepared to deliver lessons for diverse learners.	0%	3%	8%	54%	36%	4.23	0.70
Standard 4 - Critical Thinking						4.19	0.55
13. I was prepared to implement a variety of instructional strategies.	0%	3%	8%	51%	38%	4.26	0.71
14. I was prepared to engage students in critical thinking.	0%	0%	10%	62%	28%	4.18	0.59
15. I was prepared to model critical thinking and problem solving.	0%	3%	13%	54%	31%	4.13	0.72
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	5%	8%	13%	44%	31%	3.87	1.09
Standard 5 - Positive Classroom Environment						3.96	0.73
17. I was prepared to create a classroom environment that encourages student engagement.	0%	8%	10%	49%	33%	4.08	0.86
18. I was prepared to use a variety of classroom management strategies.	3%	8%	13%	49%	28%	3.92	0.97
19. I was prepared to manage a variety of discipline issues.	5%	18%	15%	38%	23%	3.56	1.17
20. I was prepared to motivate my students to learn.	5%	0%	5%	62%	28%	4.08	0.89
21. I was prepared to keep my students on task.	5%	5%	10%	56%	23%	3.87	0.99
22. I was prepared to foster positive student relationships.	0%	0%	5%	54%	41%	4.36	0.58
23. I was prepared to facilitate smooth transitions for my students.	3%	5%	21%	46%	26%	3.87	0.94
Standard 6 - Effective Communication						4.00	0.69
24. I was prepared to use effective communication strategies to foster learning.	0%	3%	13%	59%	26%	4.08	0.69
25. I was prepared to effectively	10%	10%	13%	38%	28%	3.64	1.27

communicate with parents.

26. I was prepared to effectively communicate with all staff.	0%	8%	13%	46%	33%	4.05	0.88
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	3%	5%	36%	56%	4.46	0.71
28. I was prepared to use technology as a communication tool.	3%	3%	18%	42%	34%	4.03	0.93
29. I was prepared to enhance students' skills in using technology as a communication tool.	3%	13%	18%	38%	28%	3.77	1.07

Standard 7 - Student Assessment and Data Analysis

4.01 0.67

30. I was prepared to use assessments to evaluate learning.	0%	8%	8%	49%	36%	4.13	0.85
31. I was prepared to develop assessments to evaluate learning.	0%	5%	10%	54%	31%	4.10	0.78
32. I was prepared to analyze assessment data to improve instruction.	0%	5%	13%	51%	31%	4.08	0.80
33. I was prepared to help students set learning goals based on assessment results.	3%	5%	26%	46%	21%	3.77	0.92
34. I was prepared to work with colleagues to set learning goals using assessment results.	3%	5%	15%	46%	31%	3.97	0.95

Standard 8 - Professionalism

4.29 0.54

35. I was prepared to analyze data to reflect on areas for professional growth.	3%	0%	13%	46%	38%	4.18	0.84
36. I was prepared to reflect on my practices for professional growth.	0%	0%	5%	49%	46%	4.41	0.59

Standard 9 - Professional Collaboration

3.87 0.84

37. I was prepared to collaborate with colleagues to support student learning.	3%	0%	5%	61%	32%	4.18	0.76
38. I was prepared to collaborate with parents to support student learning.	5%	5%	18%	51%	21%	3.77	1.00
39. I was prepared to participate in professional organizations.	3%	15%	13%	46%	23%	3.72	1.06

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.

	3%	5%	15%	51%	26%	3.92	0.92
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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?	3%	5%	23%	26%	44%		
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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?	8%	92%
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41. Did you complete any of your teacher preparation course work at a community college?	87%	13%
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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?	5%	77%	18%	0%
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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)?	0%	5%	16%	78%
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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.	5%	8%	22%	41%	24%	3.70	1.09
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47. The support I received from my mentor has helped me improve my practice.	3%	0%	14%	30%	54%	4.32	0.90
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48. My mentor provided me with the resources I needed to improve my practice.	3%	3%	8%	35%	51%	4.30	0.93
49. My mentor provided me with effective support.	3%	3%	3%	41%	51%	4.35	0.88
50. I was prepared to reflect on feedback from my mentor.	0%	0%	5%	41%	54%	4.49	0.60

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?		
A lack of communication in my building.	2020	29974
Teaching phonics and reading	2020	30007
Differentiating content for students when the majority has mastered the subject already	2020	30010
The attitudes of the students/	2020	30246
Meeting the needs of students who need a little extra attention while also engaging other students.	2020	30292
Learning how to read IEPs and implement into the classroom	2020	30402
Making sure my lesson is for every student	2020	30569
Maintaining rapport with students after discipline issues.	2020	30593
Incorporating IEP needs into the classroom	2020	30712
How to effectively co-teach in the general education classroom	2020	31045
Classroom Management	2020	31160
Classroom Management. Struggling to keep students on task when you don't have control of the classroom..	2020	31231
Engaging content	2020	31329
Supporting ELL students - I think that is more in lacking resources than anything.	2020	31388
Having no time for collaboration with the other teachers in my department.	2020	31470
Not having all the resources necessary for the children's success. I have children on IEP who display a high need of a para, but it does not seem possible. The space in the classroom does not allow for projects, and causes the children stress. They do not get space to themselves because the room is so small. Often times we would have to stop because students are yelling at each other about getting in each others space, even if a child was only stretching. My mentor tried her best, but she too had limited resources and limited staff.	2020	31537
Poor student attendance...This has made keeping students on track very difficult.	2020	31545
Parents	2020	31591
technology	2020	31698
There is no adequate plan or communication from the state of Missouri to help aid teachers with navigating how learning is supposed to be conducted during a global pandemic.	2021	35141
Being virtual all year long has been challenging in itself. Meeting the needs of students	2021	35297

virtually has been challenging reaching all of them.		
Balancing grace and high expectations during a pandemic.	2021	35335
Reaching students who are really low and trying to get them to where they should be in reading.	2021	35352
Translating curriculum resources to meet the needs of an online learning environment	2021	35366
Handling Covid regulations.	2021	35778
The heavy work load provided to them.	2021	35825
Virtual learning and how it's affected parent communication.	2021	35867
Being able to accommodate for each student based on their behavior	2021	35882
How to ensure every student is doing the required work while outside of the classroom.	2021	35956
Creating meaningful relationships with online learning	2021	35970
Communication with students. I send emails, post announcements, tell them during class, and text parents, yet still I struggle with effective communication.	2021	36062
Teaching fully virtual students and in person students simultaneously.	2021	36067
Developing solid connections/relationships with students due to the impact of COVID-19 on in-person instruction.	2021	36071
I was not adequately prepared to deal with behavior issues, IEPs, 504s, etc. I don't know what to do when confronted with a student with unique needs.	2021	36145
In order to be an effective, culturally responsive educator you have to have agency in educating yourself on cultural competency and seeking out relationships and resources that will help you be a culturally sound, antiracist teacher. I'm doing that work on my own and did not receive anywhere near the amount of education all teachers need to be effective in a diverse student pop. My greatest challenge has been management and incorporating cultural competency in this pursuit.	2021	36618
Virtual learning made it hard for me to connect with studying a deeper level.	2021	36627

Essay Text	School Year	Response ID
59. What is the single most important area that teacher preparation programs should strengthen?		
Teacher prep programs should allow student teachers more time instructing the class and less time writing papers about the class.	2020	29974
Teaching phonics and reading preparation	2020	30007
Collaborating with teachers to create curriculum	2020	30010
How to deal with student behavior	2020	30246
Organization and inter school relational skills.	2020	30292
How to write/create a behavior plan (BIP) and mock IEP meetings	2020	30402
Classroom management and having different learning strategies	2020	30569

Use of data and best practices for teaching and learning	2020	30593
understanding IEPs and how to incorporate those in classroom teaching--everything else is very strong	2020	30712
Differentiated lesson planning	2020	31045
Curriculum Implementation	2020	31160
Classroom management!!!!	2020	31231
Not sure	2020	31329
How to use already in place curriculum to lesson plan/differentiate.	2020	31388
Dealing with parents and protecting yourself legally.	2020	31470
The ability pick which parts of the curriculum is most important and which learning standards the curriculum in relating to.	2020	31537
Handling of situations, discipline, and how to succeed with administrative directives without being taken advantage of.	2020	31545
How to communicate with parents	2020	31591
content mastery	2020	31698
Teaching phonics	2021	35297
Management and engagement that is culturally and linguistically responsive.	2021	35335
Teaching reading	2021	35352
Communication between colleges and parents	2021	35366
Helping perspective teachers understand general administrative requirements given out by school districts.	2021	35778
Content.	2021	35825
Realistic lesson planning skills and flexibility.	2021	35867
Behavior and classroom management	2021	35882
Technology and parent partnership. It is a new thing that no one knew we needed until this year.	2021	35956
Online- making things easy to navigate for the parents	2021	35970
IEPs. How to work with them, how to read them, how to communicate with parents about them, how to participate in a meeting.	2021	36062
Long term lesson planning and preemptive behavior management.	2021	36067
The basics. How to create and implement an effective lesson plan; strategies for dealing with disruptive behavior; more practice in front of our peers. Less theory/pedagogy; more elements of practicality so we can be successful in the everyday-classroom.	2021	36071
The practicum and student teaching experiences were lackluster on the whole, mostly due to the complexity of the portfolio and key assessment tasks in my program coupled with the disorganization. There was no guidance or structure. Prep programs need to be more	2021	36145

organized and they need to simplify and become efficient. The messiness I experienced was so offputting.

Cultural competency, antiracism, and realistic reflection on American education being rooted in white majority cultural norms. The way teachers are taught to teach is not beneficial to a large percentage of our students who are not white majority culture members. It is unconscionable to send student interns into urban core schools and majority BIPOC student populations without requiring white educators to learn about cultural competency and to become self reflective in their practice so they confront their whiteness and implicit biases. This is part of why we have over reporting of BIPOC students in suspensions, special ed, behavior plans, etc. Brand new white educators don't realize the cultural assimilation they have been taught to demand from their culturally different students and this is DANGEROUS for students of color.

2021 36618

How to communicate with families and students.

2021 36627

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