

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:

2021

Ending school year:

2022

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						3.96	0.71
2. I was prepared to incorporate interdisciplinary instruction.	0%	16%	6%	61%	18%	3.80	0.91
3. I was prepared in my content area	0%	12%	6%	48%	35%	4.06	0.93
4. I was prepared to engage students in my content area.	0%	6%	8%	65%	21%	4.02	0.72
5. I was prepared to make my content meaningful to students.	0%	10%	12%	50%	29%	3.98	0.89
Standard 2 - Learning, Growth, and Development						3.34	0.93
6. I was prepared to design lessons that include differentiated instruction.	2%	13%	15%	46%	23%	3.75	1.02
7. I was prepared to implement instruction based on a student's IEP.	8%	37%	19%	25%	12%	2.96	1.18
8. I was prepared to modify instruction for English language learners.	10%	27%	17%	35%	12%	3.12	1.20
9. I was prepared to modify instruction for gifted learners.	6%	31%	17%	33%	13%	3.17	1.17

10. I was prepared to create lesson plans to engage all learners.	2%	17%	8%	54%	19%	3.71	1.03
Standard 3 - Curriculum Implementation						4.02	0.71
11. I was prepared to deliver lessons based on curriculum standards.	0%	6%	8%	58%	29%	4.10	0.77
12. I was prepared to deliver lessons for diverse learners.	0%	10%	12%	54%	25%	3.94	0.86
Standard 4 - Critical Thinking						3.88	0.72
13. I was prepared to implement a variety of instructional strategies.	0%	8%	8%	63%	21%	3.98	0.77
14. I was prepared to engage students in critical thinking.	0%	10%	15%	54%	21%	3.87	0.86
15. I was prepared to model critical thinking and problem solving.	0%	12%	15%	56%	17%	3.79	0.86
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	6%	12%	10%	46%	27%	3.77	1.14
Standard 5 - Positive Classroom Environment						3.74	0.76
17. I was prepared to create a classroom environment that encourages student engagement.	2%	6%	10%	54%	29%	4.02	0.89
18. I was prepared to use a variety of classroom management strategies.	6%	13%	13%	50%	17%	3.60	1.10
19. I was prepared to manage a variety of discipline issues.	12%	29%	13%	35%	12%	3.06	1.25
20. I was prepared to motivate my students to learn.	4%	6%	12%	62%	17%	3.83	0.91
21. I was prepared to keep my students on task.	2%	8%	17%	62%	12%	3.73	0.83
22. I was prepared to foster positive student relationships.	0%	2%	4%	52%	42%	4.35	0.65
23. I was prepared to facilitate smooth transitions for my students.	4%	12%	19%	50%	15%	3.62	1.00
Standard 6 - Effective Communication						3.81	0.81
24. I was prepared to use effective communication strategies to foster learning.	0%	12%	10%	63%	15%	3.83	0.83
25. I was prepared to effectively	15%	13%	15%	37%	19%	3.31	1.34

communicate with parents.

26. I was prepared to effectively communicate with all staff.	2%	13%	17%	44%	23%	3.73	1.02
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	6%	4%	42%	48%	4.33	0.80
28. I was prepared to use technology as a communication tool.	2%	8%	13%	44%	33%	3.98	0.97
29. I was prepared to enhance students' skills in using technology as a communication tool.	4%	17%	10%	44%	25%	3.69	1.14

Standard 7 - Student Assessment and Data Analysis

3.81 0.79

30. I was prepared to use assessments to evaluate learning.	0%	10%	2%	60%	29%	4.08	0.83
31. I was prepared to develop assessments to evaluate learning.	2%	12%	8%	62%	17%	3.81	0.92
32. I was prepared to analyze assessment data to improve instruction.	2%	10%	10%	62%	17%	3.83	0.89
33. I was prepared to help students set learning goals based on assessment results.	4%	19%	6%	58%	13%	3.58	1.06
34. I was prepared to work with colleagues to set learning goals using assessment results.	4%	10%	13%	54%	19%	3.75	1.00

Standard 8 - Professionalism

4.07 0.63

35. I was prepared to analyze data to reflect on areas for professional growth.	0%	4%	13%	63%	19%	3.98	0.69
36. I was prepared to reflect on my practices for professional growth.	0%	4%	6%	62%	29%	4.15	0.69

Standard 9 - Professional Collaboration

3.81 0.89

37. I was prepared to collaborate with colleagues to support student learning.	2%	6%	8%	62%	23%	3.98	0.84
38. I was prepared to collaborate with parents to support student learning.	4%	15%	12%	50%	19%	3.65	1.07
39. I was prepared to participate in professional organizations.	4%	15%	4%	52%	25%	3.79	1.10

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.

	4%	8%	19%	42%	27%	3.81	1.04
--	----	----	-----	-----	-----	------	------

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
---------------------	--------	------------------------------	-----------------------	--	--	------	--------

40a. Did you have student teaching experience as part of your teacher preparation program?	0%	4%	31%	23%	42%		
--	----	----	-----	-----	-----	--	--

Question / Standard	No (1)	Yes (2)
---------------------	--------	---------

40b. Are you currently teaching in the subject area in which you are certified?	6%	94%
---	----	-----

41. Did you complete any of your teacher preparation course work at a community college?	88%	12%
--	-----	-----

Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
---------------------	---------------	----------	----------	----------	---------------	------	--------

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)
---------------------	--------	-------------------------	---	-----------------------------------

44. Were you assigned a first-year teacher mentor?	12%	69%	19%	0%
--	-----	-----	-----	----

Question / Standard	Never (1)	Once or twice (2)	Three to five times (3)	Six or more times (4)
---------------------	-----------	-------------------	-------------------------	-----------------------

45. How often did you meet with your mentor this school year (either formally or informally)?	2%	7%	17%	74%
---	----	----	-----	-----

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
---------------------	-----------------------	--------------	-------------	-----------	--------------------	------	--------

46. The mentoring process is non-evaluative.	5%	9%	35%	28%	23%	3.56	1.08
--	----	----	-----	-----	-----	------	------

47. The support I received from my mentor has helped me improve my practice.	2%	5%	9%	35%	49%	4.23	0.96
--	----	----	----	-----	-----	------	------

48. My mentor provided me with the resources I needed to improve my practice.	2%	5%	12%	44%	37%	4.09	0.94
49. My mentor provided me with effective support.	2%	5%	9%	43%	41%	4.16	0.93
50. I was prepared to reflect on feedback from my mentor.	0%	2%	12%	44%	42%	4.26	0.75

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?		
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 virtually has been challenging reaching all of them.	2021	35297
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
Classroom management	2022	39769
Social-Emotional needs mixed with Lack of Retention and Severe Learning Deficits caused by the effects of the pandemic	2022	40009

The most difficult challenge for me has been classroom management	2022	40165
The administration is constantly breathing down my neck and micromanaging everything I do, so it is hard to meet the students needs.	2022	40172
The district did not have adequate English Language Arts curriculum. I had to design my own curriculum day by day.	2022	40351
The severe shift in behavior problems.	2022	40403
Funding and support for my classroom.	2022	40435
Classroom management strategies for difficult behavior	2022	40465
classroom managment	2022	40499
Our special education classes in college did not offer appropriate text/advice (often outdated, incorrect, and not directly helpful), so when I was given a special education music class in my first year, I was unsure of how to plan for students of a variety of needs.	2022	40679
Dealing with students who are struggling behaviorally while also giving attention to everyone else.	2022	40680
Behavioral management and small groups	2022	40714
Working with several Tier 2 and Tier 3 behavior kids. It has been a challenge to meet their needs ontop of the rest of the class. Most of my time is spent putting out fires with my big behavior students and the rest of the class is left sitting.	2022	40784
keeping students motivated	2022	40865
Classroom management and managing behaviors, meet all students needs with a curriculum that expects them to be on grade level but they are 2 grade levels behind.	2022	40888
Meeting their social emotional needs before I can teach content	2022	41013
varying degrees of abilities of students in one classroom	2022	41136
Keeping up with the administration's rules and regulations.	2022	41157
Facing complex and big behavioral situations.	2022	41184
Classroom management	2022	41241
Behavior - I feel like the kids are so much different post covid and virtual learning.	2022	41246
behavior and social emotional needs this year	2022	41265
Keeping them engaged for 50 minutes of Virtual Music	2022	41360
ELL accommodations in class with a large number of ELL students.	2022	41407
Providing timely and valuable feedback on students' long-form written texts so they can apply them as soon as possible as well as receiving cooperation from guardians to enforce behavior management at home as well as in the classroom.	2022	41415
The students coming back from online school for two years. They were unprepared for the classroom environment.	2022	41537
Making up for learning loss from the past 2 years and classroom management with difficult behaviors.	2022	41545

just, stuff	2022	41567
Outrageous Student Behavior	2022	41600
Violence between students	2022	41620
Classroom management was the biggest challenge.	2022	41672
IEP	2022	41815

Essay Text	School Year	Response ID
59. What is the single most important area that teacher preparation programs should strengthen?		
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 organized and they need to simplify and become efficient. The messiness I experienced was so offputting.	2021	36145
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
Classroom management	2022	39769
in the moment problem-solving skills for teachers for behavior and learning	2022	40009
The way state standards work and where we can find the information	2022	40165
Working with an unfair administration, and how to work with colleagues you do not get along with.	2022	40172
I would have liked to learn effective weekly or bi-weekly lesson planning techniques. No one taught me how to string together several 45-minute lessons that built on one another.	2022	40351
Dealing with different big behaviors, and how to de-escalate and be more effective with keeping those kids engaged.	2022	40403
How to include IEP's and English language learners into your lessons.	2022	40435
More real experience in the classroom	2022	40465
classroom management	2022	40499
Clarity around classroom management and real strategies that can be used in the classroom.	2022	40679
Classroom management strategies that are realistic	2022	40680
More time in field experiences	2022	40714
Working with tier 2 and 3 behavior kids. How to help them cope with trauma.	2022	40784
IEP plans/implementation	2022	40865
Classroom management practices	2022	40888
Raise in pay and organization	2022	41013
communication with parents and administration, behavior issues, time management with workload	2022	41136
Training for professional relationships with colleagues.	2022	41157
Classroom management.	2022	41184
Classroom management	2022	41241
More math instruction and more focus on SPED students and IEPs	2022	41246
"effective classroom management strategies that are more than just ""build relationships"""	2022	41265
More training and opportunities to experience with Classroom Management	2022	41360
Classroom management	2022	41407
Communication and forming strong relationships with guardians to get follow through in and out of school.	2022	41415
Classroom management. Like actual real life scenarios.	2022	41537
I think classroom management is so important. Teacher preparation programs should focus on this area to help student-teachers be prepared for teaching.	2022	41545

Maintain the year-long student teaching experience. Being in the classroom is how you learn to be in the classroom.	2022	41567
Classroom management	2022	41600
Classroom management	2022	41620
Classroom management	2022	41672
IEP Preparation/ differentiation	2022	41815

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

IPP Tech Support
Institute of Public Policy
University of Missouri - Columbia
ipp@missouri.edu

