Missouri's First Year Educator Survey

University of Missouri-Kansas City Report

- -

Survey:

- ○ Teacher
- ● Principal
- ○ Counselor
- ○ Teacher's Principal
- ○ Principal's Supervisor
- ○ Counselor's Supervisor
- ○ Superindendent

Beginning school year:

2017 ⌄

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 - Visionary Leadership						4.07	0.52
4. I was prepared to effectively communicate the vision, mission, and goals to all staff and stakeholders.	0%	0%	16%	60%	24%	4.08	0.63
5. I was prepared to lead the development of vision, mission, and goals that promote the success of all students.	0%	0%	8%	72%	20%	4.12	0.52
6. I was prepared to implement strategies to engage my school community in the school's vision, mission, and goals.	0%	0%	16%	68%	16%	4	0.57

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 2 - Instructional Leadership						4.10	0.40
7. I was prepared to establish a culture that promotes high levels of student learning.	0%	0%	4%	64%	32%	4.28	0.53
10. I was prepared to implement effective processes to identify unique strengths and needs of students.	0%	0%	8%	71%	21%	4.13	0.53
11. I was prepared to facilitate effective processes for identifying	0%	0%	8%	64%	28%	4.2	0.57

gaps between current outcomes
and goals.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
12. I was prepared to use data and research to facilitate learning for all students.	0%	0%	8%	64%	28%	4.2	0.57
13. I was prepared to work with personnel to develop professional growth plans for improvement of student learning.	0%	8%	28%	48%	16%	3.72	0.83
16. I was prepared to guide the effective use of resources to support student learning.	0%	0%	12%	68%	20%	4.08	0.56

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 3 - Managerial Leadership						4.00	0.62
8. I was prepared to maintain a safe learning environment for the school community.	0%	0%	8%	60%	32%	4.24	0.59
14. I was prepared to facilitate effective evaluation processes.	0%	12%	20%	48%	20%	3.76	0.91

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 4 - Relational Leadership						4.20	0.50
9. I was prepared to establish a culture that nurtures positive relationships.	0%	0%	4%	52%	44%	4.4	0.57
15. I was prepared to offer positive and constructive feedback to personnel.	0%	0%	0%	72%	28%	4.28	0.45
17. I was prepared to support positive relationships with families.	0%	0%	4%	68%	28%	4.24	0.51
18. I was prepared to support positive relationships with community members.	0%	0%	8%	64%	28%	4.2	0.57
19. I was prepared to collaborate with families to enhance the culture of learning.	0%	0%	16%	60%	24%	4.08	0.63
20. I was prepared to build partnerships with community members.	0%	4%	20%	48%	28%	4	0.8
21. I was prepared to identify key stakeholders in my community.	0%	4%	8%	60%	28%	4.12	0.71
22. I was prepared to facilitate community support networks to impact student learning.	0%	4%	12%	60%	24%	4.04	0.72
23. I was prepared to model personal and professional ethical behavior.	0%	0%	0%	60%	40%	4.4	0.49

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 5 - Innovative Leadership						4.50	0.49

Question / Standard					Mean	StdDev
24. I was prepared to use research and best practice to guide my professional growth.	0%	0%	0%	48%	52%	4.52	0.50
25. I was prepared to use research and best practice to guide professional growth for personnel.	0%	0%	0%	52%	48%	4.48	0.50

Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
26. Now that you have nearly completed your first year as a school principal, what overall rating would you give the quality of the administrator preparation program you completed?	0%	0%	4%	64%	32%	4.28	0.53

Question / Standard	No Mentorship Experience (1)	Missouri AMP Mentor Assigned (2)	District Provided Peer Mentor (3)	My Immediate Supervisor / Evaluator was My Mentor (4)
27. Did you have a mentor this year?	16%	12%	40%	32%

Question / Standard	Never (10)	Once or twice (11)	three to five times (12)	Six or more times (13)
28. How often did you meet with your mentor this school year (either formally or informally)?	0%	10%	14%	76%

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
29. The mentoring process is non-evaluative.	0%	0%	5%	52%	43%	4.38	0.58
30. The support I received from my mentor has helped me improve my practice.	0%	0%	14%	33%	52%	4.38	0.72
31. My mentor provided me with the resources I needed to improve my practice.	0%	0%	19%	33%	48%	4.29	0.76
32. My mentor provided me with effective support.	0%	0%	19%	33%	48%	4.29	0.76
33. I was prepared to reflect on feedback from my mentor.	0%	10%	5%	33%	52%	4.29	0.93

Essay Text	School Year	Response ID
34. What are some strengths of the Educational Leadership program?		
A focus on building relationships and collaboration	2017	9029
The material presented in our classes was ahead of what was happening in schools.	2018	13286
The site visits are excellent. We visit classrooms and meet with teachers over our observations. This was very helpful.	2018	13304
contact with professors and others in the program; provided strong understanding of the ISLC standards	2018	13311
Convince and professors who has actual experience.	2018	13315
Focus on urban school leadership.	2018	13356

Essay Text	School Year	Response ID
Instructors were knowledgeable and helped me understand the art of educational leadership; the opportunities provided to observe and intern were very helpful	2019	18359
The work in the program was practical and relevant to my work in urban schools.	2019	18377
Most of the professors were well versed in the field and provided insite to what was coming.	2019	23949
Working in a cohort on case studies, readings, projects and assignments.	2020	29314
Cohort design allows for critical friends and feedback	2020	29346
It is paired with the learning I received during my residency at NEHS.	2020	29403
It was discussion and problem solving based.	2020	29434
An opportunity to speak with people implementing the work.	2020	29471
School Culture, Development of Vision and Mission, Instructional Leadership	2021	34433
The cohorts we were placed in led to opportunities for networking in the community and growth among colleagues.	2021	34460
Stressed the importance of building a community of learners - involving ALL stakeholders	2021	34570

Essay Text	School Year	Response ID
35. What are some areas for improvement for the Educational Leadership program?		
A focus on using data to drive instruction. Using data for effective school leadership.	2017	9029
Need some kind of shadowing experience.	2018	13286
We really need to start discussing the opening of school during the summer, not in a late fall meeting. The timing of our meetings seems to come after we needed the information.	2018	13304
"More real world scenarios and preparation and less ""ideal"" scenarios"	2018	13315
Less educational theory. More of a focus on daily practices.	2018	13356
More information in Trauma Senstitive Schools and SPED.	2019	18377
I believe that there were a few of the professors who were out of touch with public education and struggled to understand what was currently going on in school. They did focus on pushing their own agendas.	2019	23949
More emphasis on teacher/staff evaluation and strategies to retain staff/teachers.	2020	29314
Work around budget and practical experience rather than just theory.	2020	29343
leadership is important - but managerial skills (budgeting and finance) should also be addressed.	2020	29346
Making sure that aspiring principals are working in schools WHILE they earn their degree - you learn much more on the job!	2020	29403
There was very little preparation for the budgeting process.	2020	29434
More and more opportunities for real world learning with examples from people doing the work in real life.	2020	29471
The School Law course needs to be more relevant: The course on School Improvement Plans needs to align with what a school improvement plan will actually entail, There needs to be a course on basic building requirements (attendance, truancy, operations, court documents)	2021	34433
I felt there was very little training for budgets, title budgets, etc. (monetary aspect of leadership)	2021	34570

Essay Text	School Year	Response ID
36. What additional comments would you like to make with regard to your mentorship experiences and your transition into school administration?		

Comment	Year	ID
The mentor/mentee program is the strongest part of this program.	2018	13304
Mentoring programs should be for both first year principals and assistant principals. I had mentoring as a first year AP and not principal.	2018	13315
No suggestions.	2018	13356
This was a vital part of my success.	2019	18377
No suggestions.	2019	23949
No suggestions.	2020	29314
No suggestions.	2020	29346
There was not formal introduction set up so we just had a hard time connecting due to time constraints.	2020	29434
I would prefer a more involved mentorship. However, I fully recognize the fact that mentors are often very busy which makes it hard to make the time available.	2020	29471
Fort Osage School District does a wonderful job with supporting their novice principals.	2021	34433
Having a strong supervisor/mentor makes the difference. I have felt empowered, yet supported.	2021	34570

Institute of Public Policy
University of Missouri