

Missouri's First Year Educator Survey

University of Missouri-Kansas City Report

Survey:

- ☐ Teacher
 ☐ Principal's Supervisor
☐ Principal
 ☐ Counselor's Supervisor
☐ Counselor
 ☐ Superintendent
☒ [Teacher's Principal](#)

Beginning school year:

2016

Ending school year:

2020

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						4.17	0.79
1. The teacher was prepared to incorporate interdisciplinary instruction.	2%	5%	13%	53%	27%	3.98	0.88
2. The teacher was prepared in his or her content area	2%	2%	3%	49%	45%	4.32	0.80
3. The teacher was was prepared to engage students in his or her content area.	2%	5%	4%	46%	44%	4.24	0.89
4. The teacher was prepared to make content meaningful to students.	2%	5%	8%	47%	39%	4.15	0.91
Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 2 - Learning, Growth, and Development						3.72	0.86
5. The teacher was prepared to design lessons that include differentiated instruction.	2%	10%	14%	52%	22%	3.82	0.95
6. The teacher was prepared to implement instruction based on a student's IEP.	4%	5%	22%	52%	17%	3.73	0.93
7. The teacher was prepared to modify instruction for English language learners.	4%	6%	33%	45%	13%	3.56	0.93

8. The teacher was prepared to modify instruction for gifted learners.	4%	8%	30%	41%	18%	3.60	1.00
9. The teacher was prepared to create lesson plans to engage all learners.	3%	10%	10%	50%	28%	3.89	1.01

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 3 - Curriculum Implementation						4.02	0.90

10. The teacher was prepared to deliver lessons based on curriculum standards.	2%	6%	5%	50%	37%	4.14	0.90
11. The teacher was prepared to deliver lessons for diverse learners.	4%	5%	15%	50%	27%	3.90	0.98

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 4 - Critical Thinking						3.91	0.88

12. The teacher was prepared to implement a variety of instructional strategies.	3%	4%	14%	54%	25%	3.94	0.90
13. The teacher was prepared to engage students in critical thinking.	3%	7%	14%	51%	25%	3.88	0.96
14. The teacher was prepared to model critical thinking and problem solving.	3%	5%	16%	50%	26%	3.91	0.93

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

15. The teacher was prepared to use technology to enhance student learning.	2%	1%	12%	55%	30%	4.10	0.79
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 5 - Positive Classroom Environment						4.01	0.85

16. The teacher was prepared to create a classroom environment that encourages student engagement.	4%	5%	9%	48%	35%	4.04	0.99
17. The teacher was prepared to use a variety of classroom management strategies.	4%	7%	10%	50%	29%	3.93	1.01
18. The teacher was prepared to manage a variety of discipline issues.	5%	7%	15%	50%	23%	3.79	1.03
19. The teacher was prepared to motivate his or her students to learn.	2%	4%	10%	52%	32%	4.08	0.86
20. The teacher was prepared to keep his or her students on task.	3%	7%	10%	51%	29%	3.96	0.96
21. The teacher was prepared to foster positive student	3%	2%	3%	49%	44%	4.28	0.86

relationships.

22. The teacher was prepared to facilitate smooth transitions for his or her students.	2%	8%	6%	55%	29%	4.01	0.92
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 6 - Effective Communication						4.08	0.72

23. The teacher was prepared to use effective communication strategies to foster learning.	2%	4%	4%	62%	28%	4.10	0.80
24. The teacher was prepared to effectively communicate with parents.	2%	3%	15%	53%	27%	4	0.84
25. The teacher was prepared to effectively communicate with all staff.	2%	4%	9%	53%	32%	4.09	0.86
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	3%	1%	10%	55%	31%	4.10	0.84
27. The teacher was prepared to use technology as a communication tool.	2%	1%	8%	62%	27%	4.11	0.75
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	2%	2%	9%	60%	27%	4.08	0.78

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 7 - Student Assessment and Data Analysis						3.94	0.80

29. The teacher was prepared to use assessments to evaluate learning.	2%	6%	8%	57%	27%	4.01	0.87
30. The teacher was prepared to develop assessments to evaluate learning.	2%	6%	11%	53%	28%	3.99	0.90
31. The teacher was prepared to analyze assessment data to improve instruction.	2%	8%	14%	52%	24%	3.88	0.93
32. The teacher was prepared to help students set learning goals based on assessment results.	2%	6%	19%	53%	20%	3.83	0.88
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	1%	5%	14%	54%	26%	3.99	0.83

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 8 - Professionalism						4.05	0.78

34. The teacher was prepared to analyze data to reflect on areas for professional growth.	1%	4%	14%	55%	26%	4.01	0.80
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35. The teacher was prepared to reflect on his or her practices for professional growth.	2%	4%	9%	53%	32%	4.09	0.86
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 9 - Professional Collaboration						4.08	0.73

36. The teacher was prepared to collaborate with colleagues to support student learning.	2%	3%	4%	61%	30%	4.14	0.78
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37. The teacher was prepared to collaborate with parents to support student learning.	2%	4%	12%	54%	28%	4.02	0.86
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38. The teacher was prepared to participate in professional organizations.	1%	2%	16%	50%	32%	4.09	0.80
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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38a. The teacher was prepared to use knowledge of phonemic awareness, phonics, and fluency to effectively teach reading.				N < 15			
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38b. The teacher was prepared to use knowledge of vocabulary and comprehension to effectively teach reading.				N < 15			
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38c. The teacher was prepared to differentiate reading instruction for a child who is struggling to learn to read.				N < 15			
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Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
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39. Please click on the response that best reflects your perspective about the overall quality of the professional education program your teacher completed.	2%	3%	14%	46%	35%	4.09	0.88
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Question / Standard	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	StdDev
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39b. Based upon the performance based evaluation of this first year teacher, how would you rate his/her impact upon students?	3%	13%	57%	27%	3.08	0.71
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Question / Standard	No (1)	Yes (2)
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39c. Was the teacher currently teaching in the subject area in which he/she was certified?	13%	88%
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Question / Standard	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	StdDev
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39d. Based upon the performance based evaluation of this first year teacher, how would you rate his/her ability to achieve the expected level of student growth?	0%	6%	69%	25%	3.19	0.53
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Question / Standard	No, this teacher was not assigned a mentor (1)	The teacher was assigned a mentor who had not instructed students in the same subject area(s) as the teacher (2)	Yes, the teacher was assigned a mentor who had instructed students in the same subject area(s) as the teacher (3)
40a. Was this teacher assigned a mentor who had instructed students in the same subject area(s) as the teacher?	N < 15		

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
40b. The first-year teacher's mentor contributed to the teacher's effectiveness during the current school year.	N < 15						

Question / Standard	The teacher did not attend BTAP activities (1)	I don't know what organization conducted the BTAP activities (2)	A regional professional development center (3)	The school district or school (4)	An education association (e.g. MNEA, MSTA) (5)
41a. During the current school year, what type of organization conducted the Beginning Teacher Assistance Program (BTAP) activities that the first-year teacher attended?	N < 15				

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
41b. The Beginning Teacher Assistance Program (BTAP) activities contributed to the teacher's effectiveness during the current school year.	N < 15						

Essay Text	School Year	Response ID
42. What has been the most difficult classroom challenge your teacher faced when striving to meet the needs of students?		
Program organization, Assessment skills	2016	6899
Classroom management.	2016	6915
Classroom management, lesson planning effectively	2016	7019
classroom management	2016	7419
Classroom management	2016	7836
Stronger voice	2016	7858
I feel the biggest area of difficulty is engagement and data driven instruction.	2016	7913
Working with students who have complex needs - but these challenges are difficult for seasoned teachers.	2016	8083
Classroom management is always one to look at; however, this teacher did an exceptional job.	2016	8102
Critical thinking opportunities and modeling	2016	8106
Understanding how to utilize data to drive instruction.	2016	8110

Classroom management and the urgency of student achievement	2016	8306
social needs	2016	8387
No suggestions.	2016	8509
instructional practices to meet the needs of ALL students	2016	8523
Broader use of strategies to promote student ownership of learning.	2016	8544
Multiple reading levels when teaching science/ss classes.	2016	8583
Pretty much everything	2017	11112
none noted	2017	11376
Managing classroom discipline and procedures to maintain engagement	2017	11560
No suggestions.	2017	12038
working with students with challenging behaviors	2017	12073
Differentiated Instruction	2017	12297
student motivation , classroom management	2017	12435
Being a decent human being to all students.	2017	12440
Management	2017	12553
Classroom management	2017	12730
equity	2017	12738
organization- engagement	2017	12864
Early in the year was learning how to build relationships and classroom management, but it has gotten better.	2018	15868
Collaborating with other staff members to meet student needs	2018	16197
time management and pacing	2018	16201
she showed no hardships	2018	16330
classroom management	2018	16424
Behaviors, motivating students. But once faced with it, she is very good at handling it. Few rookie teachers are as good with Classroom Management as this teacher	2018	16436
No suggestions.	2018	16711
classroom discipline/ Knowing what battles are worth fighting	2018	17092
Classroom management and student engagement	2018	17454
classroom management	2018	17891
great teacher	2018	17952
Working with students with extreme behaviors and trauma	2019	21604
Collaborating, and finding common ground, with grade level content partners.	2019	21758
discipline	2019	21826
Making learning engaging	2019	21840
Differentiating so many lessons	2019	21945
The most difficult classroom challenge was to relate to parent concerns and adjust to those concerns relating to homework and assistance at home. She does not believe in homework or practice at home.	2019	22181
None. She was the single best first-year teacher I've seen in 15 years as principal.	2019	22330

differentiating for ALL students	2019	22335
Developing and implementing language objectives.	2019	22385
ELL accomodations	2019	22397
Effective classroom mangagement with consistent expectations	2019	22398
Personalizing the learning environment to develop agency in all learners.	2019	22502
I can't think of one.	2019	22609
Modified lessons, classroom management (not understanding/knowing multiple discipline strategies)	2019	22847
working collaboratively with teachers who do not like to share ideas.	2019	23118
Dealing with difficult conversations with parents in regards to student's needs.	2019	23165
Working with parents	2019	23215
Classroom Management	2019	23246
discipline	2019	23261
Working with students with extreme behaviors and trauma	2019	27079
Collaborating, and finding common ground, with grade level content partners.	2019	27233
discipline	2019	27301
Making learning engaging	2019	27315
The most difficult classroom challenge was to relate to parent concerns and adjust to those concerns relating to homework and assistance at home. She does not believe in homework or practice at home.	2019	27656
differentiating for ALL students	2019	27810
Developing and implementing language objectives.	2019	27860
ELL accomodations	2019	27872
I can't think of one.	2019	28084
Modified lessons, classroom management (not understanding/knowing multiple discipline strategies)	2019	28322
working collaboratively with teachers who do not like to share ideas.	2019	28593
Dealing with difficult conversations with parents in regards to student's needs.	2019	28640
Working with parents	2019	28690
management of diverse students	2020	32084
hard to reach learners	2020	32116
This teacher struggled at times keeping all students engaged and making in the moment adjustments to instruction based on what students needed from moment to moment.	2020	32368
Addressing the needs of very difficult behaviors.	2020	32423
Discipline and learning how to differentiate instruction	2020	32557
When she has more then 1 or 2 difficult students in a class she struggles at times to manage them and her attention to them.	2020	32774
Providing necessary interventions to all students within the limited classroom schedule.	2020	32829
Being willing to discuss concerns with the principal	2020	33303
Classroom management.	2020	33513
No suggestions.	2020	33605

Meeting students' individual academic needs	2020	33845
The soft skills to direct students to meet expectations while developing a relationship that fosters growth. This instructor was extraordinary. The skills that we worked on with this instructor are typically focused on during the 5th or 6th year of teaching. Very pleased with this 'first year teacher'.	2020	33901

Essay Text	School Year	Response ID
43. What is the single most important area that teacher preparation programs should strengthen?		
Individual instrument pedagogical knowledge	2016	6899
Classroom management.	2016	6915
classroom management, time management and overall professionalism	2016	7019
time spent in the classroom with a veteran teacher	2016	7419
Procedures for classrooms and communication with peer and parents	2016	7836
classroom management	2016	7858
Data driven instruction.	2016	7913
Interventions in dealing with classroom management.	2016	7971
Strengthening theoretical knowledge so that teachers are adaptable, flexible, responsive to student's needs, resilient and understand that each child needs different things. As teachers we must be researchers at all times -we have to face our work with a sense of inquiry and urgency, continually investigating what our students need.	2016	8083
I would suggest that the work on lesson planning be a focus, in regards to writing one for effective differentiated instruction.	2016	8102
Effective data collection, analysis, and data-driven decision making	2016	8106
Classroom management	2016	8110
The realities of a teacher being prepared to manage a classroom full of students with varying levels	2016	8306
curriculum knowledge	2016	8387
No suggestions.	2016	8509
instructional practices	2016	8523
How to help learners be in control of their own learning.	2016	8544
Classroom management; data analysis	2016	8583
Classroom managment	2017	11112
Classroom Management	2017	11136
Understanding that they are beginning their careers. They need to be open to feedback from their colleagues and principal.	2017	11277
co-teaching	2017	11376
Preparing teachers to use questioning to promote critical thinking and problem solving	2017	11560
creating basic lesson plans	2017	12038
Differentiated Instruction	2017	12297
classroom management	2017	12435
Data Analysis	2017	12440
Management	2017	12553

Classroom management	2017	12730
engagement	2017	12864
Stengthen the classroom management skills.	2018	15868
Engagement strategies	2018	16197
diversity of learners	2018	16201
Classroom Management	2018	16330
relationships with students, follow the directions of their administrators - sometimes they think they know what is best, when in fact they have no experiential base	2018	16424
Teaching teachers to value relationships with all students. Relationships first.	2018	16436
No suggestions.	2018	16711
Use data to drive instruction	2018	17454
classroom mangement	2018	17891
classroom management	2018	17952
Supervision and classroom management.	2019	21758
working with Tier 3 behaviors and using formative assessment to drive instruction (a data cycle process)	2019	21826
Relevance of instruction	2019	21840
Trauma inform care, differentiation and classroom managment	2019	21945
I would recommend stressing the make sure that you understand what is being asked and for new teachers to ask questions if they do not understand.	2019	22181
Working with student mental health issues.	2019	22330
preparing teachers to deal with gifted students as well as the lower end of the spectrum	2019	22335
Classroom management	2019	22385
data	2019	22397
Classroom management	2019	22398
Reimagining education practice for 21st century learners' futures.	2019	22502
Relevance and interdisciplinary. PBL	2019	22609
Teachers don't know that there are multiple disciplinary skills/strategies that they can use...	2019	22847
Collaboration, creating effective common formative and summative assessments.	2019	23118
Overall professionalism and how to carry out effective communication.	2019	23165
Classroom management	2019	23215
Classroom Management	2019	23246
modification of assessments, assessment for learning vs. assessment of learning	2019	23261
Supervision and classroom management.	2019	27233
working with Tier 3 behaviors and using formative assessment to drive instruction (a data cycle process)	2019	27301
Relevance of instruction	2019	27315
I would recommend stressing the make sure that you understand what is being asked and for new teachers to ask questions if they do not understand.	2019	27656
preparing teachers to deal with gifted students as well as the lower end of the spectrum	2019	27810

Classroom management	2019	27860
data	2019	27872
Relevance and interdisciplinary. PBL	2019	28084
Teachers don't know that there are multiple disciplinary skills/strategies that they can use...	2019	28322
Collaboration, creating effective common formative and summative assessments.	2019	28593
Overall professionalism and how to carry out effective communication.	2019	28640
Classroom management	2019	28690
management of diverse students	2020	32084
PLC	2020	32116
I would say the importance of building classroom community. It has been my experience that teachers undervalue the importance of developing routines and procedures with classes and the importance of creating strong relationships with students.	2020	32368
Responding to students who have experienced trauma	2020	32423
Teaching strategies for differentiation and working with special education students and staff.	2020	32557
Understanding how to develop rigorous lesson and differentiate at the same time.	2020	32774
Providing modified tasks and assignments to students who have been identified with exceptionalities.	2020	32829
Planning ahead and communicating	2020	33303
Classroom management.	2020	33513
No suggestions.	2020	33605
understanding assessments and how to change instructional practices	2020	33845
Soft skills. Role play tough conversations with other teachers, students and parents.	2020	33901

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