

## 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:

2019

Ending school year:

2023

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
<b>Standard 1 - Content Knowledge</b>						4.31	0.58

1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	3%	12%	53%	32%	4.14	0.74
2. The teacher was prepared in his or her content area	0%	1%	2%	54%	43%	4.39	0.58
3. The teacher was was prepared to engage students in his or her content area.	0%	1%	6%	47%	46%	4.38	0.64
4. The teacher was prepared to make content meaningful to students.	0%	2%	6%	50%	42%	4.32	0.68

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 2 - Learning, Growth, and Development</b>						3.95	0.75

5. The teacher was prepared to design lessons that include differentiated instruction.	0%	6%	12%	50%	32%	4.08	0.82
6. The teacher was prepared to implement instruction based on a student's IEP.	1%	5%	19%	51%	24%	3.92	0.84
7. The teacher was prepared to modify instruction for English language learners.	1%	3%	31%	42%	23%	3.83	0.85

8. The teacher was prepared to modify instruction for gifted learners.	1%	5%	32%	37%	25%	3.8	0.91
9. The teacher was prepared to create lesson plans to engage all learners.	0%	4%	14%	49%	33%	4.11	0.79

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 3 - Curriculum Implementation</b>						4.20	0.71

10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	3%	4%	50%	43%	4.33	0.69
11. The teacher was prepared to deliver lessons for diverse learners.	1%	5%	13%	50%	32%	4.06	0.85

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 4 - Critical Thinking</b>						4.13	0.67

12. The teacher was prepared to implement a variety of instructional strategies.	0%	2%	11%	53%	34%	4.19	0.70
13. The teacher was prepared to engage students in critical thinking.	0%	3%	14%	54%	29%	4.09	0.73
14. The teacher was prepared to model critical thinking and problem solving.	0%	2%	14%	54%	30%	4.12	0.71

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

15. The teacher was prepared to use technology to enhance student learning.	0%	0%	8%	54%	38%	4.30	0.61
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 5 - Positive Classroom Environment</b>						4.10	0.71

16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	4%	9%	50%	38%	4.21	0.76
17. The teacher was prepared to use a variety of classroom management strategies.	2%	9%	13%	46%	31%	3.94	0.98
18. The teacher was prepared to manage a variety of discipline issues.	2%	9%	20%	44%	26%	3.82	0.98
19. The teacher was prepared to motivate his or her students to learn.	0%	3%	10%	55%	32%	4.16	0.71
20. The teacher was prepared to keep his or her students on task.	0%	6%	12%	53%	29%	4.05	0.80
21. The teacher was prepared to foster positive student	0%	2%	4%	50%	45%	4.37	0.66

relationships.

22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	6%	7%	53%	34%	4.15	0.79
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 6 - Effective Communication</b>						4.23	0.58

23. The teacher was prepared to use effective communication strategies to foster learning.	0%	1%	4%	62%	33%	4.27	0.58
24. The teacher was prepared to effectively communicate with parents.	1%	2%	11%	54%	32%	4.14	0.76
25. The teacher was prepared to effectively communicate with all staff.	0%	2%	6%	56%	36%	4.26	0.65
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	1%	6%	57%	36%	4.28	0.62
27. The teacher was prepared to use technology as a communication tool.	1%	1%	7%	54%	37%	4.25	0.71
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	0%	2%	10%	56%	32%	4.18	0.68

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 7 - Student Assessment and Data Analysis</b>						4.09	0.69

29. The teacher was prepared to use assessments to evaluate learning.	0%	2%	12%	56%	30%	4.14	0.69
30. The teacher was prepared to develop assessments to evaluate learning.	0%	3%	18%	50%	29%	4.05	0.76
31. The teacher was prepared to analyze assessment data to improve instruction.	0%	4%	15%	50%	32%	4.09	0.78
32. The teacher was prepared to help students set learning goals based on assessment results.	0%	4%	19%	47%	31%	4.04	0.81
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	5%	12%	50%	34%	4.12	0.80

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 8 - Professionalism</b>						4.19	0.70

34. The teacher was prepared to analyze data to reflect on areas for professional growth.	0%	5%	7%	57%	31%	4.14	0.75
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35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	4%	4%	56%	36%	4.24	0.71
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Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 9 - Professional Collaboration</b>						4.21	0.62

36. The teacher was prepared to collaborate with colleagues to support student learning.	0%	2%	2%	55%	41%	4.35	0.62
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37. The teacher was prepared to collaborate with parents to support student learning.	0%	2%	11%	54%	33%	4.18	0.70
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38. The teacher was prepared to participate in professional organizations.	0%	2%	16%	51%	31%	4.11	0.74
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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.	0%	0%	11%	51%	38%	4.27	0.65
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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?	0%	11%	59%	30%	3.19	0.61
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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?	8%	92%
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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%	13%	58%	29%	3.16	0.63
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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?	0%	24%	76%

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.	0%	0%	14%	48%	38%	4.24	0.68

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?	5%	5%	19%	71%	0%

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.	0%	0%	15%	65%	20%	4.05	0.59

Essay Text	School Year	Response ID
<b>42. What has been the most difficult classroom challenge your teacher faced when striving to meet the needs of students?</b>		
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

Moving from in person teaching to virtual	2021	37005
I think connection to the students is something that can continue to grow. Relational connection.	2021	37150
This teacher taught entirely virtually for her entire first year.	2021	37309
As a new teacher this teacher has had to adjust to the building culture and climate.	2021	37351
Virtual Teaching	2021	37384
Virtual Teaching	2021	37803
Navigating virtual instruction	2021	37896
Managing all the demands of the classroom simultaneously.	2021	37910
Relationship building/classroom management	2021	38089
virtual learning	2021	38094
Work load/Traveling teacher	2021	38097
This teacher has done great in her first year.	2022	41874
Providing opportunities for students to engage with rigorous tasks.	2022	42532
Accommodations	2022	42649
This individual is a natural teacher and has engulfed the profession wanting to consistently learn and grow. She has brought great collaboration and positivity to our school team.	2022	42690
No suggestions.	2022	42925
Collaboration- speaking up and having input	2022	43000
Classroom management	2022	43105
Just being a new teacher.	2022	43237
No suggestions.	2022	43356
Behavior management and student gaps with science	2022	43410
Time management	2022	43470
Classroom Management	2022	43493
This individual faced many challenges as the school rolled out a new program and many adjustments had to be made throughout the year.	2022	43618
Implementing effective consequences for classroom management issues.	2022	43622
Classroom Management	2022	43743
Consistent routines for older stuents	2022	43764
Students with multiple needs based on diversity, trauma and behaviors.	2022	43798
Just being a new teacher.	2022	43816
Classroom management.	2022	43858
managing whole classroom behaviors	2023	47604
Classroom Management	2023	47765
Effective classroom management	2023	47884
New policies that needed to be enforced to keep students safe and in the classroom for instructional time	2023	47946
Balancing work load	2023	48387
Being consistent and know what things to respond to.	2023	48604

Learning to establish routines and accountability. She was too worried about being friends and gave too much grace. Was uncomfortable with consistently holding kids accountable. She has grown significantly in this area.	2023	48774
30 students in the classroom with two teachers	2023	48894
Student behavior	2023	48904
Consistently meeting the needs of all students with diversities	2023	48906
Behavior/classroom management	2023	49174
Student behaviors	2023	49213
Setting boundaries.	2023	49463
No suggestions.	2023	49709
classroom management	2023	49957
Diverse needs of children with IEPs and language needs; evaluation process and development of goals for IEP students	2023	50094

Essay Text	School Year	Response ID
<b>43. What is the single most important area that teacher preparation programs should strengthen?</b>		
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
Relationship Building and Social and Emotional Growth.	2021	37150
Working with teachers on professionalism, professional communication, being part of an organization that serves the whole not just them as an individual. This is not a reflection on this teacher, just a general reflection on new teachers to the profession	2021	37309
Behavior management	2021	37351
Virtual Teaching	2021	37803
Please talk more about the roll of white women in the education system.	2021	37896
Legal preparation related to education (school law, evaluations, contractual obligations, etc.)	2021	37910
Classroom Management Strategies/Planning	2021	38089
No suggestions.	2021	38094
Classroom management as it pertains to increasing instruction efficiency	2021	38097
I think a lot of teacher preparation comes from learned experience. This teacher has done great!	2022	41874
Classroom managment strategies.	2022	42532
classroom management	2022	42624
Management	2022	42649

She has demonstrated that her program prepared her for teaching!!	2022	42690
Real Life Scenarios with Parents	2022	42925
Science of reading- teachers need to know more about teaching reading	2022	43000
Learning adequate classroom management strategies and skills to communicate with parents.	2022	43105
Importance of setting clear expectations and procedures with scholars from day one.	2022	43237
No suggestions.	2022	43356
Relationship building and using assessment data to drive instruction	2022	43410
Teaching the science of reading	2022	43470
Classroom Management	2022	43493
This individual has the skills of a master teacher.	2022	43618
Classroom management strategies for diverse learners	2022	43622
Classroom Management	2022	43743
Routines and expectations	2022	43764
Working with students in crisis.	2022	43798
Importance of setting clear expectations and procedures with scholars from day one.	2022	43816
Classroom management.	2022	43858
classroom management techniques	2023	47604
Building and fostering relationships with students.	2023	47765
Classroom management	2023	47884
How to continue to engage students when behavioral distractions are occurring	2023	47946
No suggestions.	2023	48387
classroom management and engagement	2023	48604
Analyzing formative data to know what kids need and how to give it to them.	2023	48774
Managing Stress	2023	48894
Classroom Management	2023	48904
classroom management	2023	48906
Trauma Informed response	2023	49174
Dealing with student behaviors	2023	49213
Social Emotional Learning for Adults	2023	49463
teacher-student boundaries	2023	49580
Supporting students with 504s/IEPs	2023	49709
classroom management	2023	49957
ELL support for families	2023	50094