

## 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:

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](#)

Note: Questions 51-57 in the teacher survey replaced questions 44-50 in 2023, so data for questions 44-50 reflect survey results from 2015-2022 and data for questions 51-57 only reflect 2023-2024 survey results. Questions 39a, 39b, and 39c were added in 2024, so data for those questions only reflect survey results from 2024.

\* 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>						4.09	0.66
2. I was prepared to incorporate interdisciplinary instruction.	2%	5%	13%	63%	18%	3.91	0.79
3. I was prepared in my content area	1%	5%	8%	49%	38%	4.19	0.82
4. I was prepared to engage students in my content area.	2%	4%	4%	63%	28%	4.12	0.77
5. I was prepared to make my content meaningful to students.	2%	2%	7%	57%	31%	4.12	0.82
Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 2 - Learning, Growth, and Development</b>						3.56	0.79
6. I was prepared to design lessons that include differentiated instruction.	2%	7%	13%	50%	28%	3.96	0.91
7. I was prepared to implement instruction based on a student's IEP.	3%	25%	26%	36%	11%	3.26	1.05
8. I was prepared to modify instruction for English language	5%	20%	21%	42%	12%	3.37	1.08

learners.

9. I was prepared to modify instruction for gifted learners.	4%	24%	20%	39%	13%	3.33	1.09
10. I was prepared to create lesson plans to engage all learners.	2%	9%	11%	55%	23%	3.89	0.92

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 3 - Curriculum Implementation</b>						4.07	0.72

11. I was prepared to deliver lessons based on curriculum standards.	1%	4%	10%	54%	31%	4.11	0.79
12. I was prepared to deliver lessons for diverse learners.	1%	5%	13%	52%	30%	4.04	0.84

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 4 - Critical Thinking</b>						4.03	0.77

13. I was prepared to implement a variety of instructional strategies.	1%	6%	6%	50%	37%	4.16	0.86
14. I was prepared to engage students in critical thinking.	2%	6%	13%	54%	26%	3.97	0.87
15. I was prepared to model critical thinking and problem solving.	2%	7%	13%	50%	28%	3.96	0.91

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

16. I was prepared to use technology to enhance student learning.	3%	8%	13%	48%	28%	3.90	1.00
---	----	----	-----	-----	-----	------	------

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 5 - Positive Classroom Environment</b>						3.84	0.79

17. I was prepared to create a classroom environment that encourages student engagement.	1%	5%	9%	55%	30%	4.09	0.80
18. I was prepared to use a variety of classroom management strategies.	8%	13%	12%	45%	23%	3.63	1.19
19. I was prepared to manage a variety of discipline issues.	9%	19%	19%	38%	16%	3.34	1.19
20. I was prepared to motivate my students to learn.	5%	8%	12%	54%	22%	3.80	1.02
21. I was prepared to keep my students on task.	5%	9%	15%	53%	19%	3.73	1.01
22. I was prepared to foster positive student relationships.	1%	2%	4%	41%	52%	4.43	0.71
23. I was prepared to facilitate smooth transitions for my students.	2%	7%	19%	50%	23%	3.85	0.90

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 6 - Effective Communication</b>						3.96	0.74
24. I was prepared to use effective communication strategies to foster learning.	2%	5%	13%	55%	26%	3.99	0.84
25. I was prepared to effectively communicate with parents.	7%	12%	16%	41%	23%	3.63	1.17
26. I was prepared to effectively communicate with all staff.	1%	8%	13%	50%	29%	3.98	0.89
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	1%	2%	3%	44%	51%	4.42	0.70
28. I was prepared to use technology as a communication tool.	2%	9%	13%	45%	32%	3.98	0.97
29. I was prepared to enhance students' skills in using technology as a communication tool.	2%	12%	18%	40%	28%	3.80	1.05
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>						3.84	0.80
30. I was prepared to use assessments to evaluate learning.	1%	7%	12%	45%	35%	4.07	0.91
31. I was prepared to develop assessments to evaluate learning.	2%	7%	18%	50%	23%	3.83	0.94
32. I was prepared to analyze assessment data to improve instruction.	2%	9%	17%	46%	25%	3.84	0.96
33. I was prepared to help students set learning goals based on assessment results.	2%	13%	23%	42%	20%	3.63	1.01
34. I was prepared to work with colleagues to set learning goals using assessment results.	2%	10%	18%	48%	23%	3.80	0.95
Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 8 - Professionalism</b>						4.04	0.80
35. I was prepared to analyze data to reflect on areas for professional growth.	2%	9%	13%	49%	28%	3.94	0.94
36. I was prepared to reflect on my practices for professional growth.	1%	7%	5%	51%	37%	4.15	0.86
Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
<b>Standard 9 - Professional Collaboration</b>						3.80	0.86
37. I was prepared to collaborate with colleagues to support student learning.	2%	6%	8%	50%	34%	4.09	0.90
38. I was prepared to collaborate with parents to support student	5%	10%	20%	45%	20%	3.66	1.06

learning.

39. I was prepared to participate in professional organizations. 3% 14% 15% 48% 20% 3.67 1.04

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
39a. I was prepared to use knowledge of phonemic awareness, phonics, and fluency to effectively teach reading.				N < 15			
39b. I was prepared to use knowledge of vocabulary and comprehension to effectively teach reading.				N < 15			
39c. I was prepared to differentiate reading instruction for a child who is struggling to learn to read.				N < 15			

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.	2%	9%	17%	48%	25%	3.86	0.94

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)
40a. Did you have student teaching experience as part of your teacher preparation program?	1%	4%	30%	33%	31%

Question / Standard	No (1)	Yes (2)
40b. Are you currently teaching in the subject area in which you are certified?	8%	92%
41. Did you complete any of your teacher preparation course work at a community college?	87%	13%

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?	0%	6%	24%	47%	24%	3.88	0.83

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?	9%	80%	11%	1%

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)?	3%	10%	17%	70%

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
46. The mentoring process is non-evaluative.	4%	10%	19%	41%	27%	3.75	1.09
47. The support I received from my mentor has helped me improve my practice.	4%	8%	10%	31%	48%	4.12	1.10
48. My mentor provided me with the resources I needed to improve my practice.	6%	8%	8%	34%	44%	4.02	1.18
49. My mentor provided me with effective support.	4%	8%	8%	30%	50%	4.12	1.13
50. I was prepared to reflect on feedback from my mentor.	3%	4%	9%	36%	48%	4.22	0.97

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)
51. How often have you met with your mentor this school year (either formally or informally)?			N < 15		

Question / Standard	No (1)	Yes (2)
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)
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
<b>58. What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?</b>		
Working with a student with social-emotional needs.	2017	9280
Knowing whether or not my students are actually learning	2017	9350
Making engaging lessons and actives and in-depth concrete conceptual learning.	2017	9369
Classroom management	2017	9374
Bridging the gap in learning as many students preform below grade level.	2017	9386
Differentiating	2017	9405
Differentiation of lesson's.	2017	9527
Having so many needs behavioral and academic that I didn't have time or fully know how to address them.	2017	9564
The biggest difficulty was structuring a class with no prior structure. I was given my materials and that's about it. There is very minimal levels of collaboration and that made for a difficult start in a new classroom.	2017	9702
Not having the full support of staff or administration in new methods of instruction delivery	2017	9736
Helping students who came to me two or more years below grade level.	2017	9847
classroom management	2017	9978
Behavior	2017	10092
managing behaviors so that all students can learn and responding to needs of diverse learners	2017	10136
The extreme level of disrespect and disinterest from the students.	2017	10208
Adapting general education to the self-contained classroom (science and social studies)	2017	10219
It has been a challenge to effectively use guided reading in the classroom and be able to strengthen the reading comprehension of my students.	2017	10227
Classroom management and dicipline	2017	10271
Classroom management	2017	10277
Discipline	2017	10281
management	2017	10476
Teaching sufficiently to the extremity of diverse learners in each class.	2017	10488
students with difficult backgrounds having a hard time in class	2017	10545
Behavior management	2017	10571
Students each got laptops this year. Using this tool while managing student use of this tool has been a challenge.	2017	10665
they did not want to learn	2017	10673
I am working with special education students, and meeting all of their need simultaneously has often been difficult.	2017	10781
behavior management	2017	10924

My greatest challenge was balancing the tremendous workload of being a Sped teacher while also managing the requirements of ELA curriculum standards.	2017	10983
The most difficult classroom challenge I have faced is student motivation.	2018	13681
class sizes with ELL and no support staff in the classroom	2018	13698
Lack of a sufficient budget to purchase supplies.	2018	13707
My biggest challenge has been classroom management in terms of addressing negative behaviors.	2018	13715
Having students of such drastic ability level and being able to delivery meaningful lessons that are meeting the needs of my highest and lowest learners.	2018	13777
not having any curriculum or curricular help throughout the year after departmentalization	2018	13858
Time management	2018	13868
Classroom management has been by struggle.	2018	13945
Inconsistancy with students in and out of the classroom.	2018	14190
Making the content relevant and interesting for students.	2018	14250
Classroom management	2018	14414
classroom management and lack of support within the school building	2018	14496
Lack of administrative support, admin does not follow handbook, and extremely low attendance rates.	2018	14528
ELL	2018	14865
Keeping students in their seats and managing the classroom without a "all school " or "all district" plan	2018	14954
Getting all students to buy in	2018	14966
Having enough resources available.	2018	15130
Motivating students who have no interest in engaging with the lesson or speaking out in class.	2018	15137
Struggling with inconsistent school policies/meeting the needs of ELL students	2018	15279
Trying to confer with all students and provide the level of support that they need when there is only one of me to go around.	2018	15283
Classroom management - students are continually talking over me even when the material is engaging.	2018	15362
engaging unmotivated students	2018	15503
Helping higher level/more advanced students in a regular classroom	2018	15640
Having students that are apathetic to the learning process.	2018	15772
Dealing with students of all different levels of academic prose and behavior disorders and still trying to get them to produce to the state's required level of growth.	2018	15806
Student poverty and lack of parental involvement	2019	18947
No suggestions.	2019	19199
Finding ways to engage students who do not show any interest in art.	2019	19211
Classroom management	2019	19293
Classroom management and organization	2019	19541
the strong willed student that does not want to be engaged.	2019	19727
Having exceptional behavior students that may act violent, yell, or disrupt class in other ways.	2019	19969
Meeting the needs of all students regardless of background and prior skill level	2019	20112

Successfully differentiating every lesson to both engage and academically reach every scholar in the room.	2019	20438
Developing and implementing language objectives.	2019	20708
managing behavior has been very strenuous. Student engagement has been tough to keep up	2019	20718
Classroom Management	2019	20780
Differentiation	2019	20924
students who have a hard time managing their body which disturbs their learning and the learning of others	2019	20946
Behavior problems	2019	24397
"Building rapport and relationships versus being ""friends"" with students."	2019	24719
Creating lessons based around classes without solid stated objectives.	2019	25121
balancing behavior management and maximizing learning time	2019	25446
Differentiating the work to enough levels in the classroom to meet the needs of everyone. There are so many different levels.	2019	25750
I work in a large urban district and have a very diverse group of students ranging from ELL, SPED, students who have significant behavior problems, come from homeless backgrounds, etc. being able to manage all of these things in my classroom while effectively teaching and planning for all the learning experiences that come with this was not something that was taught. My first quarter with my students was rough and I was not seeing a lot of progress until I attended PD's and researched on my own to find effective ways to teach these students. After this work, my students and I made lots of progress in the classroom.	2019	25810
Effective engagement and classroom management	2019	25964
communication with other faculty in the building	2019	25980
Figuring out the curriculum	2019	26126
Classroom management	2019	26192
Understanding how to use various online grading systems (Canvas, SIS, Blackboard, etc.)	2019	26292
Wide variety of ability levels and extremely low Math achievement with this group of Fifth graders (historically).	2019	26586
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 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

Essay Text	School Year	Response ID
<b>59. What is the single most important area that teacher preparation programs should strengthen?</b>		
Talking to inservice teachers about their day to day struggles and successes.	2017	9280
lecturing/note writing skills for students to intake information	2017	9350
In depth concrete conceptual understanding.	2017	9369
classroom management strategies	2017	9374
Positive student relationships and what that can mean within the classroom.	2017	9386

Differentiation	2017	9405
Communication skills	2017	9527
How to give an assessment, change your teaching, and keep repeating that process.	2017	9564
I feel I was least prepared for the high levels of student apathy.	2017	9702
Cooperation with administration and the proposal to enhance instruction in a variety of unconventional ways	2017	9736
Building relationships to assist with creating a positive classroom setting.	2017	9847
classroom management	2017	9978
Behavior management	2017	10092
practical real world classroom scenarios showing teachers what works, especially when it comes to discipline/behaviors	2017	10136
Creating assessments and interpreting data.	2017	10208
Classroom/ behavior management	2017	10219
I think it is important for teachers to have the opportunity to use guided reading in a practicum experience (not just reading a professional book about it) and then be able to go back to the university and discuss how the group could be improved with other colleagues and instructors.	2017	10227
Classroom management	2017	10271
classroom structure and management techniques	2017	10277
Actual time preparing for teaching. All that goes on behind the scenes.	2017	10281
building relationships with parents and students	2017	10476
My teacher prep. program was a huge waste of time. They need to completely overhaul the program to provide more practical education and experience.	2017	10488
extremely difficult children	2017	10545
effective strategies for handling more difficult behaviors when there is no parental support	2017	10571
Classroom management strategies.	2017	10665
Discipline	2017	10673
Support in areas of behavior management and discipline. Concrete examples of what to do and how to do it.	2017	10781
behavior management	2017	10924
Student Engagement	2017	10983
More hands-on training (more practicum's leading up to student teaching)	2018	13681
acknowledging bias and the importance of culture and cultural relevance	2018	13698
Classroom management techniques/transitions and behavior intervention techniques.	2018	13707
Differentiation.	2018	13715
Unsure	2018	13777
data tracking and using informed practices such as formative and summative to drive instruction	2018	13858
Prioritizing standards for core content	2018	13868
I believe strengthening the reading of reading the standards and pulling out lessons to get the students where you want them in their learning. I was taught this by my student teacher, but any additional help would be great.	2018	13945
More opportunities to be in the classroom from the beginning of college not just senior year.	2018	14190

Ways to keep students engaged and interested in the content.	2018	14250
how to build authentic relationships with students	2018	14414
a stronger focus on creating curriculum	2018	14496
How to keep high standards in very low S.E.S. communities where students don't show up mentally or physically.	2018	14528
Classroom mangement	2018	14865
Staff climate	2018	14954
Being able to teach to an array of students that have very different learning levels; so essentially, differentiated learning.	2018	14966
How to build your own assessments directly aligned with standards and establishing routine in the classroom.	2018	15130
Investigating new and interesting, technologically engaging instructional strategies.	2018	15137
Instructional strategies for newcomers/ELL students.	2018	15279
Instructing upcoming teachers how to read assessment data and use it to inform instructional decisions.	2018	15283
Upcoming educational practices - my school emphasizes PBL and Project Lead the Way. I was unaware of both of those things and I would have liked to know how to implement PBL better.	2018	15362
assessment writing	2018	15503
Helping teachers understand standards	2018	15640
How to create a Positive classroom environment.	2018	15772
Incorporating time for students to analyze data to inform instruction; more classroom management activities.	2018	15806
Meeting individual student needs	2019	18947
Curriculum writing	2019	19199
The importance of teacher/student relationships.	2019	19211
Classroom management skills and strategies with real life examples.	2019	19293
Classroom management strategies	2019	19541
Class room management	2019	19727
Mindfulness for teachers	2019	19969
Basic classroom management	2019	20112
Teaching curriculum standard breakdown	2019	20438
Classroom management	2019	20708
supporting yourself. It is tough and the support structures that you had been promised in your practicum may not actually be available at your first placement	2019	20718
Using the approved curriculum in the schools to learn how to create lesson plans from it to make them better for every learner	2019	20780
Addressing IEPs	2019	20924
teacher-student relationships as well as student-student relationships	2019	20946
Classroom management	2019	24397
Time management and quick, efficient lesson planning. I learned how to write extensive lesson plans that are never required where I teach. I am now needing to learn skills to provide quick, simple lessons.	2019	24719
hands on experience in a classroom before student teaching	2019	25121

procedures, transitions, etc.	2019	25446
Including information about all of the paperwork that is required when in a teaching position. Strongly lacking in this area.	2019	25750
Effective assessment and planning coursework for not just whole group but small group and each individuals unique experiences. And when assessing data, how to use it and implement it with fidelity in the classroom.	2019	25810
Student engagement	2019	25964
culturally relevant teaching and discipline	2019	25980
Building positive relationships with students	2019	26126
Classroom management	2019	26192
Communicating with parents.	2019	26292
How to work with students that come from extremely poor families.	2019	26586
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 is 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 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

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](mailto:ipp@missouri.edu)

