Missouri's First Year Educator Survey

University of Missouri-Kansas City Report

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Survey:

◉ Teacher	○ Principal's Supervisor
○ Principal	○ Counselor's Supervisor
○ Counselor	○ Superindendent
○ Teacher's Principal	

Beginning school year: **Ending school year:**

[2020 ⌄]   [2024 ⌄]

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.

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* 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						3.98	0.72
2. I was prepared to incorporate interdisciplinary instruction.	0%	14%	7%	60%	19%	3.84	0.89
3. I was prepared in my content area	1%	9%	8%	47%	35%	4.08	0.92
4. I was prepared to engage students in my content area.	1%	6%	9%	58%	26%	4.02	0.82
5. I was prepared to make my content meaningful to students.	0%	9%	12%	50%	29%	4	0.87

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 2 - Learning, Growth, and Development						3.48	0.82
6. I was prepared to design lessons that include differentiated instruction.	1%	9%	13%	50%	27%	3.92	0.92
7. I was prepared to implement instruction based on a student's IEP.	7%	28%	23%	32%	10%	3.11	1.13
8. I was prepared to modify instruction for English language	6%	21%	20%	43%	10%	3.30	1.10

learners.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
9. I was prepared to modify instruction for gifted learners.	3%	29%	19%	35%	13%	3.25	1.11
10. I was prepared to create lesson plans to engage all learners.	1%	13%	10%	55%	21%	3.82	0.93

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 3 - Curriculum Implementation						4.11	0.66
11. I was prepared to deliver lessons based on curriculum standards.	0%	3%	8%	58%	31%	4.16	0.71
12. I was prepared to deliver lessons for diverse learners.	0%	7%	10%	53%	30%	4.05	0.82

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 4 - Critical Thinking						4.05	0.67
13. I was prepared to implement a variety of instructional strategies.	0%	5%	5%	61%	29%	4.13	0.73
14. I was prepared to engage students in critical thinking.	0%	5%	13%	57%	25%	4.02	0.77
15. I was prepared to model critical thinking and problem solving.	0%	7%	13%	53%	27%	4	0.83

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	3%	7%	12%	50%	29%	3.95	0.96

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 5 - Positive Classroom Environment						3.83	0.73
17. I was prepared to create a classroom environment that encourages student engagement.	1%	5%	10%	50%	34%	4.10	0.85
18. I was prepared to use a variety of classroom management strategies.	4%	11%	14%	46%	25%	3.76	1.07
19. I was prepared to manage a variety of discipline issues.	8%	26%	17%	35%	15%	3.23	1.21
20. I was prepared to motivate my students to learn.	3%	6%	10%	62%	20%	3.90	0.87
21. I was prepared to keep my students on task.	2%	8%	16%	58%	17%	3.8	0.87
22. I was prepared to foster positive student relationships.	0%	2%	7%	46%	45%	4.35	0.69
23. I was prepared to facilitate smooth transitions for my students.	3%	10%	21%	48%	18%	3.69	0.97

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 6 - Effective Communication						3.94	0.71
24. I was prepared to use effective communication strategies to foster learning.	0%	8%	10%	58%	23%	3.97	0.81
25. I was prepared to effectively communicate with parents.	10%	14%	19%	36%	22%	3.46	1.24
26. I was prepared to effectively communicate with all staff.	2%	11%	13%	46%	28%	3.87	1.00
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	3%	3%	40%	53%	4.43	0.72
28. I was prepared to use technology as a communication tool.	1%	6%	11%	46%	36%	4.11	0.88
29. I was prepared to enhance students' skills in using technology as a communication tool.	3%	10%	18%	43%	26%	3.79	1.03

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 7 - Student Assessment and Data Analysis						3.87	0.77
30. I was prepared to use assessments to evaluate learning.	0%	7%	8%	53%	32%	4.10	0.82
31. I was prepared to develop assessments to evaluate learning.	1%	12%	11%	50%	26%	3.88	0.96
32. I was prepared to analyze assessment data to improve instruction.	2%	9%	11%	53%	25%	3.91	0.93
33. I was prepared to help students set learning goals based on assessment results.	2%	14%	20%	44%	20%	3.67	1.00
34. I was prepared to work with colleagues to set learning goals using assessment results.	2%	10%	18%	49%	22%	3.79	0.95

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 8 - Professionalism						4.09	0.70
35. I was prepared to analyze data to reflect on areas for professional growth.	2%	3%	14%	53%	28%	4.02	0.84
36. I was prepared to reflect on my practices for professional growth.	0%	4%	9%	53%	34%	4.17	0.76

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 9 - Professional Collaboration						3.77	0.86
37. I was prepared to collaborate with colleagues to support student learning.	1%	5%	11%	55%	28%	4.04	0.82
38. I was prepared to collaborate with parents to support student	5%	10%	18%	48%	18%	3.63	1.06

learning.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
39. I was prepared to participate in professional organizations.	3%	13%	23%	37%	24%	3.68	1.06
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%	8%	21%	44%	25%	3.83	0.95

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?	3%	3%	30%	23%	41%

Question / Standard	No (1)	Yes (2)
40b. Are you currently teaching in the subject area in which you are certified?	4%	96%
41. Did you complete any of your teacher preparation course work at a community college?	90%	10%

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?	8%	74%	18%	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)?	1%	6%	15%	78%

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
46. The mentoring process is non-evaluative.	5%	8%	27%	34%	27%	3.70	1.09
47. The support I received from my mentor has helped me improve my practice.	2%	3%	9%	31%	55%	4.34	0.89
48. My mentor provided me with the resources I needed to improve my practice.	2%	3%	9%	39%	47%	4.27	0.87
49. My mentor provided me with effective support.	2%	3%	6%	40%	49%	4.32	0.84
50. I was prepared to reflect on feedback from my mentor.	0%	2%	8%	41%	50%	4.39	0.70

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)?	14%	12%	21%	21%	31%

Question / Standard	No (1)	Yes (2)
52. Did your mentor ever instruct students in the same subject area(s) as yours?	17%	83%

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.	6%	6%	11%	36%	42%	4.03	1.12
54. My mentor contributed to my effectiveness as a teacher during the current school year.	8%	8%	6%	22%	56%	4.08	1.30

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?	43%	7%	5%	43%	2%

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.	0%	17%	38%	42%	4%	3.33	0.80

| 57. The Beginning Teacher Assistance Program (BTAP) activities contributed to my effectiveness as a teacher during the current school year. | 0% | 13% | 38% | 46% | 4% | 3.42 | 0.76 |

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?

Essay Text	School Year	Response ID
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
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
Students unable to be held accountable for their actions	2023	45188
Staying ahead on assignments and plans for the week.	2023	45332
Classroom Management	2023	45435
Classroom behavior management, especially with technology.	2023	45487
Students constantly being pulled out for field trips, sports, testing	2023	45694
Supporting but not enabling behavior needs while simultaneously providing instruction	2023	45762
The most challenging thing has been the large amount of students below grade level. It is very difficult to differentiate instruction for half of the class, and it is frustrating when students are unable to perform and complete grade level assignments because they are missing foundational skills from the year prior.	2023	45909
Diverse behavior needs in wake of covid pandemic	2023	46022
classroom management	2023	46046
Disciplining students with behavioral problems to benefit the learning of the rest of class, but still trying to give those students chances to be successful. I don't always feel supported by admin.	2023	46110
I have a couple of students that do not follow redirections and will throw items in the classroom. If I redirect or express the desired behavior with the classroom rule and procedure.	2023	46260
successful transitions	2023	46365
Lack of support from adminstration	2023	46372
Students and parents just don't care anymore. Admin doesn't care. Nobody cares about the teachers and that is why Missouri is losing teachers at an alarming rate. Behaviors are out of control. Support is at an all time low. Admin cares most about test scores.	2023	46373
Reaching every student in classes with major behavioral issues in general it makes it extremely difficult to work in small groups or one-on-one when there's students who you can't move away from or take your eyes off.	2023	46466
Student's disruptive behaviors.	2023	46585
The demands and newness of the math curriculum. It is new to the district so I did not have anyone with experience to help with instruction.	2023	46626
Helping students become strong readers and writers. Balancing classroom management with meaningful content.	2023	46672
Challenging my students who have mastered kindergarten standards and pushed them towards first grade standards	2023	46713

Essay Text	School Year	Response ID
Behavioral issues as well as finding the time to adjust and implement disciplinary actions.	2023	46788
behavior management	2023	46909
Parent communication	2023	47021
Classroom management of behaviors.	2023	47143
Handling disciplinary measures when necessary.	2023	47158
Student attendance and supplies	2023	47161
The various levels of maturity and development.	2023	47392
Balancing between instruction time and break time.	2023	47398
Time for preparation and reflection.	2023	47543
Contacting and working with parents	2024	51678
Trying to figure out how to engage students with extremely low knowledge levels.	2024	51695
Managing disruptive and dangerous behavior.	2024	51914
The most difficult problem I face in the classroom is everything that happens outside of the classroom. My students work overnight to help their families pay bills. My students struggle with getting to school because they don't have cars, and the school busses are unreliable. This is particularly challenging in the freezing winter months. Schools do not exist in a vacuum. My students' lives impact their learning. We need more support in terms of more support staff, more teachers, and more custodians. We need facilities improvements.	2024	51930
Classroom behavior/composition	2024	51938
The variability of behaviors in the day-to-day teaching world.	2024	51984
The lack of additional support for a variety of diverse learners in the classroom. I have four very low learners some with significant behaviors and only 1.5 paras to support.	2024	52002
Phones. I believe strongly that all students are capable of achieving great things and overcoming the rigor that we present them in education, but the distraction of phones are hurting student outcomes and leaving teachers lost in how to effectively deal with them in class.	2024	52102
Trying to teach ML students with no support.	2024	52207
Helping maintain a calm and peaceful classroom setting when a student is having an outburst, in some cases a physical outburst where we have to evacuate the classroom.	2024	52333
Classroom management and reading instruction	2024	52611
The most difficult challenge that I have faced throughout this school year is gaining understanding and fluency on effective ways of collecting and reporting student data. This was not something that we learned in my program and it was also not done by my cooperating teacher in student teaching so I had a bit of a learning curve at the beginning of this year.	2024	52640
It's been difficult to reckon with the reality that student attendance (or lack thereof) contributes greatly to students' educational experiences. Without consistent attendance, my teaching and their learning was much more challenging and, frankly, not as effective.	2024	52815

Essay Text	School Year	Response ID
59. What is the single most important area that teacher preparation programs should strengthen?		
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 in 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

Comment	Year	ID
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
Go by subject	2023	45188
Tailoring information more to secondary teachers, a lot of instruction seems to be effective but really only benefits the early ed.	2023	45332
The discipline structure and steps for natural consequences in the classroom.	2023	45435
Teaching your content specifically. A lot of the preparation was general teaching practices, but I feel like I was never trained to actual teach students my content.	2023	45487
Classroom management, how to make math not boring or the same every single day	2023	45694
Behavior needs	2023	45762
Classroom/teacher organization - I wish we would have learned more about all of the things we need as a teacher. I have struggled all year with getting myself organized and keeping my classroom organized and I waste a lot of time finding things because I never learned how to stay organized. It takes a lot of time, but if teacher preparation programs addressed this I would have had an easier time getting set up at the beginning of the school year.	2023	45909
Classroom management strategies (building teachers tool belts) conscious discipline strategies	2023	46022
assessments for lower grades such as pre-k and classroom management	2023	46046
Classroom Management and how to effectively communicate with parents	2023	46110
Classroom management. It should be more than one class.	2023	46260
classroom management skills	2023	46365
Classroom management	2023	46372
The reality of teaching. Quit painting a fantasy for incoming teachers.	2023	46373
Planning units of study as a whole and not isolated classes.	2023	46585
The mentor teachers I had were not well prepared to help me succeed.	2023	46672
The workload	2023	46713
Discipline and class management	2023	46788
behavior management	2023	46909
classroom management	2023	47021
Classroom Management	2023	47143
Creating lessons that are engaging and curriculum-based	2023	47158
Classroom Management	2023	47161
Student management regarding various levels of development	2023	47392
Collaboration with colleagues in the same grade level	2023	47398
Social and Emotional struggles and teaching.	2023	47543
Communication technology training/ability to access student data and contact parents/guardians.	2024	51678
Instruction methods!	2024	51695
Explicit instruction in phonemic awareness and phonics	2024	51914
How to lesson plan	2024	51930

Student interaction	2024	51938
Difficult classroom experiences, and how to manage to not take bad behaviors personally. I believe all teachers should see difficult and reactive behaviors since we will all teach one eventually.	2024	51984
My student teaching experience was abysmal so I would say that.	2024	52002
I do not feel like I was prepared for how to effectively differentiate instruction for SPED students. Luckily my school has very helpful IA's that collaborate with me on the best way to differentiate, but I would be lost without them.	2024	52102
Colleague relationships and how to handle conflict if it arises	2024	52333
Reading- need to be taught the science of reading more explicitly Classroom management	2024	52611
No suggestions.	2024	52640
Preparing teachers with real expectations for their classrooms: teachers should be told to expect or prepare for the reality that students may not attend their classes for weeks or months at a time. What tools and strategies still allow students to succeed and teachers to support under this reality?	2024	52815