# Missouri's First Year Educator Survey

## University of Missouri-Kansas City Report

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**Survey:**

○ Teacher        ● Teacher's Principal

○ Principal      ○ Principal's Supervisor

○ Counselor      ○ Counselor's Supervisor

**Beginning school year:**

[ 2022 ⌄ ]

**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**

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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** | | | | | | 4.37 | 0.56 |
| 1. The teacher was prepared to incorporate interdisciplinary instruction. | 0% | 0% | 10% | 48% | 43% | 4.33 | 0.64 |
| 2. The teacher was prepared in his or her content area | 0% | 0% | 0% | 57% | 43% | 4.43 | 0.49 |
| 3. The teacher was was prepared to engage students in his or her content area. | 0% | 0% | 10% | 48% | 43% | 4.33 | 0.64 |
| 4. The teacher was prepared to make content meaningful to students. | 0% | 0% | 5% | 52% | 43% | 4.38 | 0.58 |
| **Standard 2 - Learning, Growth, and Development** | | | | | | 4.04 | 0.76 |
| 5. The teacher was prepared to design lessons that include differentiated instruction. | 0% | 5% | 24% | 29% | 43% | 4.10 | 0.92 |
| 6. The teacher was prepared to implement instruction based on a student's IEP. | 0% | 0% | 29% | 38% | 33% | 4.05 | 0.79 |
| 7. The teacher was prepared to modify instruction for English language learners. | 0% | 0% | 38% | 29% | 33% | 3.95 | 0.84 |

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| 8. The teacher was prepared to modify instruction for gifted learners. | 0% | 0% | 38% | 29% | 33% | 3.95 | 0.84 |
| 9. The teacher was prepared to create lesson plans to engage all learners. | 0% | 0% | 19% | 48% | 33% | 4.14 | 0.71 |
| **Standard 3 - Curriculum Implementation** | | | | | | 4.27 | 0.58 |
| 10. The teacher was prepared to deliver lessons based on curriculum standards. | 0% | 0% | 0% | 57% | 43% | 4.43 | 0.49 |
| 11. The teacher was prepared to deliver lessons for diverse learners. | 0% | 0% | 27% | 36% | 36% | 4.09 | 0.79 |
| **Standard 4 - Critical Thinking** | | | | | | 4.24 | 0.64 |
| 12. The teacher was prepared to implement a variety of instructional strategies. | 0% | 0% | 14% | 50% | 36% | 4.23 | 0.67 |
| 13. The teacher was prepared to engage students in critical thinking. | 0% | 5% | 5% | 55% | 36% | 4.23 | 0.73 |
| 14. The teacher was prepared to model critical thinking and problem solving. | 0% | 0% | 9% | 55% | 36% | 4.27 | 0.62 |
| **Standard - N/A** | | | | | | | |
| 15. The teacher was prepared to use technology to enhance student learning. | 0% | 0% | 9% | 55% | 36% | 4.27 | 0.62 |
| **Standard 5 - Positive Classroom Environment** | | | | | | 4.12 | 0.72 |
| 16. The teacher was prepared to create a classroom environment that encourages student engagement. | 0% | 0% | 9% | 55% | 36% | 4.27 | 0.62 |
| 17. The teacher was prepared to use a variety of classroom management strategies. | 5% | 5% | 27% | 32% | 32% | 3.82 | 1.07 |
| 18. The teacher was prepared to manage a variety of discipline issues. | 5% | 9% | 27% | 27% | 32% | 3.73 | 1.14 |
| 19. The teacher was prepared to motivate his or her students to learn. | 0% | 0% | 9% | 59% | 32% | 4.23 | 0.60 |
| 20. The teacher was prepared to keep his or her students on task. | 0% | 5% | 19% | 43% | 33% | 4.05 | 0.84 |
| 21. The teacher was prepared to foster positive student relationships. | 0% | 0% | 9% | 41% | 50% | 4.41 | 0.65 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 22. The teacher was prepared to facilitate smooth transitions for his or her students. | 0% | 5% | 5% | 50% | 41% | 4.27 | 0.75 |
| **Standard 6 - Effective Communication** | | | | | | 4.27 | 0.63 |
| 23. The teacher was prepared to use effective communication strategies to foster learning. | 0% | 0% | 9% | 55% | 36% | 4.27 | 0.62 |
| 24. The teacher was prepared to effectively communicate with parents. | 5% | 0% | 5% | 50% | 41% | 4.23 | 0.90 |
| 25. The teacher was prepared to effectively communicate with all staff. | 0% | 0% | 5% | 55% | 41% | 4.36 | 0.57 |
| 26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities. | 0% | 0% | 5% | 55% | 41% | 4.36 | 0.57 |
| 27. The teacher was prepared to use technology as a communication tool. | 5% | 0% | 5% | 55% | 36% | 4.18 | 0.89 |
| 28. The teacher was prepared to enhance students' skills in using technology as a communication tool. | 0% | 5% | 9% | 50% | 36% | 4.18 | 0.78 |
| **Standard 7 - Student Assessment and Data Analysis** | | | | | | 4.15 | 0.67 |
| 29. The teacher was prepared to use assessments to evaluate learning. | 0% | 0% | 23% | 45% | 32% | 4.09 | 0.73 |
| 30. The teacher was prepared to develop assessments to evaluate learning. | 0% | 0% | 36% | 32% | 32% | 3.95 | 0.82 |
| 31. The teacher was prepared to analyze assessment data to improve instruction. | 0% | 0% | 18% | 45% | 36% | 4.18 | 0.72 |
| 32. The teacher was prepared to help students set learning goals based on assessment results. | 0% | 0% | 14% | 50% | 36% | 4.23 | 0.67 |
| 33. The teacher was prepared to work with colleagues to set learning goals using assessment results. | 0% | 0% | 9% | 55% | 36% | 4.27 | 0.62 |
| **Standard 8 - Professionalism** | | | | | | 4.27 | 0.62 |
| 34. The teacher was prepared to analyze data to reflect on areas for professional growth. | 0% | 5% | 5% | 55% | 36% | 4.23 | 0.73 |
| 35. The teacher was prepared to reflect on his or her practices for professional growth. | 0% | 0% | 5% | 59% | 36% | 4.32 | 0.55 |

| Standard 9 - Professional Collaboration | | | | | | 4.24 | 0.59 |
|---|---|---|---|---|---|---|---|
| 36. The teacher was prepared to collaborate with colleagues to support student learning. | 0% | 0% | 5% | 55% | 41% | 4.36 | 0.57 |
| 37. The teacher was prepared to collaborate with parents to support student learning. | 0% | 0% | 14% | 50% | 36% | 4.23 | 0.67 |
| 38. The teacher was prepared to participate in professional organizations. | 0% | 0% | 19% | 52% | 29% | 4.10 | 0.68 |

| Question / Standard | Very Poor (1) | Poor (2) | Fair (3) | Good (4) | Very Good (5) | Mean | StdDev |
|---|---|---|---|---|---|---|---|
| 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% | 14% | 52% | 33% | 4.19 | 0.66 |

| Question / Standard | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) | Mean | StdDev |
|---|---|---|---|---|---|---|
| 39b. Based upon the performance based evaluation of this first year teacher, how would you rate his/her impact upon students? | 0% | 18% | 50% | 32% | 3.14 | 0.69 |

| Question / Standard | No (1) | Yes (2) |
|---|---|---|
| 39c. Was the teacher currently teaching in the subject area in which he/she was certified? | 5% | 95% |

| Question / Standard | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) | Mean | StdDev |
|---|---|---|---|---|---|---|
| 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% | 18% | 50% | 32% | 3.14 | 0.69 |

| Essay Text | School Year | Response ID |
|---|---|---|
| **40. What has been the most difficult classroom challenge your teacher faced when striving to meet the needs of students?** | | |
| 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 |

| Essay Text | School Year | Response ID |
|---|---|---|
| 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 |

| Essay Text | School Year | Response ID |
|---|---|---|

**41. What is the single most important area that teacher preparation programs should strengthen?**

| Essay Text | School Year | Response ID |
|---|---|---|
| I think a lot of teacher preparation comes from learned experience. This teacher has done great! | 2022 | 41874 |
| Classroom managament 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 managment. | 2022 | 43858 |

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