

Missouri's First Year Educator Survey

Missouri Baptist University Report

Survey:

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

Beginning school year:

Ending school year:

[Show Report](#)
 [Include Open-Ended Questions](#)

* Rows are displayed if there is a minimum of 15 respondents. However, actual counts are not displayed.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 1 - Content Knowledge						4.23	0.69
2. I was prepared to incorporate interdisciplinary instruction.	2%	4%	6%	52%	35%	4.15	0.87
3. I was prepared in my content area	0%	4%	10%	40%	46%	4.27	0.81
4. I was prepared to engage students in my content area.	0%	4%	8%	48%	40%	4.23	0.77
5. I was prepared to make my content meaningful to students.	0%	2%	10%	46%	42%	4.27	0.73
Standard 2 - Learning, Growth, and Development						4.00	0.70
6. I was prepared to design lessons that include differentiated instruction.	0%	0%	10%	35%	54%	4.44	0.67
7. I was prepared to implement instruction based on a student's IEP.	2%	2%	17%	46%	33%	4.06	0.88
8. I was prepared to modify instruction for English language learners.	4%	8%	31%	42%	15%	3.54	0.98
9. I was prepared to modify instruction for gifted learners.	4%	8%	23%	40%	25%	3.73	1.06
10. I was prepared to create lesson plans to engage all	2%	0%	8%	50%	40%	4.25	0.78

learners.

Standard 3 - Curriculum Implementation						4.25	0.78
11. I was prepared to deliver lessons based on curriculum standards.	2%	4%	8%	35%	50%	4.27	0.93
12. I was prepared to deliver lessons for diverse learners.	2%	0%	6%	56%	35%	4.23	0.74
Standard 4 - Critical Thinking						4.25	0.62
13. I was prepared to implement a variety of instructional strategies.	0%	0%	4%	48%	48%	4.44	0.57
14. I was prepared to engage students in critical thinking.	0%	2%	15%	50%	33%	4.15	0.74
15. I was prepared to model critical thinking and problem solving.	0%	4%	10%	50%	35%	4.17	0.77
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	0%	2%	10%	46%	42%	4.27	0.73
Standard 5 - Positive Classroom Environment						4.33	0.58
17. I was prepared to create a classroom environment that encourages student engagement.	0%	0%	6%	46%	48%	4.42	0.61
18. I was prepared to use a variety of classroom management strategies.	0%	2%	2%	48%	48%	4.42	0.64
19. I was prepared to manage a variety of discipline issues.	2%	2%	17%	50%	29%	4.02	0.85
20. I was prepared to motivate my students to learn.	2%	0%	8%	50%	40%	4.25	0.78
21. I was prepared to keep my students on task.	2%	0%	8%	52%	38%	4.23	0.77
22. I was prepared to foster positive student relationships.	0%	0%	2%	31%	67%	4.65	0.52
23. I was prepared to facilitate smooth transitions for my students.	0%	0%	9%	53%	38%	4.30	0.62
Standard 6 - Effective Communication						4.36	0.54
24. I was prepared to use effective communication strategies to foster learning.	0%	0%	6%	46%	48%	4.42	0.61
25. I was prepared to effectively communicate with parents.	0%	6%	10%	35%	48%	4.25	0.88
26. I was prepared to effectively	0%	0%	8%	46%	46%	4.38	0.63

communicate with all staff.

27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities. 0% 0% 2% 44% 54% 4.52 0.54

28. I was prepared to use technology as a communication tool. 0% 0% 6% 54% 40% 4.33 0.59

29. I was prepared to enhance students' skills in using technology as a communication tool. 0% 0% 10% 50% 40% 4.29 0.64

Standard 7 - Student Assessment and Data Analysis 4.18 0.74

30. I was prepared to use assessments to evaluate learning. 0% 2% 4% 56% 38% 4.29 0.64

31. I was prepared to develop assessments to evaluate learning. 0% 4% 13% 46% 38% 4.17 0.80

32. I was prepared to analyze assessment data to improve instruction. 0% 8% 4% 52% 35% 4.15 0.84

33. I was prepared to help students set learning goals based on assessment results. 0% 8% 6% 50% 35% 4.13 0.86

34. I was prepared to work with colleagues to set learning goals using assessment results. 0% 8% 6% 46% 40% 4.17 0.87

Standard 8 - Professionalism 4.25 0.71

35. I was prepared to analyze data to reflect on areas for professional growth. 0% 8% 6% 48% 38% 4.15 0.87

36. I was prepared to reflect on my practices for professional growth. 0% 2% 4% 50% 44% 4.35 0.66

Standard 9 - Professional Collaboration 4.33 0.63

37. I was prepared to collaborate with colleagues to support student learning. 0% 0% 4% 50% 46% 4.42 0.57

38. I was prepared to collaborate with parents to support student learning. 0% 6% 6% 46% 42% 4.23 0.82

39. I was prepared to participate in professional organizations. 0% 2% 10% 40% 48% 4.33 0.75

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	0%	0%	17%	42%	42%	4.25	0.72

professional education program you completed.

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?	13%	4%	58%	10%	15%

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?	65%	35%

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?	6%	0%	24%	53%	18%	3.76	0.94

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?	0%	83%	17%	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)?	0%	0%	6%	94%

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
46. The mentoring process is non-evaluative.	4%	15%	33%	25%	23%	3.48	1.12
47. The support I received from my mentor has helped me improve my practice.	2%	4%	10%	27%	56%	4.31	0.96
48. My mentor provided me with the resources I needed to improve my practice.	0%	4%	8%	27%	60%	4.44	0.81

49. My mentor provided me with effective support.	2%	4%	4%	29%	60%	4.42	0.91
50. I was prepared to reflect on feedback from my mentor.	2%	4%	4%	27%	63%	4.44	0.91

Essay Text	School Year	Response ID
51. What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?		
Having students with behavior issues	2020	29841
Motivating students to stay on task	2020	29853
getting a new student in the middle of the year	2020	29887
Work completion	2020	29900
Discipline from the Administrative side was not carried through	2020	29937
classroom management dealing with discipline and respect	2020	30021
Scheduling students according to need rather than what time is available has been difficult.	2020	30022
Classroom management with behavioral issues.	2020	30024
The most difficult classroom challenge is making sure I am meeting each student where they are at and continuing to do that from the beginning of the unit until the end. Or meeting a student where they are at no matter how long it takes and continuing to help that student grow as we continue through the year while making sure you do that with all students.	2020	30031
Keeping parents involved to help students to finish their work has been a challenge.	2020	30043
Differentiating effectively for gifted/accelerated students specifically	2020	30051
Meeting the needs of a wide range diverse group of students	2020	30093
The diversity of students in the classroom.	2020	30122
Guided math groups	2020	30132
Classroom management	2020	30169
Covid19	2020	30234
Knowing what curriculum the school district used and how to implement it for my students	2020	30285
Behavior management	2020	30310
I did my student teaching in a higher class community. My place of work now has a much higher poverty rate so they do not have as many resources as I was trained and relied on.	2020	30416
Behavior management	2020	30597
The most difficult classroom challenge I have faced this year would be knowing what services I'm able to provide to students that don't qualify for an IEP or extra services. The population I serve has a significant amount of students who read below grade level but don't qualify for SPED services.	2020	30664
Classroom management, I taught middle school ISS with some days having 16 kids in there		

	2020	30666
Students facing ADHD academically	2020	30743
I had a student who had serious trauma and it was challenging keeping my students safe while working with him.	2020	30898
Student backgrounds	2020	30899
Differentiating instruction so that all of my students are engaged and focused.	2020	30905
I definitely struggles with finding which curriculum and which instructional practices fit best for me and my students. I also struggled with managing behaviors in my classroom.	2020	30935
keeping the students engaged in the concepts they need to master in one school year.	2020	31120
The most difficult challenge I have faced is managing a class where I there were many students with behavioral challenges.	2020	31244
The most difficult challenge was trying to set individual goals in my classroom that pertained to each individual student.	2020	31311
The most difficult classroom challenge I've faced is trying to meet the needs of all students while also trying to keep on pace to teach all standards fully and not overwhelm students with benchmark tests.	2020	31377
Making sure that I am doing everything I can to help my struggling learners make growth and be successful.	2020	31378
Behavioral Management	2020	31392
Meeting everyone's needs	2020	31542
Keeping students engaged on work they do not like.	2020	31629
Not having the enough support in my classroom.	2020	31682
Discipline and keeping students interested.	2020	31700
Dealing with parents who are unreasonable	2020	31729
Severe behavior issues with a student that has autism. Finding a plan that works	2020	31774
Behavior management and very diverse levels of learners	2020	31791
Students who feel like they are unsuccessful and do not want to try. They do not follow during instruction and do not complete work.	2020	31841
Meeting the extremely high expectations of administration with no curriculum to follow.	2020	31855

Essay Text

School Year Response ID

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

The testing process and the SST process.	2020	29841
Classroom management	2020	29853
how to build relationships with each student	2020	29887
classroom management	2020	29900

More student teaching/engaging within the classroom in all aspects with students and parents	2020	29937
I can't pinpoint one thing	2020	30021
Teachers should learn more about writing, following, and implementing an IEP.	2020	30022
Student and parent relationships	2020	30024
Small group instruction in all subject areas/how best to decide your small groups	2020	30031
Instead of teacher preparation programs having students complete student teaching, they should have teacher candidate complete a years worth of substitute teaching. They could be paid for their work, get the college credit that nee, and schools would have qualified substitute teachers. I was a substitute teacher for 5 years. I had to be able to teach all grade levels, sometimes several in one day and I was able to see how other teachers ran their classrooms. I feel I'm a better teacher because I was a substitute teacher.	2020	30043
Classroom behavior management	2020	30051
data: how to get data, how to record data, how to use data	2020	30093
Working with all diversities. Using technology.	2020	30122
Classroom management	2020	30132
Technology	2020	30169
IEP writing	2020	30234
Writing IEPS	2020	30285
Behavior management	2020	30310
Effective student-teacher relationships and how to reach gifted and struggling students.	2020	30416
Behavior management	2020	30597
CLASSROOM BEHAVIOR MANAGEMENT AND BUILDING RELATIONSHIPS! Those are easily the two most important things when it comes to teaching and teach kids where they are. Without those two things, teachers fail and struggle to support students. They quit before they have the chance to be GREAT because they feel that they are at the end of their "rope."	2020	30664
Classroom management	2020	30666
Reading all across the boards-how to do DRAs, running records	2020	30743
creating relationships with their students.	2020	30898
When they give us ideas on what to act on. Give us to the methods on how to act on it.	2020	30899
Providing you with tools to assist you in all parts of the classroom; like disciplinary methods, engagement methods, creating strong lesson plans, planning a school year, how to better teach diverse students, etc.	2020	30905
Classroom management and discipline	2020	30935
How important it is to make connections with your students. It helps them become more interested in what you have to say	2020	31120
Teacher preparation programs should strengthen how to engage and manage classrooms effectively.	2020	31244

I think teacher preparation programs could strengthen in the area of special education.	2020	31311
The most important area that teacher preparation programs should strengthen are strategies for differentiation.	2020	31377
Analyzing data and assessments to drive further instruction.	2020	31378
How to effectively manage a classroom and handle student discipline without taking away classroom instructional time for other students.	2020	31392
Support from the university	2020	31542
Student engagement and fostering collaboration between students.	2020	31629
Classroom management	2020	31682
Classroom management and student engagement in the classroom.	2020	31700
Examples of situations teachers may encounter when dealing with parents.	2020	31729
Data tracking, IEP, strategies for teaching	2020	31774
A longer student teaching experience with co-teaching	2020	31791
The importance of data tracking and grading for purpose.	2020	31841
Learning iep.s.	2020	31855

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