

## 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
<b>Standard 1 - Content Knowledge</b>						4.24	0.61
1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	0%	11%	58%	31%	4.19	0.62
2. The teacher was prepared in his or her content area	0%	3%	6%	50%	42%	4.31	0.70
3. The teacher was was prepared to engage students in his or her content area.	0%	0%	11%	58%	31%	4.19	0.62
4. The teacher was prepared to make content meaningful to students.	0%	3%	11%	42%	44%	4.28	0.77
<b>Standard 2 - Learning, Growth, and Development</b>						3.93	0.62
5. The teacher was prepared to design lessons that include differentiated instruction.	0%	6%	14%	56%	25%	4	0.78
6. The teacher was prepared to implement instruction based on a student's IEP.	0%	3%	19%	42%	36%	4.11	0.81
7. The teacher was prepared to modify instruction for English language learners.	3%	0%	42%	39%	17%	3.67	0.85
8. The teacher was prepared to modify instruction for gifted	0%	3%	33%	53%	11%	3.72	0.69

learners.

9. The teacher was prepared to create lesson plans to engage all learners.	0%	3%	14%	50%	33%	4.14	0.75
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**Standard 3 - Curriculum Implementation** 4.19 0.68

10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	3%	14%	39%	44%	4.25	0.79
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11. The teacher was prepared to deliver lessons for diverse learners.	0%	3%	14%	50%	33%	4.14	0.75
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**Standard 4 - Critical Thinking** 4.15 0.73

12. The teacher was prepared to implement a variety of instructional strategies.	0%	6%	11%	39%	44%	4.22	0.85
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13. The teacher was prepared to engage students in critical thinking.	0%	3%	14%	50%	33%	4.14	0.75
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14. The teacher was prepared to model critical thinking and problem solving.	0%	3%	19%	44%	33%	4.08	0.79
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**Standard - N/A**

15. The teacher was prepared to use technology to enhance student learning.	0%	6%	14%	39%	42%	4.17	0.87
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**Standard 5 - Positive Classroom Environment** 4.21 0.80

16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	6%	11%	36%	47%	4.25	0.86
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17. The teacher was prepared to use a variety of classroom management strategies.	3%	8%	8%	47%	33%	4	1.0
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18. The teacher was prepared to manage a variety of discipline issues.	3%	8%	6%	47%	36%	4.06	1.00
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19. The teacher was prepared to motivate his or her students to learn.	0%	6%	11%	42%	42%	4.19	0.84
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20. The teacher was prepared to keep his or her students on task.	3%	6%	8%	42%	42%	4.14	0.98
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21. The teacher was prepared to foster positive student relationships.	0%	3%	6%	25%	67%	4.56	0.72
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22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	3%	11%	44%	42%	4.25	0.76
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<b>Standard 6 - Effective Communication</b>						4.18	0.67
23. The teacher was prepared to use effective communication strategies to foster learning.	0%	3%	11%	53%	33%	4.17	0.73
24. The teacher was prepared to effectively communicate with parents.	0%	3%	11%	50%	36%	4.19	0.74
25. The teacher was prepared to effectively communicate with all staff.	0%	8%	6%	39%	47%	4.25	0.89
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	3%	17%	39%	42%	4.19	0.81
27. The teacher was prepared to use technology as a communication tool.	0%	3%	11%	53%	33%	4.17	0.73
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	3%	3%	11%	50%	33%	4.08	0.89
<b>Standard 7 - Student Assessment and Data Analysis</b>						4.06	0.70
29. The teacher was prepared to use assessments to evaluate learning.	0%	3%	14%	53%	31%	4.11	0.74
30. The teacher was prepared to develop assessments to evaluate learning.	0%	0%	22%	53%	25%	4.03	0.69
31. The teacher was prepared to analyze assessment data to improve instruction.	0%	3%	22%	50%	25%	3.97	0.76
32. The teacher was prepared to help students set learning goals based on assessment results.	0%	3%	22%	44%	31%	4.03	0.80
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	6%	11%	47%	36%	4.14	0.82
<b>Standard 8 - Professionalism</b>						4.13	0.69
34. The teacher was prepared to analyze data to reflect on areas for professional growth.	0%	3%	17%	47%	33%	4.11	0.77
35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	6%	6%	58%	31%	4.14	0.75
<b>Standard 9 - Professional Collaboration</b>						4.26	0.65
36. The teacher was prepared to collaborate with colleagues to	0%	0%	11%	39%	50%	4.39	0.68

support student learning.

37. The teacher was prepared to collaborate with parents to support student learning.	0%	3%	11%	50%	36%	4.19	0.74
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38. The teacher was prepared to participate in professional organizations.	0%	0%	17%	47%	36%	4.19	0.70
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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%	3%	11%	44%	42%	4.25	0.76

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%	11%	53%	36%	3.25	0.64

Question / Standard	No (1)	Yes (2)
39c. Was the teacher currently teaching in the subject area in which he/she was certified?	11%	89%

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%	11%	53%	36%	3.25	0.64

Essay Text	School Year	Response ID
<b>40. What has been the most difficult classroom challenge your teacher faced when striving to meet the needs of students?</b>		
Dealing with students who have severe behavioral issues and ADHD	2020	31943
Classroom management and lesson planning	2020	31953
The challenge for all beginning teachers is classroom management and meeting the social-emotional needs of individual students.	2020	31995
Meeting the needs of apathetic and distracted learners.	2020	32008
Being a first teacher and traveling between two buildings has to work hard at developing	2020	32049

relationships with students. Technology was not used this year.

Understanding what the assessment results need	2020	32135
Effectively using technology to support student academic achievement	2020	32159
Discipline	2020	32237
No suggestions.	2020	32247
No suggestions.	2020	32279
Teaching many different prep	2020	32358
Collaboration with others	2020	32414
This was their first year as a SpEd teacher and struggled with IEP writing and behaviors or their students.	2020	32426
Classroom Management & Differentiated Instruction	2020	32446
No suggestions.	2020	32854
Classroom management	2020	32858
Connecting with students	2020	33026
Cultural competency	2020	33123
Her students are typically high poverty. She is working hard to break down these barriers	2020	33133
Keeping students engaged and managing classroom behavior	2020	33386
e learning during her first year of teaching	2020	33653
COVID-19 was not expected, however this teacher worked collaboratively with her grade level PLC to offer structure to the students remotely while moving forward with essential skills instruction during the 4th quarter of school. She did an impressive job!	2020	33654
Management of difficult students and classroom disruptions	2020	33670
Developing and implementing good lessons, teaching strategies,	2020	33725
Differentiated instruction.	2020	33838
Relating to the varied level of the students.	2020	34013
classroom management was her biggest struggle	2020	34039
This educator teaches students that have various degrees of Autism. I would say the juggling of the various behaviors was her biggest challenge.	2020	34083

Essay Text

School  
Year      Response  
                 ID

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

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Differentiated learning	2020	31943
Developing positive relationships with students and colleagues	2020	31953

The most important area is classroom management and meeting the social-emotional needs of individual students.	2020	31995
Setting procedures, routines, and expectations, while helping them understand the extra hours and dedication to the profession. Teachers need to do more strategic planning for classes.	2020	32008
Technology in the classroom.	2020	32049
Assessments	2020	32135
Teaching students who have or currently experiencing trauma.	2020	32159
Classroom management	2020	32237
Importance of parent contact and getting the parents on our side, working with the teacher as a team. Get them to understand the importance of picking up the phone and talking with the parents.	2020	32279
Differentiated Instruction	2020	32358
Classroom Management	2020	32414
Classroom management & student engagement	2020	32446
No suggestions.	2020	32854
Content knowledge, creative, classroom management	2020	32858
Classroom management	2020	33026
Urban teaching experiences	2020	33123
Culture killers-how to steer clear and identify those toxic staff & how to relate and communicate w/parents	2020	33133
Curriculum writing and creating formative assessments	2020	33386
curriculum understanding and ability to interpret	2020	33653
Working with assessment/data/using data to drive instruction and now since COVID, effective online tools to connect with classroom remotely. Also, social and emotional needs of students has forever changed since COVID. There will also be a need there!	2020	33654
Assessment to inform instruction And data analysis.	2020	33670
unsure	2020	33725
Backward design.	2020	33838
Preparation program needs to have greater emphasis on the importance and how to develop partnering relationships with parents	2020	34013
I'm not sure because I felt like she was well prepared.	2020	34039
Using data to improve classroom instruction.	2020	34083

