

Missouri's First Year Educator Survey

Missouri Baptist University Report

Survey:

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

Beginning school year:

2015 ▼

Ending school year:

2016 ▼

[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						4.22	0.58
1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	0%	9%	63%	28%	4.19	0.58
2. The teacher was prepared in his or her content area	0%	0%	13%	55%	33%	4.20	0.64
3. The teacher was was prepared to engage students in his or her content area.	0%	0%	11%	53%	36%	4.25	0.64
4. The teacher was prepared to make content meaningful to students.	0%	0%	11%	53%	36%	4.25	0.64
Standard 2 - Learning, Growth, and Development						3.97	0.73
5. The teacher was prepared to design lessons that include differentiated instruction.	0%	6%	16%	48%	30%	4.02	0.84
6. The teacher was prepared to implement instruction based on a student's IEP.	0%	5%	14%	47%	34%	4.11	0.81
7. The teacher was prepared to modify instruction for English language learners.	2%	3%	44%	30%	22%	3.67	0.90
8. The teacher was prepared to modify instruction for gifted learners.	2%	3%	28%	42%	25%	3.86	0.88

9. The teacher was prepared to create lesson plans to engage all learners.	0%	3%	13%	47%	38%	4.19	0.77
Standard 3 - Curriculum Implementation						4.16	0.62
10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	0%	11%	55%	34%	4.23	0.63
11. The teacher was prepared to deliver lessons for diverse learners.	0%	2%	19%	50%	30%	4.08	0.74
Standard 4 - Critical Thinking						4.05	0.77
12. The teacher was prepared to implement a variety of instructional strategies.	0%	6%	11%	52%	31%	4.08	0.82
13. The teacher was prepared to engage students in critical thinking.	0%	8%	8%	56%	29%	4.05	0.82
14. The teacher was prepared to model critical thinking and problem solving.	0%	6%	14%	51%	29%	4.02	0.83
Standard - N/A							
15. The teacher was prepared to use technology to enhance student learning.	0%	5%	11%	48%	36%	4.16	0.79
Standard 5 - Positive Classroom Environment						4.16	0.74
16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	3%	13%	48%	36%	4.17	0.76
17. The teacher was prepared to use a variety of classroom management strategies.	2%	9%	13%	36%	41%	4.05	1.02
18. The teacher was prepared to manage a variety of discipline issues.	0%	11%	13%	41%	36%	4.02	0.96
19. The teacher was prepared to motivate his or her students to learn.	0%	3%	11%	52%	34%	4.17	0.74
20. The teacher was prepared to keep his or her students on task.	0%	8%	9%	47%	36%	4.11	0.87
21. The teacher was prepared to foster positive student relationships.	0%	0%	8%	42%	50%	4.42	0.63
22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	3%	9%	53%	34%	4.19	0.73
Standard 6 - Effective Communication						4.21	0.59

23. The teacher was prepared to use effective communication strategies to foster learning.	0%	0%	8%	63%	30%	4.22	0.57
24. The teacher was prepared to effectively communicate with parents.	0%	3%	9%	55%	33%	4.17	0.72
25. The teacher was prepared to effectively communicate with all staff.	0%	0%	13%	56%	31%	4.19	0.63
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	2%	11%	53%	34%	4.20	0.69
27. The teacher was prepared to use technology as a communication tool.	0%	2%	11%	47%	41%	4.27	0.71
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	0%	3%	9%	50%	38%	4.22	0.74

Standard 7 - Student Assessment and Data Analysis

4.13 0.59

29. The teacher was prepared to use assessments to evaluate learning.	0%	2%	11%	56%	31%	4.17	0.67
30. The teacher was prepared to develop assessments to evaluate learning.	0%	0%	22%	50%	28%	4.06	0.70
31. The teacher was prepared to analyze assessment data to improve instruction.	0%	0%	13%	61%	27%	4.14	0.61
32. The teacher was prepared to help students set learning goals based on assessment results.	0%	0%	14%	56%	30%	4.16	0.64
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	2%	14%	58%	27%	4.09	0.68

Standard 8 - Professionalism

4.07 0.75

34. The teacher was prepared to analyze data to reflect on areas for professional growth.	0%	3%	19%	50%	28%	4.03	0.77
35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	6%	8%	52%	33%	4.13	0.81

Standard 9 - Professional Collaboration

4.13 0.67

36. The teacher was prepared to collaborate with colleagues to support student learning.	0%	5%	11%	46%	38%	4.17	0.81
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37. The teacher was prepared to collaborate with parents to support student learning.	0%	2%	19%	50%	30%	4.08	0.74
38. The teacher was prepared to participate in professional organizations.	0%	2%	17%	46%	35%	4.14	0.75

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%	2%	13%	48%	38%	4.22	0.72

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%	7%	56%	37%	3.30	0.60

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?		
Taking student to the next level for DOK. Some parents concerned expectations were too high.	2015	2294
Teacher is not prepared with ideas and innovations. Strickly wants to rely on the basal reading series and text books. not at all prepared for using reading strategies or assessments (DRA's)	2015	2305
working with students with behavior/emotional issues	2015	2440
Keeping students engaged and on-task. Classroom culture/management	2015	2523
This teacher works with ISS, so discipline was a big challenge. He has done an excellent job with this.	2015	2587
Classroom management, initiative and drive to succeed	2015	2592
Classroom management and using effective strategies	2015	2636
classroom management	2015	2668
Staying focused on learning for all and not getting off task with student issues.	2015	2939
understanding the diversity of learners and beginning where students are , and where they think they should be	2015	2971
The most difficult classroom challenge was minimizing disruptive behavior and maximizing student engagement in the lesson.	2015	3301
Dealing with students who refuse to work	2015	3374
classroom management	2015	3376

Content knowledge	2015	3667
Classroom Management for diverse learners.	2015	3684
No challenges	2015	3774
formative assessments and student engagement	2015	3786
She provided so much rigor that it was sometimes difficult for some learners to keep up with the pace.	2015	3803
"She has had difficulty running an IEP meeting and developing ""easy"" communication with the team."	2015	3849
Collaborating with staff	2015	3938
Differentiating	2015	3972
meeting diverse needs, working with students in poverty	2015	3997
incorporating new techniques to motivate learners	2015	4169
Running a Tight Ship	2015	4261
use of data to drive instruction	2016	6752
classroom management	2016	6761
Creating complex tasks that promote critical thinking skills	2016	6765
Classroom management	2016	6929
Managing and redirecting extreme student behaviors	2016	7057
Guided reading instruction	2016	7112
He is running a program designed to provide support to students with emotional problems. He provides support to those students. His most difficult challenge has been working with those students and developing strategies to help them be successful.	2016	7139
High demands of her low incident special education classroom and working with parents with inconsistent participation.	2016	7151
Transitioning and keeping students engaged	2016	7290
communication with peers	2016	7389
Classroom management	2016	7652
meeting individual needs of various learners	2016	7844
Classroom management skills and handling student discipline issues	2016	7941
Parents who provided inconsistent support	2016	8021
Behavior management	2016	8138
Being different than their predecessor	2016	8267
No suggestions.	2016	8272
It was hard for her to really incorporate herself into the building fully since she was our ISS		

teacher half the time. But she overcame that nicely.	2016	8388
the experience of how to manage your emotions when your students home life break your heart!	2016	8887
being able to change on the fly	2016	8932
management	2016	8963

Essay Text	School Year	Response ID
41. What is the single most important area that teacher preparation programs should strengthen?		
Strengthen understanding of individualization for RtI times	2015	2294
Practical knowledge of the curriculum and methods to teach students. Classroom experiences.	2015	2305
Integrating multiple disciplines together within lessons	2015	2440
Applicability of the teaching skill in a real setting	2015	2523
Classroom Management - you need an entire course for all new teachers, they all need more training.	2015	2587
Classroom management	2015	2592
Classroom management strategies and multi-cultural learning	2015	2636
instruction of middle level math	2015	2668
Professionalism	2015	2939
differentiated instruction, ELL strategies	2015	2971
The area of teaching students to think critically and be problem solvers.	2015	3253
The teacher preparation program should focus more on helping teachers learn strategies for building positive relationships with students.	2015	3301
Challenging all students	2015	3374
differentiated instruction	2015	3376
Instructional strategies	2015	3667
Classroom Management, it is severely lacking in preparation for new teachers.	2015	3684
This teacher did an outstanding job as a first year teacher.	2015	3774
formative assessment and student engagement	2015	3786
The teacher prep programs should prepare the students to build relationships with students and be flexible in the workplace when working with students, parents, and staff.	2015	3803
classroom management techniques	2015	3821
What to expect in an IEP meeting. Practice mock meetings.	2015	3849
Classroom Management	2015	3938

assessment for learning	2015	3972
techniques and methods to encourage diverse learners	2015	4169
How to Deal With Parents	2015	4261
use of data to drive instruction	2016	6752
classroom management	2016	6761
Deepen the strategies used to create complex tasks that promote critical thinking.	2016	6765
Quality experiences	2016	6929
cultural, socio-economic awareness & diversity and dealing with extreme behaviors within the classroom without bias	2016	7057
The importance of differentiation, pre and post testing, and positive parent and student relationships	2016	7064
reading instruction strategies	2016	7112
Deepen the strategies used to create complex tasks that promote critical thinking.	2016	7151
Student Engagement Measures	2016	7290
Classroom management strategies	2016	7652
teaching candidates how to manage different learners at different ability levels	2016	7844
preparing teachers for classroom management	2016	7941
Deepen the strategies used to create complex tasks that promote critical thinking.	2016	8021
Behavior management and interpersonal relationships with staff	2016	8138
The clerical and administrative part of teaching.	2016	8267
working with diverse populations of very high achieving, medium and very low students in the classroom and meeting all their needs and holding them to high expectations	2016	8272
Just digging deeper into the curriculum.	2016	8388
understanding and dealing with children from poverty-they think differently and knowing that is half the battle	2016	8887
hoe to address the diverse needs of learners	2016	8932
classroom management	2016	8963

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

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