

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						4.19	0.57
2. I was prepared to incorporate interdisciplinary instruction.	0%	4%	9%	64%	24%	4.07	0.68
3. I was prepared in my content area	1%	4%	5%	59%	32%	4.17	0.75
4. I was prepared to engage students in my content area.	0%	2%	7%	55%	35%	4.25	0.66
5. I was prepared to make my content meaningful to students.	0%	1%	5%	60%	35%	4.28	0.59
Standard 2 - Learning, Growth, and Development						3.84	0.68
6. I was prepared to design lessons that include differentiated instruction.	0%	4%	5%	55%	35%	4.23	0.71
7. I was prepared to implement instruction based on a student's IEP.	5%	14%	22%	41%	19%	3.56	1.08
8. I was prepared to modify instruction for English language learners.	2%	10%	34%	41%	14%	3.55	0.91
9. I was prepared to modify instruction for gifted learners.	1%	10%	23%	52%	14%	3.68	0.87
10. I was prepared to create lesson plans to engage all learners.	1%	3%	5%	62%	30%	4.17	0.71
Standard 3 - Curriculum Implementation						4.22	0.57

11. I was prepared to deliver lessons based on curriculum standards.	0%	1%	7%	55%	36%	4.27	0.63
12. I was prepared to deliver lessons for diverse learners.	0%	2%	5%	66%	26%	4.17	0.60
Standard 4 - Critical Thinking						4.21	0.54
13. I was prepared to implement a variety of instructional strategies.	0%	0%	2%	64%	35%	4.33	0.51
14. I was prepared to engage students in critical thinking.	0%	2%	6%	62%	30%	4.2	0.63
15. I was prepared to model critical thinking and problem solving.	0%	5%	6%	65%	25%	4.09	0.69
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	0%	6%	8%	55%	31%	4.1	0.80
Standard 5 - Positive Classroom Environment						4.14	0.55
17. I was prepared to create a classroom environment that encourages student engagement.	0%	2%	3%	60%	35%	4.29	0.61
18. I was prepared to use a variety of classroom management strategies.	1%	2%	6%	64%	27%	4.15	0.69
19. I was prepared to manage a variety of discipline issues.	3%	9%	14%	55%	20%	3.8	0.95
20. I was prepared to motivate my students to learn.	0%	4%	7%	62%	27%	4.13	0.69
21. I was prepared to keep my students on task.	0%	4%	9%	61%	26%	4.1	0.7
22. I was prepared to foster positive student relationships.	0%	0%	3%	57%	40%	4.38	0.54
23. I was prepared to facilitate smooth transitions for my students.	0%	4%	7%	61%	28%	4.14	0.70
Standard 6 - Effective Communication						4.14	0.54
24. I was prepared to use effective communication strategies to foster learning.	0%	1%	4%	65%	30%	4.25	0.56
25. I was prepared to effectively communicate with parents.	2%	6%	18%	50%	25%	3.90	0.90
26. I was prepared to effectively communicate with all staff.	1%	4%	11%	58%	27%	4.06	0.78
27. I was prepared to promote respect for diverse cultures,							

genders, and intellectual / physical abilities.	1%	2%	1%	59%	38%	4.30	0.67
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28. I was prepared to use technology as a communication tool.	0%	3%	4%	60%	34%	4.25	0.65
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29. I was prepared to enhance students' skills in using technology as a communication tool.	0%	5%	8%	60%	27%	4.09	0.73
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Standard 7 - Student Assessment and Data Analysis						4.03	0.65
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30. I was prepared to use assessments to evaluate learning.	0%	2%	4%	61%	33%	4.26	0.61
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31. I was prepared to develop assessments to evaluate learning.	0%	8%	8%	59%	25%	4	0.81
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32. I was prepared to analyze assessment data to improve instruction.	0%	4%	14%	63%	20%	3.99	0.69
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33. I was prepared to help students set learning goals based on assessment results.	0%	11%	9%	59%	21%	3.90	0.86
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34. I was prepared to work with colleagues to set learning goals using assessment results.	0%	9%	8%	58%	25%	3.98	0.83
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Standard 8 - Professionalism						4.07	0.73
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35. I was prepared to analyze data to reflect on areas for professional growth.	1%	6%	12%	59%	22%	3.95	0.82
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36. I was prepared to reflect on my practices for professional growth.	1%	3%	5%	58%	33%	4.19	0.73
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Standard 9 - Professional Collaboration						4.04	0.69
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37. I was prepared to collaborate with colleagues to support student learning.	0%	2%	5%	62%	32%	4.24	0.62
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38. I was prepared to collaborate with parents to support student learning.	1%	11%	15%	49%	25%	3.85	0.94
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39. I was prepared to participate in professional organizations.	0%	6%	13%	56%	26%	4.02	0.78
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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.	0%	2%	12%	50%	37%	4.21	0.72

Question / Standard	No (1)	Yes (2)
41. Did you complete any of your teacher preparation course work at a community college?	56%	44%

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?	0%	0%	4%	64%	32%	4.28	0.53

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?	5%	88%	6%	1%

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)?	2%	10%	16%	72%

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
46. The mentoring process is non-evaluative.	2%	17%	29%	33%	18%	3.49	1.04
47. The support I received from my mentor has helped me improve my practice.	3%	5%	8%	45%	40%	4.14	0.96
48. My mentor provided me with the resources I needed to improve my practice.	4%	5%	9%	44%	39%	4.09	1.01
49. My mentor provided me with effective support.	4%	5%	8%	42%	42%	4.13	1.01
50. I was prepared to reflect on feedback from my mentor.	2%	7%	10%	41%	41%	4.12	0.97

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?		
Balancing enrichment kids and those who need the extra support in reading and math.	2015	279
The most difficult challenges have been parent support and getting parents to raise their expectations of their child's capabilities.	2015	286
keeping all learners on task	2015	296

classroom management	2015	319
dealing with changing curriculum	2015	366
Behavior, I will be more effective in presenting visuals and repeated practice for my students to understand the importance of procedures.	2015	385
Differentiated instruction	2015	428
Meeting the different learning needs of each and every one of my students.	2015	467
Implementing curriculum that was inadequate and unclear	2015	471
Classroom Management/Discipline	2015	495
Number of students in my class	2015	506
Not having enough time to teach	2015	509
meeting the needs of all learning abilities	2015	549
I find my most difficult challenge is motivating the students to complete their work.	2015	561
classroom management	2015	566
The most difficult challenge was going from a 4th grade classroom to a special education classroom. Not only did I have to switch gears with my teaching strategies, but I also had to make sure I was meeting the needs of all of my students as a first year teacher adjusting to a big change in the same school year.	2015	580
discipline	2015	603
I think the most difficult challenge for me to meet the needs of students is dealing with classroom management with my older students. The issues they have are a little more challenging because they are more hormone based.	2015	622
Classroom Management	2015	851
Keeping students on task in the month of May.	2015	874
Classroom management at the secondary level	2015	1020
student behavior	2015	1030
Since I am a counselor, struggling to complete my barriers to implementation on top of introducing guidance curriculum.	2015	1056
Consistency with discipline. I felt like I would come in the beginning of the week doing great but would lose steam as the week went on.	2015	1161
Class size and making sure all students are on task	2015	1180
Keeping students motivated.	2015	1206
Managing several groups at a time, with the majority of the students having behavioral and emotional problems.	2015	1273
The most difficult classroom challenge I've had to face while striving to meet the needs of my students is the vast cultural divide between my students and myself. The environment in which my students live in makes it challenging to plan engaging lessons and teach about respect. My student's have grown up in a fight or flight environment. They either have to fight to survive or be lost in the shuffle.	2015	1274

Behavior Issues	2015	1275
Keeping time, as there is so much to implement in lessons each day.	2015	1290
Having too many kids in the same room at once	2015	1322
Having time to fit everything in	2015	1500
Finding adequate resources.	2015	1502
"Reaching the students who just "" don't care.""	2015	1519
Working with students with behavior plans and/or IEP's without a para present	2015	1549
The amount of students I have and the amount of paperwork. It (Paperwork) is excessive and endless. The classroom sizes are too big, I have 25 student on my caseload and a total of 31 that I service, I cannot make the gains that could be made because there is not enough support (no teacher assistant or para).	2015	1606
Meeting all of their needs and improving their weakness. Really trying to figure out what works best for all of my students	2015	1611
Technology performing at the level it needs to be	2015	1615
The difficult students who are capable but disrupt or don't engage/participate.	2015	1631
I work in an economically depressed area and the availability of technology is difficult.	2015	1636
class sizes	2015	1651
The most difficult challenge up to this point has been finding a way to divide my time between different student needs at the same time.	2015	1664
Meeting each students individual needs.	2015	1693
Just figuring out to be there for gifted kids and IEP kids at the same time	2015	1707
Behavior management for kids with severe needs	2015	1753
Time	2015	1764
focusing on the learning instead of behavior	2015	1768
Learning Standards Based Grading was a big challenge as my collegiate experience did not prepare me for Standards based grading nor common core.	2015	1779
The most difficult classroom challenge I faced was starting in November and having my students transition into a new class with a new teacher and students from other classrooms.	2015	1785
Learning to control behavior students	2015	1798
Students who have behavior problems and/or do not want to engage in learning.	2015	1801
Incorporating technology into lessons in a realistic way.	2015	1817
Keeping Data on my students	2015	1821
Dealing with students that have difficult home lives where their basic needs are not met.	2015	1828
Communicating with parents	2015	1857
It is difficult to have one class that contains students at dramatically varying levels. It is		

especially difficult to have IEP students with reading disabilities in the same class as a few gifted learners. It is difficult to focus attention on low level students when the gifted students also need my direction.	2015	1915
The lack of consistent support from administration and the lack of consequences for behavior challenges.	2015	1999
Students being lazy and not motivated to workout.	2015	2002
The vast difference in student ability levels was the most difficult aspect to meet.	2015	2072
classroom management	2015	2089
Incorporating respectful lessons for the students	2015	2239
Understanding how to meet the needs of a student with an IEP	2016	4757
Discipline.	2016	4847
Classroom behaviors was the most difficult	2016	4856
Mastering content well enough to deliver it successfully to a variety of learners	2016	4858
Knowing the procedures that deal with disruptive or disobedient students when they need to be removed, and what backup to use if absence from the room is needed.	2016	4917
The lack of time is the most difficult and challenging aspect of teaching.	2016	4918
nothing	2016	5083
Classroom management	2016	5186
Not a lot of parent support	2016	5189
Finding resources for my students to use	2016	5251
Meeting the needs of diverse learners. I have such a variety of abilities in my classroom, so it is difficult to ensure everyone is learning at their own pace but still being challenged.	2016	5263
Creating a classroom pace that supports the needs of all students.	2016	5285
small class size	2016	5298
behavior challenges	2016	5303
teaching to many levels of students within one class	2016	5317
staying organized and keeping track of all my students information throughout the year	2016	5350
The emotional disturbances that many of the students had.	2016	5369
Finding ways to meet the needs of extremely diverse special education learners	2016	5379
Having the necessary resources available to best benefit each student.	2016	5416
Making sure that every student stays focused on their goals and doesn't quit.	2016	5454
Students with explosive behaviors	2016	5480
I was not given expectations of what I was required to have in my classroom until after I had already started working with students.	2016	5488

engaging all students for every subject	2016	5504
Lack of resources	2016	5578
Classroom management.	2016	5605
Distance Learning was a huge challenge. It does not work well for the subject I instruct.	2016	5607
behaviors	2016	5724
Discipline and motivation towards intentional non-learners	2016	5816
As a special education teacher, meeting all my students' IEP goals was a learning curve	2016	5941
Trying to figure out schedules for all the grade levels I teach.	2016	5965
Reading groups	2016	6011
The ranges of I.Q.'s and the special needs of several students	2016	6028
Dealing with the emotional impact of traumatic events in students' lives	2016	6031
Address students who needs aren't met at home	2016	6044
Changing classroom management plan to fit the school culture. Teaching at a NJROTC caused me to have to change my behavior management plan.	2016	6047
Keeping everyone learning and engaged in their own level.	2016	6099
I have had a great struggle with keeping my students motivated to complete their work.	2016	6139
Behavior management	2016	6306
Lesson planning to meet the individual needs (IEP goals) of 10 different students in a resource setting at the same time without any Para-professional support	2016	6420
Classroom Management	2016	6485
Behavior	2016	6510
The most difficult classroom challenge was effective transitioning.	2016	6624
Using the daily Three for my P.E. class and adjusting to the fact of all teachers at my school are reading teachers no matter the subject you teach.	2016	6661
Having sympathy for students who quickly fall behind because they are not doing their homework.	2016	6711

Essay Text

School
Year Response
ID

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

The role that RTI plays into your lessons and how to enrich those who are way above level.	2015	279
The teacher preparation program I went to was excellent and I feel like it covered everything very well.	2015	286
i believe the single most important area teaching programs should use are Reading strategies like MRI or RTI.	2015	296

Classroom management and content knowledge	2015	319
I do not think anything needs strengthening, I was given effective instruction, I just needed to present procedures better and more practice given to the students.	2015	385
SPEd	2015	428
exposing students to real world curriculum	2015	471
Classroom Management Techniques	2015	495
All of the non teaching responsibilities that the school expects from you, like data teams.	2015	506
Classroom management	2015	509
Gradebook training and technical aspects of teaching	2015	549
I think the student teaching experience should have be more involved with the parents.	2015	561
Classroom management	2015	566
Have a lot more real life situations brought into the classroom. That way we as a student learning how to be a teacher, could act out the situation, and have immediate feedback if we did the right thing or not. This would help to build our confidence, that way we have a sense of knowing we are doing things correctly before the real time happens.	2015	580
classroom management - until you're in it it's hard to understand!	2015	603
Teacher preparation programs should work more on classroom management.	2015	622
Classroom Management in a positive effective way	2015	851
Preparing to deal with students who have problems at home.	2015	874
Teaching secondary level pre-service teachers.	2015	1020
classroom management	2015	1030
Advocacy	2015	1056
Classroom Management and getting to know the different programs around the school.	2015	1161
Classroom management	2015	1180
classroom management	2015	1206
Classroom strategies to keep difficult learners engaged and behavior management skills.	2015	1273
I think the teacher preparation program is extremely helpful and useful. It has provided me the support and encouragment during my first year as a teacher. The only thing I would strengthen is the exact outlines for the program, what specifically needs to be accomplished and what is the intended outcome.	2015	1274
In teacher preparation programs, you need to connect content area, English, with literature, grammar, and content specific information that can prepare us for the classroom. Right now there is a disconnect between the secondary education program and the English program.	2015	1275
Curriculum	2015	1290
Special Education Inclusion in regular education classrooms	2015	1322
Do more in the actual classroom so you have a better idea of everything it in tails	2015	1500

The program should focus more on real world teaching.	2015	1502
Eliminating unnecessary tasks, i.e. teacher portfolio	2015	1519
Differentiated instruction	2015	1549
The IEP process. I had no clue how to write an IEP and how it connected with state standards. More instruction in IEP writing and SpEd Process is needed. I had some classes that were useless and not effective for a new teacher in cross-categorical disabilities.	2015	1606
How to meet the needs of all the students we have. I think that as educators we should know that all students learn differently and that also some students are trying their best but the way the assessment is being giving maybe why they are not performing at the level they should be.	2015	1611
Teaching graduate students to build strong relationships with students	2015	1615
Managing the paperwork.	2015	1631
I think teacher preparation programs need to be very specific...if you are an elementary major you should learn some kind of formal reading prep program so you can really help a child learn to read...middle school teachers need to concentrate on engagement and how to keep the students energized and high school should be heavy on content area. There is too much general overlap and not enough specialization in teacher prep programs.	2015	1636
More real life / in the classroom experience	2015	1651
What actual and effective CWC teaching should look like in practice.	2015	1664
Understanding IEP's and the process	2015	1693
Patience	2015	1707
Adapting instruction/lesson planning to a diverse group of kids	2015	1753
Professional growth plans paperwork	2015	1764
iep, differentiation, support,	2015	1768
Professors need to keep up with the times. Prospective teachers should do more classroom management scenarios and actual classroom situations prior to student teaching. Colleges focus too much on writing reflections and not enough on the actual practice of teaching. Teaching portfolios are a waste of time. They do not help you get a job or prepare you for the classroom. Most new teachers that I have spoken to, are using the learn as you go approach which makes the job difficult.	2015	1779
Teacher preparation programs should strengthen the amount of time dedicated to learning about and practicing classroom behavior management.	2015	1785
Student behaviors	2015	1798
How to adapt to teaching styles in a co-teaching environment.	2015	1801
classroom management	2015	1817
Helping students learn to keep data	2015	1821
Behavior Management	2015	1828
How to effectively communicate with parents	2015	1857
I went through the program to become Middle School English certified, and it would have been beneficial for me to have been in more classes focused only on that content area and grade	2015	1915

level, or at least that content area.

Classroom management strategies and motivation strategies	2015	1999
more field experience, less classroom work.	2015	2002
I believe teacher education programs should strengthen methods of dealing with at-risk youth.	2015	2072
classroom management	2015	2089
classroom management	2015	2239
Classroom Management	2016	4757
Diversity--focusing on engaging learners and staying on topic with the various discipline behaviors that teachers come into contact with.	2016	4847
More time in the classrooms.	2016	4856
Teach to what is up and coming in Edu, not what it is current. The field changes so quickly that by the time people graduate, everything is different from what they learned	2016	4858
Behavior situations and how to manage disruptive/violent students.	2016	4917
Time management.	2016	4918
No suggestions.	2016	5083
Classroom management and transitions	2016	5186
Curriculum planning	2016	5189
preparing you to communicate with parents	2016	5251
Classroom management. There somehow needs to be more hands on experience and more in depth discussions about implementing different strategies in the classroom.	2016	5263
Provide more models/simulations of what differentiated instruction looks like in a classroom.	2016	5285
classroom management	2016	5298
how to teach a classroom when there are distractions of extreme behavior problems.	2016	5303
Showing teachers more methods for teaching to students with learning disabilities, even in a regular classroom.	2016	5317
assessments and organization	2016	5350
Make sure they stress having balance in your life.	2016	5369
How to collect and analyze data	2016	5379
Meeting the needs of diverse learners.	2016	5416
Goal Setting and communication with staff.	2016	5454
Change how you prepare lessons to teach meaning the lesson writing process	2016	5480
Giving training to new teachers prior to working with students.	2016	5488
critical thinking and student engagement	2016	5504

Student engagement and motivation	2016	5578
Preparing teachers how to teach their specific content area. I had too many teachers that only had elementary experience NOT secondary which was my degree area and the questions that I had about classroom management, preparing lessons, etc. they had no idea how to guide me. It was frustrating to say the least.	2016	5605
More work in implementing IEP not just creating them.	2016	5607
communication toward new teacher and mentor on completion of items needed.	2016	5724
How to motivate intentional non-learners and set appropriate disciplinary actions	2016	5816
The special education portion would benefit from being strengthened. I do not feel that I was highly prepared for this position and feel that most classes for this program were counseling classes.	2016	5941
To inform future teachers about an evaluation to be considered for Special Education. Also that you need to redo the evaluation every three years. I was not aware of this when I started.	2016	5965
How to teach reading	2016	6011
Differentiated Instruction	2016	6028
Parent communication	2016	6031
Critical thinking task	2016	6044
Consistency in rule making and classroom management plans. Also is developing academic tracking assessments.	2016	6047
Classroom organization and planning	2016	6099
Teacher preparation programs should focus on the procedures for making sure students get their work completed.	2016	6139
Preparing regular edu teachers to work with SPED students i.e. IEPs, different strategies, etc.	2016	6306
methods of student data collection for special ed students	2016	6420
Critical thinking when dealing with problematic behaviors	2016	6485
Behavior Plans	2016	6510
Differentiating instruction to meet the above average learner	2016	6624
Support for all teachers especially those at inner city schools	2016	6661
Smart Board / Promethean Board Practice. With the advancement of technology, it would be beneficial to offer a class just on the operation of these types of classroom boards.	2016	6711

If you have any problems, questions, or comments about this website, please direct your concerns to:
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muxtosedats@umsystem.edu (573) 882-7396

