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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:
[2017 ▼]

Ending school year:
[2017 ▼]

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	0.67
1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	7%	10%	50%	33%	4.1	0.83
2. The teacher was prepared in his or her content area	0%	0%	10%	57%	33%	4.23	0.62
3. The teacher was was prepared to engage students in his or her content area.	0%	0%	13%	50%	37%	4.23	0.67
4. The teacher was prepared to make content meaningful to students.	0%	3%	17%	37%	43%	4.2	0.83
Standard 2 - Learning, Growth, and Development						3.96	0.76
5. The teacher was prepared to design lessons that include differentiated instruction.	0%	7%	17%	37%	40%	4.1	0.91
6. The teacher was prepared to implement instruction based on a student's IEP.	0%	3%	17%	43%	37%	4.13	0.81
7. The teacher was prepared to modify instruction for English language learners.	0%	3%	45%	31%	21%	3.69	0.83
8. The teacher was prepared to modify instruction for gifted learners.	0%	10%	24%	45%	21%	3.76	0.90

9. The teacher was prepared to create lesson plans to engage all learners.	0%	3%	17%	47%	33%	4.1	0.79
Standard 3 - Curriculum Implementation						4.15	0.66
10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	0%	10%	57%	33%	4.23	0.62
11. The teacher was prepared to deliver lessons for diverse learners.	0%	3%	20%	43%	33%	4.07	0.81
Standard 4 - Critical Thinking						4.11	0.68
12. The teacher was prepared to implement a variety of instructional strategies.	0%	0%	17%	50%	33%	4.17	0.69
13. The teacher was prepared to engage students in critical thinking.	0%	7%	7%	60%	27%	4.07	0.77
14. The teacher was prepared to model critical thinking and problem solving.	0%	3%	13%	53%	30%	4.1	0.75
Standard - N/A							
15. The teacher was prepared to use technology to enhance student learning.	0%	3%	10%	60%	27%	4.1	0.7
Standard 5 - Positive Classroom Environment						4.21	0.64
16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	0%	20%	37%	43%	4.23	0.76
17. The teacher was prepared to use a variety of classroom management strategies.	0%	0%	17%	53%	30%	4.13	0.67
18. The teacher was prepared to manage a variety of discipline issues.	0%	0%	17%	53%	30%	4.13	0.67
19. The teacher was prepared to motivate his or her students to learn.	0%	0%	10%	50%	40%	4.3	0.64
20. The teacher was prepared to keep his or her students on task.	0%	7%	17%	45%	31%	4	0.87
21. The teacher was prepared to foster positive student relationships.	0%	0%	10%	33%	57%	4.47	0.67
22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	3%	17%	40%	40%	4.17	0.82

Standard 6 - Effective Communication | | | | | | 4.21 | 0.52

23. The teacher was prepared to use effective communication strategies to foster learning.	0%	0%	13%	57%	30%	4.17	0.64
24. The teacher was prepared to effectively communicate with parents.	0%	0%	10%	60%	30%	4.2	0.6
25. The teacher was prepared to effectively communicate with all staff.	0%	3%	10%	52%	34%	4.17	0.75
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	0%	13%	53%	33%	4.2	0.65
27. The teacher was prepared to use technology as a communication tool.	0%	0%	0%	73%	27%	4.27	0.44
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	0%	0%	3%	69%	28%	4.24	0.50

Standard 7 - Student Assessment and Data Analysis | | | | | | 3.93 | 0.66

29. The teacher was prepared to use assessments to evaluate learning.	0%	0%	24%	55%	21%	3.97	0.67
30. The teacher was prepared to develop assessments to evaluate learning.	0%	3%	20%	57%	20%	3.93	0.73
31. The teacher was prepared to analyze assessment data to improve instruction.	0%	7%	20%	57%	17%	3.83	0.78
32. The teacher was prepared to help students set learning goals based on assessment results.	0%	7%	20%	47%	27%	3.93	0.85
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	0%	23%	60%	17%	3.93	0.63

Standard 8 - Professionalism | | | | | | 3.87 | 0.83

34. The teacher was prepared to analyze data to reflect on areas for professional growth.	0%	17%	7%	60%	17%	3.77	0.92
35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	7%	13%	57%	23%	3.97	0.80

Standard 9 - Professional Collaboration | | | | | | 4.14 | 0.51

36. The teacher was prepared to collaborate with colleagues to	0%	0%	10%	63%	27%	4.17	0.58

support student learning.

Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
37. The teacher was prepared to collaborate with parents to support student learning.	0%	0%	10%	67%	23%	4.13	0.56
38. The teacher was prepared to participate in professional organizations.	0%	0%	10%	67%	23%	4.13	0.56

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%	17%	43%	40%	4.23	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%	17%	40%	43%	3.27	0.73

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?		
Balancing management with engaging and rigorous lessons.	2017	11196
differentiated instruction	2017	11393
Classroom management was the biggest challenge for him.	2017	11470
Classroom Management	2017	11619
Differentiated instruction	2017	11625
Just meeting ALL the needs of her students while also dealing with behavioral issues etc... but she did an excellent job juggling both.	2017	11778
Learning when to follow his peers lead and when to lead in the direction that he knows is best for all students.	2017	11862
Influx of new students with varying needs.	2017	11863
Lessons based on curriculum standards	2017	11909
The teacher was in a room of behavior students and did a good job managing it but had trouble with other students behavior while trying to give individual help.	2017	11916
Keeping IEP students involved and focused at a level that met their needs as well as the needs of the regular ed student.	2017	11939
building relationships will all different types of staff members	2017	11947

	School Year	Response ID
Nothing specific. This teacher is a hard worker and looks for ways to improve at all times.	2017	12162
Just the first year jitters of working toward a performance with your first group of kids.	2017	12344
use of data	2017	12345
The extreme behaviors of the students was a real challenge and she worked hard to meet student needs.	2017	12416
Engaging students	2017	12423
Scheduling around homeroom schedules and specials classes, providing challenging learning tasks for the students	2017	12465
Incorporating Literacy tasks into the content	2017	12812
Her pacing is too fast. She does not analyze the data to determine her pacing and effectiveness.	2017	12841
Came into a classroom mid-year.	2017	12856
student with severe behavior needs	2017	12895
Feeling overwhelmed by the planning and assessments.	2017	12943

Essay Text	School Year	Response ID
41. What is the single most important area that teacher preparation programs should strengthen?		
Educating a diverse learning population	2017	11196
data analysis and goal setting	2017	11393
Classroom Management Strategies	2017	11470
Classroom Management, Teaching Bell to Bell from day one to the last	2017	11619
building relationships with students	2017	11625
Using data to drive instruction.	2017	11778
This teacher came to Jefferson Elementary prepared to teach fourth grade ELA/SS. He was an excellent first year teacher.	2017	11862
Data collection	2017	11863
Classroom management always seems to be a key aspect for new teachers as well as experienced teachers.	2017	11916
Using data to drive instruction.	2017	11939
competency based learning for students	2017	11947
Not sure.	2017	12162
The art of mutual respect.	2017	12344
diverse populations	2017	12345
Instruction of reading!	2017	12416

Instructional strategies	2017	12423
Understanding of standards, best teaching practices, classroom management techniques, using assessments to drive instruction, backward design	2017	12465
Interdisciplinary Lesson, and Differentiated instruction	2017	12812
Data Analysis	2017	12841
Planning diverse lessons.	2017	12856
classroom management	2017	12895
Using assessments (formative and summative) to guide curriculum/planning/instruction	2017	12943

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