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Missouri's First Year Educator Survey

Missouri Western State University Report

Survey:

- ☐ Teacher
 ☒ Teacher's Principal
- ☐ Principal
 ☐ Principal's Supervisor
- ☐ Counselor
 ☐ Counselor's Supervisor

Beginning school year:

Ending school year:

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☒ 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						4.05	0.53
1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	11%	17%	60%	11%	3.71	0.81
2. The teacher was prepared in his or her content area	0%	0%	11%	63%	26%	4.14	0.59
3. The teacher was was prepared to engage students in his or her content area.	0%	0%	11%	60%	29%	4.17	0.61
4. The teacher was prepared to make content meaningful to students.	0%	0%	9%	66%	26%	4.17	0.56
Standard 2 - Learning, Growth, and Development						3.73	0.66
5. The teacher was prepared to design lessons that include differentiated instruction.	0%	9%	20%	51%	20%	3.83	0.84
6. The teacher was prepared to implement instruction based on a student's IEP.	0%	9%	26%	51%	14%	3.71	0.81
7. The teacher was prepared to modify instruction for English language learners.	0%	6%	46%	37%	11%	3.54	0.77
8. The teacher was prepared to modify instruction for gifted learners.	0%	6%	40%	43%	11%	3.6	0.76

9. The teacher was prepared to create lesson plans to engage all learners.	0%	3%	17%	60%	20%	3.97	0.70
Standard 3 - Curriculum Implementation						3.94	0.58
10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	3%	6%	63%	29%	4.17	0.65
11. The teacher was prepared to deliver lessons for diverse learners.	0%	3%	34%	51%	11%	3.71	0.70
Standard 4 - Critical Thinking						3.84	0.73
12. The teacher was prepared to implement a variety of instructional strategies.	0%	6%	14%	60%	20%	3.94	0.75
13. The teacher was prepared to engage students in critical thinking.	0%	6%	26%	51%	17%	3.8	0.79
14. The teacher was prepared to model critical thinking and problem solving.	0%	6%	31%	43%	20%	3.77	0.83
Standard - N/A							
15. The teacher was prepared to use technology to enhance student learning.	0%	0%	6%	71%	23%	4.17	0.51
Standard 5 - Positive Classroom Environment						3.96	0.64
16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	3%	23%	54%	20%	3.91	0.73
17. The teacher was prepared to use a variety of classroom management strategies.	3%	9%	11%	60%	17%	3.8	0.92
18. The teacher was prepared to manage a variety of discipline issues.	3%	11%	29%	43%	14%	3.54	0.97
19. The teacher was prepared to motivate his or her students to learn.	0%	3%	11%	66%	20%	4.03	0.65
20. The teacher was prepared to keep his or her students on task.	3%	6%	9%	66%	17%	3.89	0.85
21. The teacher was prepared to foster positive student relationships.	0%	0%	0%	51%	49%	4.49	0.50
22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	9%	0%	69%	23%	4.06	0.75

Standard 6 - Effective Communication						4.09	0.54
23. The teacher was prepared to use effective communication strategies to foster learning.	0%	3%	9%	69%	20%	4.06	0.63
24. The teacher was prepared to effectively communicate with parents.	0%	6%	11%	57%	26%	4.03	0.77
25. The teacher was prepared to effectively communicate with all staff.	0%	3%	12%	62%	24%	4.06	0.68
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	0%	17%	54%	29%	4.11	0.67
27. The teacher was prepared to use technology as a communication tool.	0%	0%	9%	57%	34%	4.26	0.60
28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	0%	0%	20%	57%	23%	4.03	0.65
Standard 7 - Student Assessment and Data Analysis						3.73	0.74
29. The teacher was prepared to use assessments to evaluate learning.	0%	3%	26%	54%	17%	3.86	0.72
30. The teacher was prepared to develop assessments to evaluate learning.	0%	9%	31%	43%	17%	3.69	0.85
31. The teacher was prepared to analyze assessment data to improve instruction.	0%	9%	23%	54%	14%	3.74	0.81
32. The teacher was prepared to help students set learning goals based on assessment results.	0%	6%	37%	40%	17%	3.69	0.82
33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	11%	26%	49%	14%	3.66	0.86
Standard 8 - Professionalism						3.81	0.68
34. The teacher was prepared to analyze data to reflect on areas for professional growth.	0%	11%	23%	57%	9%	3.63	0.80
35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	6%	9%	66%	20%	4	0.72
Standard 9 - Professional Collaboration						3.99	0.67
36. The teacher was prepared to collaborate with colleagues to	0%	6%	9%	54%	31%	4.11	0.78

support student learning.

37. The teacher was prepared to collaborate with parents to support student learning.	0%	9%	9%	60%	23%	3.97	0.81
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38. The teacher was prepared to participate in professional organizations.	0%	6%	14%	66%	14%	3.89	0.71
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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%	0%	17%	63%	20%	4.03	0.61

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%	14%	66%	20%	3.06	0.58

Question / Standard	No (1)	Yes (2)
39c. Was the teacher currently teaching in the subject area in which he/she was certified?	3%	97%

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%	71%	17%	3.06	0.53

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?		
Differentiating instruction.	2021	36895
Discipline and moving in the classroom to observe student learning	2021	36958
Hybrid schedule was tough for all teachers	2021	37040
classroom management	2021	37055
Assessing students knowledge and using that knowledge to guide instruction or next steps for those students.	2021	37063

We have some major behaviors that require a lot of support that we as educators are not typically given.	2021	37082
teaching virtually rather than in person	2021	37157
Ongoing changes from in person learning to virtual ; asynchronous instruction	2021	37159
classroom discipline and managing problems in her classroom	2021	37206
Dealing with behavioral students.	2021	37225
Being a kindergarten teacher, she ended up with a very difficult class behaviorally. She had a difficult time implementing and maintain support plans for those students. This isn't totally a reflection on her, as this group would be difficult for anyone.	2021	37303
No suggestions.	2021	37381
Students with behavior issues	2021	37398
COVID-19 and COVID-19 Guidelines	2021	37404
classroom management, working with Tier 3 behaviors	2021	37422
managing in person and virtual students at the same time	2021	37552
Classroom management was profoundly difficult.	2021	37581
classroom management	2021	37647
classroom management	2021	37674
A challenge that was unique to this year was managing in-person and virtual learning at the same time.	2021	37730
Small group intervention for dyslexia and progress monitoring.	2021	37875
Classroom management and discipline.	2021	37893
Assessing students and using that data to alter instruction has been a struggle for this teacher.	2021	37905
Using Data To Create Lessons that meet ALL learners needs.	2021	37979
Differentiation and using data to drive instruction, especially beyond Tier 1.	2021	38115
adapting to new practices caused by the pandemic - hybrid schedule, virtual learning	2021	38162
Differentiating instruction for a wide variety of students	2021	38395
Student engagement during whole group lessons.	2021	38686
Detailed planning	2021	38760

Essay Text	School Year	Response ID
41. What is the single most important area that teacher preparation programs should strengthen?		
Communication with staff and parents.	2021	36895
Curriculum work and knowledge	2021	36958

Instructional practices	2021	37040
differentiated instruction and modifications and accommodations on an IEP and 504	2021	37055
Meeting the needs of all learners -- developing lessons that meet all the needs and ensuring that the standards are mastered.	2021	37063
Trauma and SPED	2021	37082
unpacking the standards	2021	37157
Effective communication, emotional supports training, working through adversity in workplace	2021	37159
classroom management	2021	37206
Classroom management	2021	37225
Diagnosis of learning targets (why a student is or isn't reaching a target), effects of trauma on the community and how to self manage.	2021	37303
Personalization	2021	37381
Classroom management/behaviors	2021	37398
Collaboration and Communication	2021	37404
classroom management, working with Tier 3 behaviors	2021	37422
how to manage adults (paraeducators) assigned to the classroom	2021	37552
PBIS implementation, Standards Based Education, CLASSROOM MANAGEMENT through student engagement in the content.	2021	37581
curriculum	2021	37647
differentiated instruction	2021	37674
The ability to develop assessments that will provide data to help drive instruction.	2021	37730
Differentiation and small groups	2021	37875
Classroom management	2021	37893
Modifying instruction for all levels/types of learners, as well as data driven instruction.	2021	37905
Reaching Diverse Learners	2021	37979
How to analyze data and determine what interventions to put in place.	2021	38115
engagement in content/lessons	2021	38162
Planning for engaging instruction	2021	38395
how to use various engagement strategies.	2021	38686
Data Analysis	2021	38760

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

OSEDA Tech Support

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