

**Unit Student Teaching Data (Draft)**  
**Fall 2021, Spring 2022, Fall 2022, Spring 2023, and Fall 2023**

**Missouri Educator Evaluation System (MEES)**

- Undergraduate teacher candidates and alternative certification candidates not currently teaching
  - Completed by university supervisor, cooperating teacher, and student teacher
- Alternative certification candidates currently teaching
  - Completed by university supervisor and building administrator
- Maximum of 4 points per standard.

Mean Scores on MEES Assessment

| Standard                           |                     | 1   | 2                                   | 3   | 4  | 5                           | 6  | 7                                  | 8                                     | 9                               | Total              |
|------------------------------------|---------------------|---|-------------------------------------|---|--|-----------------------------|--|------------------------------------|---------------------------------------|---------------------------------|--------------------|
|                                    |                     | <b>Student engagement in subject matter</b> | <b>Differentiated lesson design</b> | <b>Implementation of curriculum standards</b> | <b>Student engagement in critical thinking</b> | <b>Classroom management</b> | <b>Verbal and non-verbal communication</b> | <b>Effective use of assessment</b> | <b>Reflection and self-assessment</b> | <b>Cooperative partnerships</b> | <b>36 possible</b> |
| University Super.                  | Fall '21<br>N=72    | 3.4   | 3.3                                 | 3.3   | 3.2  | 3.4                         | 3.4  | 3.2                                | 3.5                                   | 3.5                             | <b>30.2</b>        |
|                                    | Spring '22<br>N=190 | 3.3   | 3.2                                 | 3.3   | 3.3  | 3.3                         | 3.2  | 3.2                                | 3.3                                   | 3.3                             | <b>29.4</b>        |
|                                    | Fall '22<br>N=66    | 3.4   | 3.3                                 | 3.3   | 3.2  | 3.4                         | 3.3  | 3.1                                | 3.3                                   | 3.3                             | <b>29.7</b>        |
|                                    | Spring '23<br>N=140 | 3.4   | 3.2                                 | 3.4   | 3.2  | 3.4                         | 3.3  | 3.1                                | 3.4                                   | 3.3                             | <b>29.8</b>        |
|                                    | Fall '23<br>N = 74  | 3.4   | 3.2                                 | 3.5   | 3.3  | 3.6                         | 3.4  | 3.2                                | 3.5                                   | 3.6                             | <b>30.8</b>        |
| Cooper Teacher/<br>Building Admin. | Fall '21<br>N=61    | 3.4   | 3.4                                 | 3.3   | 3.2  | 3.5                         | 3.5  | 3.4                                | 3.6                                   | 3.6                             | <b>30.8</b>        |
|                                    | Spring '22<br>N=204 | 3.2   | 3.1                                 | 3.2   | 3.1  | 3.2                         | 3.2  | 3.2                                | 3.3                                   | 3.3                             | <b>28.9</b>        |
|                                    | Fall '22<br>N = 65  | 3.2   | 3.2                                 | 3.2   | 3.2  | 3.4                         | 3.3  | 3.3                                | 3.4                                   | 3.4                             | <b>29.6</b>        |

|                     |                             |     |     |     |     |     |     |     |     |     |             |
|---------------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|
|                     | <b>Spring '23<br/>N=158</b> | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.3 | 3.3 | <b>29.1</b> |
|                     | <b>Fall '23<br/>N = 82</b>  | 3.4 | 3.2 | 3.4 | 3.2 | 3.4 | 3.4 | 3.3 | 3.5 | 3.6 | <b>30.3</b> |
| <b>Student Self</b> | <b>Fall '21<br/>N=72</b>    | 3.3 | 3.3 | 3.2 | 3.2 | 3.6 | 3.3 | 3.2 | 3.5 | 3.4 | <b>30.0</b> |
|                     | <b>Spring '22<br/>N=187</b> | 3.2 | 3.2 | 3.1 | 3.1 | 3.4 | 3.3 | 3.1 | 3.3 | 3.2 | <b>28.7</b> |
|                     | <b>Fall '22<br/>N= 73</b>   | 3.1 | 3.1 | 3.2 | 3.1 | 3.4 | 3.2 | 3.1 | 3.3 | 3.2 | <b>28.6</b> |
|                     | <b>Spring '23<br/>N=141</b> | 3.2 | 3.1 | 3.2 | 3.2 | 3.4 | 3.2 | 3.1 | 3.3 | 3.3 | <b>29.0</b> |
|                     | <b>Fall '23<br/>N = 71</b>  | 3.4 | 3.3 | 3.4 | 3.3 | 3.6 | 3.5 | 3.3 | 3.6 | 3.6 | <b>30.9</b> |

### Missouri Content Assessment

#### Fall 2021

- 85.3% of our fall 2021 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching.
- Since completing student teaching, an additional 6 students have passed the appropriate MoCA. This means 93% of spring 2021 student teachers are now certified as of May 2022.
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.2.

#### Spring 2022

- 88.3% of our spring 2022 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.2.

#### Fall 2022

- 89.5% of our fall 2022 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching:

- The mean number of attempts was 1.16.

### Spring 2023

- 92.5% of our spring 2023 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.09.

### Fall 2023

- 99% of our fall 2023 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.25.

### Student Teacher Work Sample

- Completed by all undergraduate teacher candidates and alternative certification candidates not currently teaching.

UCM Mean Scores - Student Teacher Work Sample

|  | Knowl-<br>edge of<br>commu-<br>nity | Know-<br>ledge of<br>student<br>factors | Knowl-<br>edge of<br>district,<br>school,<br>and<br>classroom<br>factors | Analysis<br>and<br>interpreta-<br>tion of<br>whole<br>class data | Analysis<br>and<br>interpreta-<br>tion of<br>focus<br>student<br>data | Evidence<br>of impact<br>on student<br>learning | Instruc-<br>tional<br>strategy<br>based on<br>contextual<br>factor | Self-<br>evalua-<br>tion | Implica-<br>tion for<br>future<br>teaching<br>and PD<br>plans | Coopera-<br>tive<br>partner-<br>ships | Profession-<br>alism | TOTAL |
|--|-------------------------------------|---|--|--|---|---|--|--------------------------|---|---------------------------------------|----------------------|-------|
|--|-------------------------------------|---|--|--|---|---|--|--------------------------|---|---------------------------------------|----------------------|-------|

### Revised Student Teacher Work Sample

| Column                  | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   | TOTAL |
|-------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| Points Possible         | 2    | 2    | 2    | 3    | 11   | 2    | 3    | 3    | 5    | 16   | 8    | 5    | 5    | 9    | 9    | 5    | 5    | 5    | 100   |
| Fall 2021<br>N=66       | 2.0  | 1.98 | 1.97 | 2.95 | 10.5 | 1.98 | 2.77 | 2.86 | 4.70 | 15.0 | 7.61 | 4.89 | 4.77 | 8.42 | 8.35 | 4.80 | 4.68 | 4.83 | 95.09 |
| Spring<br>2022<br>N=177 | 1.99 | 2.00 | 1.99 | 2.86 | 10.4 | 1.94 | 2.77 | 2.84 | 4.64 | 14.8 | 7.49 | 4.74 | 4.72 | 8.34 | 8.47 | 4.51 | 4.64 | 4.74 | 93.86 |
| Fall 2022<br>N = 54     | 1.98 | 2.00 | 1.93 | 2.89 | 10.5 | 1.93 | 2.81 | 2.87 | 4.61 | 14.7 | 7.61 | 4.70 | 4.65 | 8.72 | 8.63 | 4.89 | 4.91 | 4.83 | 95.1  |

|                         |      |      |      |      |       |      |      |      |      |       |      |      |      |      |      |      |      |      |             |
|-------------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|------|------|------|------|-------------|
| Spring<br>2023<br>N=128 | 1.98 | 1.99 | 1.96 | 2.88 | 10.23 | 1.96 | 2.79 | 2.84 | 4.59 | 14.27 | 7.46 | 4.78 | 4.60 | 8.53 | 8.38 | 4.74 | 4.72 | 4.80 | <b>93.5</b> |
|-------------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|------|------|------|------|-------------|

|                     |      |      |      |      |       |      |      |      |      |       |      |      |      |      |      |      |      |      |              |
|---------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|------|------|------|------|--------------|
| Fall 2023<br>N = 65 | 1.97 | 1.98 | 1.95 | 2.91 | 10.48 | 1.94 | 2.82 | 2.89 | 4.66 | 14.55 | 7.55 | 4.74 | 4.58 | 8.42 | 8.35 | 4.80 | 4.83 | 4.78 | <b>94.22</b> |
|---------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|------|------|------|------|--------------|

|  |   |
|--|---|
| Column 1 - Knowledge of community<br>Column 2 - Knowledge of student factors<br>Column 3 - Knowledge of district and classroom factors<br>Column 4 - Measurable objectives aligned to standards<br>Column 5 - Lesson sequence<br>Column 6 - Resources<br>Column 7 - Differentiations<br>Column 8 - Accommodations and modifications<br>Column 9 - Assessment | Column 10 - Analysis of data<br>Column 11 - Focus students<br>Column 12 - Evidence of impact<br>Column 13 - Instructional strategy based on contextual factors<br>Column 14 - Self-evaluation<br>Column 15 - Professional development implications<br>Column 16 - Cooperative partnerships<br>Column 17 - Professionalism<br>Column 18 - Technology |
|--|---|

### Dispositions

- Completed by university supervisor for all undergraduate teacher candidates and alternative certification candidates not currently teaching.
- Scores of 0 - 2 are possible.

UCM Mean Scores - Educator Disposition Assessment

|      | Disposition 1                                    |      |      | Disposition 2                                      |      | Disposition 3                |      |      |      |      | Disposition 4                                     |      |      | Disposition 5                                      |      |      |      | Disposition 6   |      | Disposition 7                              |      |      | Disposition 8   |      | Disposition 9  |      |      |
|------|--|------|------|--|------|------------------------------|------|------|------|------|---|------|------|--|------|------|------|---|------|--|------|------|---|------|--|------|------|
|      | Demonstrates effective oral communication Skills |      |      | Demonstrates effective written communication skill |      | Demonstrates professionalism |      |      |      |      | Demonstrates a positive and enthusiastic attitude |      |      | Demonstrates preparedness in teaching and learning |      |      |      | Exhibits an appreciation of and value for cultural and academic diversity |      | Collaborates effectively with stakeholders |      |      | Demonstrates self-regulated learner behaviors/ takes initiative |      | Exhibits the social and emotional intelligence to promote personal and educational goals/stabilite |      |      |
|      | 1a   | 1b   | 1c   | 2a   | 2b   | 3a                           | 3b   | 3c   | 3d   | 3e   | 4a  | 4b   | 4c   | 5a   | 5b   | 5c   | 5d   | 6a  | 6b   | 7a   | 7b   | 7c   | 8a  | 8b   | 9a   | 9b   | 9c   |
| Fall | 1.97   | 1.93 | 1.93 | 1.96   | 1.94 | 1.96                         | 1.97 | 2.00 | 1.98 | 2.00 | 1.96  | 1.97 | 1.99 | 1.96   | 2.00 | 1.96 | 1.93 | 1.96  | 1.97 | 1.99                                       | 1.99 | 1.99 | 1.93  | 1.88 | 1.97   | 1.91 | 2.00 |

|                    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 2021               |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Spr '22            | 1.96 | 1.94 | 1.98 | 1.97 | 1.94 | 1.93 | 1.97 | 2.0  | 1.96 | 1.94 | 1.89 | 1.92 | 1.96 | 1.96 | 1.94 | 1.96 | 1.91 | 1.94 | 1.94 | 1.97 | 1.98 | 1.94 | 1.87 | 1.86 | 1.96 | 1.94 | 1.98 |
| Fall '22           | 1.97 | 1.98 | 1.98 | 1.98 | 1.89 | 1.86 | 1.92 | 2.0  | 2.0  | 1.97 | 1.95 | 1.95 | 1.97 | 1.98 | 1.97 | 1.97 | 1.93 | 1.98 | 1.98 | 1.98 | 1.98 | 1.97 | 1.95 | 1.84 | 1.95 | 1.93 | 1.97 |
| Spr '23            | 1.95 | 1.96 | 1.99 | 1.99 | 1.94 | 1.90 | 2.0  | 1.99 | 1.99 | 1.97 | 1.96 | 1.96 | 1.98 | 1.98 | 1.98 | 1.97 | 1.95 | 1.98 | 1.96 | 1.97 | 1.99 | 1.97 | 1.95 | 1.93 | 1.97 | 1.99 | 1.97 |
| Fall '23<br>N = 69 | 1.97 | 2.00 | 2.00 | 1.99 | 1.99 | 1.96 | 1.99 | 2.00 | 2.00 | 1.97 | 1.99 | 1.97 | 1.99 | 2.00 | 2.00 | 1.99 | 1.99 | 2.00 | 2.00 | 1.99 | 2.00 | 1.97 | 1.96 | 1.97 | 2.00 | 1.99 | 2.00 |

### Student Teacher Exit Survey

- Items mirror the First Year Teacher Survey DESE sends to our graduates.
- Scale:
  - 1 - Strongly Disagree
  - 2 - Disagree
  - 3 - Neutral
  - 4 - Agree
  - 5 - Strongly Agree

|   |   | Fall 2021<br>N=56 | Spring<br>2022<br>N= 173 | Fall 2022<br>N = 60 | Spring<br>2023<br>N=117 | Fall 2023<br>N = 55 |
|---|---|-------------------|--------------------------|---------------------|-------------------------|---------------------|
| <b>Standard 1<br/>Content<br/>Knowledge</b>                     | I was prepared to incorporate interdisciplinary instruction.              | 4.05              | 4.15                     | 4.17                | 4.09                    | 4.15                |
|   | I was prepared in my content area.  | 4.41              | 4.39                     | 4.35                | 4.47                    | 4.38                |
|   | I was prepared to engage students in my content area.                     | 4.45              | 4.54                     | 4.40                | 4.45                    | 4.58                |
|   | I was prepared to make my content meaningful to my students.              | 4.41              | 4.45                     | 4.42                | 4.40                    | 4.47                |
| <b>Standard 2<br/>Learning,<br/>Growth, and<br/>Development</b> | I was prepared to design lessons that include differentiated instruction. | 4.23              | 4.39                     | 4.23                | 4.23                    | 4.31                |
|   | I was prepared to implement instruction based on a student's IEP.         | 3.70              | 3.73                     | 3.85                | 3.62                    | 3.71                |
|   | I was prepared to modify instruction for English language learners.       | 3.38              | 3.52                     | 3.4                 | 3.42                    | 3.42                |

|  |   |      |      |      |      |      |
|--|---|------|------|------|------|------|
|  | I was prepared to modify instruction for gifted learners.   | 3.39 | 3.68 | 3.63 | 3.76 | 3.85 |
|  | I was prepared to create lesson plans to engage all learners.   | 4.36 | 4.34 | 4.23 | 4.28 | 4.33 |
| <b>Standard 3<br/>Curriculum<br/>Implementatio<br/>n</b>     | I was prepared to deliver lessons based on curriculum standards.                                      | 4.54 | 4.52 | 4.3  | 4.42 | 4.45 |
|  | I was prepared to deliver lessons for diverse learners.   | 4.29 | 4.29 | 4.12 | 4.08 | 4.27 |
| <b>Standard 4<br/>Critical<br/>Thinking</b>                  | I was prepared to implement a variety of instructional strategies.                                    | 4.48 | 4.43 | 4.43 | 4.38 | 4.60 |
|  | I was prepared to engage students in critical thinking.   | 4.34 | 4.27 | 4.27 | 4.27 | 4.42 |
|  | I was prepared to model critical thinking and problem solving.  | 4.45 | 4.34 | 4.23 | 4.28 | 4.36 |
| <b>Technology</b>  | I was prepared to use technology to enhance student learning.   | 4.50 | 4.33 | 4.35 | 4.29 | 4.44 |
| <b>Standard 5<br/>Positive<br/>Classroom<br/>Environment</b> | I was prepared to create a classroom environment that encourages student engagement.                  | 4.55 | 4.48 | 4.55 | 4.41 | 4.60 |
|  | I was prepared to use a variety of classroom management strategies.                                   | 4.45 | 4.28 | 4.37 | 4.21 | 4.33 |
|  | I was prepared to manage a variety of discipline issues.  | 3.73 | 3.67 | 3.83 | 3.52 | 3.71 |
|  | I was prepared to motivate my students to learn..   | 4.30 | 4.33 | 4.18 | 4.14 | 4.29 |
|  | I was prepared to keep my students on task.   | 4.27 | 4.16 | 4.22 | 4.02 | 4.11 |
|  | I was prepared to foster positive student relationships.  | 4.75 | 4.68 | 4.72 | 4.65 | 4.73 |
|  | I was prepared to facilitate smooth transitions for my students.                                      | 4.38 | 4.27 | 4.22 | 4.24 | 4.36 |
| <b>Standard 6<br/>Effective<br/>Communicatio<br/>n</b>       | I was prepared to use effective communication strategies to foster learning.                          | 4.5  | 4.40 | 4.42 | 4.33 | 4.49 |
|  | I was prepared to effectively communicate with parents.   | 3.71 | 3.60 | 3.72 | 3.42 | 3.69 |
|  | I was prepared to effectively communicate with all staff.   | 4.41 | 4.22 | 4.35 | 4.09 | 4.33 |
|  | I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities. | 4.48 | 4.45 | 4.33 | 4.30 | 4.27 |
|  | I was prepared to use technology as a communication tool.   | 4.43 | 4.37 | 4.32 | 4.40 | 4.51 |
|  | I was prepared to enhance students' skills in using technology as a communication tool.               | 4.27 | 4.25 | 4.22 | 4.23 | 4.27 |

|  |  |      |      |      |      |      |
|--|--|------|------|------|------|------|
| <b>Standard 7<br/>Student<br/>Assessment<br/>and Data<br/>Analysis</b> | I was prepared to use assessments to evaluate learning.                                | 4.52 | 4.43 | 4.37 | 4.42 | 4.42 |
|  | I was prepared to develop assessments to evaluate learning.                            | 4.39 | 4.30 | 4.18 | 4.26 | 4.33 |
|  | I was prepared to analyze assessment data to improve instruction.                      | 4.38 | 4.22 | 4.20 | 4.19 | 4.27 |
|  | I was prepared to help students set learning goals based on assessment results.        | 4.25 | 4.13 | 4.05 | 4.13 | 4.15 |
|  | I was prepared to work with colleagues to set learning goals using assessment results. | 4.36 | 4.12 | 4.18 | 4.09 | 4.31 |
| <b>Standard 8<br/>Professionalism</b>                                  | I was prepared to analyze data to reflect on areas for professional growth.            | 4.45 | 4.26 | 4.20 | 4.10 | 4.40 |
|  | I was prepared to reflect on my practices for professional growth.                     | 4.52 | 4.49 | 4.33 | 4.36 | 4.55 |
| <b>Standard 9<br/>Professional<br/>Collaboration</b>                   | I was prepared to collaborate with colleagues to support students' learning.           | 4.46 | 4.36 | 4.48 | 4.34 | 4.56 |
|  | I was prepared to collaborate with parents to support student learning.                | 3.80 | 3.77 | 3.83 | 3.56 | 3.78 |
|  | I was prepared to participate in professional organizations.                           | 4.41 | 3.92 | 3.87 | 3.79 | 4.00 |

| <b>Which best reflects your perspective about the overall quality of the professional education program you completed?</b> |                        |                   |                   |                   |                        |             |
|--|------------------------|-------------------|-------------------|-------------------|------------------------|-------------|
|  | <b>Very poor<br/>1</b> | <b>Poor<br/>2</b> | <b>Fair<br/>3</b> | <b>Good<br/>4</b> | <b>Very Good<br/>5</b> | <b>Mean</b> |
| Fall 2021 - 56 student teachers responded  | 1.8%                   | 0%                | 1.8%              | 46.4%             | 50.0%                  | 4.43        |
| Spring 2022 - 174 student teachers responded   | 0%                     | 1.1%              | 9.2%              | 43.1%             | 46.6%                  | 4.35        |
| Fall 2022 - 60 student teachers responded  | 1.6%                   | 0%                | 15%               | 31.7%             | 51.7%                  | 4.32        |
| Spring 2023 - 117 student teachers responded   | 1.7%                   | 2.5%              | 12%               | 41.9%             | 41.9%                  | 4.20        |
| Fall 2023 - 55 student teachers responded  | 0%                     | 0%                | 5.5%              | 43.6%             | 50.9%                  | 4.45        |

**Comments from Fall 2023 Student Teacher Exit Survey**

## What have been the most difficult challenge you have faced when striving to meet the needs of students?

Being well informed on how to use curriculum given by districts. Knowing the most effective methods to teach older students math.

The most difficult challenge was realizing that you cannot always wait for students who are super low because you lose the higher and average students.

I think understanding the different tools that there are to help you better your students learning.

Understand the best strategies

The most difficult challenge for me is differentiating for students that hold an IEP during whole group lessons.

BEHAVIOR MANAGEMENT, specifically when I transitioned to teaching elementary students. Data collection also proved to be difficult at the elementary level. The way my professors expected data to be collected turned into a safety issue; filling out charts during PE class took too much attention away from my students. I had several runners and several students who would get physical with other students, so my full attention was required during my classes.

Parents

When making sure what I am doing will help the majority of my students.

At times, being able to help all 21 students at once.

Being able to manage and meet the specific needs of all students during whole group activities.

Making instruction suitable for all students.

The most difficult challenge I have faced when striving to meet the needs of students is realizing that middle school teaching entails more behavior management than anything else. I had to quickly reshape my expectations once I realized that policing behaviors is a big part of this job.

Figuring out ways to effectively differentiate instruction in the music classroom.

I feel like the thing that I was most unprepared for was handling students who will completely shut down and/or are being unsafe in the room.

Behavior and motivation when asked to work. There is trauma from home that then gets carried to school reflecting on their motivation to work or behavior when should be working.

Every student learns different, so trying to meet the needs of ALL the students, not just some of them.

The most difficult challenge I have faced has been finding strategies or time to accommodate the needs of all students. While we have many who are on level, we have many who aren't. They need assistance in different levels and it's challenging trying to find the balance to meet everyone's needs.

All the different levels and skills

Finding a way to get students motivated outside the classroom. I have so many students not turning in homework or not caring about doing well at all.

Finding the best way to help my students with autism or heightened sensory needs or anxiety.

The most difficult challenge has been a couple of my students who struggle academically and behaviorally and who parents are uninvolved. It has been sad and challenging to figure out how to best support these students.

Creating reading plans that have been set in place by DESE.

One of the most difficult things I discovered while teaching is getting students to be motivated. Some students do not have motivators in their lives and it was difficult for me to see students who just did not care.

I think it is most difficult to keep the students interested. My school district was trying to get away from overusing the computers. It seems like the middle school students just wanted to be on their devices. I think to think outside the box on ways to engage the students.



|   |
|---|
| I feel like a lot of the specifics such as IEPs, ELLs, and collaborating with teachers was touched on for such a short period of time that I didn't get a very long time to practice and grasp the learning.  |
| Difficult behaviors and not having the skills or experience to manage them.   |
| The understanding of students learning and difficulty of how to help improve learning.  |
| The most difficult aspect has been trying to engage students who don't care about learning or their grades.   |
| meeting the various academic needs of all the students within a single class period   |
| Making sure students respect me as their teacher when I am still a student myself.  |
| Managing student behaviors and keep all students safe and on task when other students in the class are having behaviors.  |
| My most difficult challenge is trying to talk to students 1 on 1 during the school day.   |
| Helping support my students who are english language learners.  |
| For student teaching I ended up with a classroom of 27 students with extremely diverse needs. It has been really challenging to meet all of their needs, but very insightful and eye-opening. I am glad I had this experience because now I feel more prepared.   |
| I have a few big behavior students and I have struggled with meeting their needs and managing their behaviors   |
| Communicating with students who speak little to no English.   |
| I would say that dealing with students mental health challenges was the most difficult thing I was not prepared for. These pandemic kiddos are struggling and it is important to recognize that as educators we not only are teachers but we are parents, doctors, janitors, and play various roles within the classroom.   |
| The most difficult thing I have faced when trying to meet the needs of my high school students is finding where to start in content. When I first got to WHS, I struggled knowing where to begin. I of course did pre assessment activities and items, but when it came to designing specific lesson plans for intro things, I needed a lot of help of where to start.  |
| Handling classes with a larger amount of students.  |
| Finding more than 2 ways to explain the content when some don't understand it the other times.  |
| How to find the assessment data with the amount of students and use that data to differentiate.   |
| Really with students the challenge has been motivation to do well in school.  |
| Differentiations as a whole group instruction.  |
| Trying to reach students that have zero interest in being in school. I believe I have done a good job identifying kids who need more attention, and getting them headed in the right direction. However there have been a few who are failing almost every class, who clearly don't want to be in school. Finding a way to reach and engage those kids daily is something I would like to get better at.  |
| The most difficult challenge I have faced when striving to meet the needs of students was how to handle conflict resolutions for any major conflicts (i.e., when a fight is about to break out between two students).   |
| Some of the most difficult challenges I have faced so far this semester include battling missing assignments and playing catch up. Creating alternative assignments for some students when they have been absent long term was also a challenge, as I experienced this with a few of my students. I felt like I never had enough time in the day to get everything done, and am always working the minute I get home. I strive to have everything planned out, and when something isn't, I try and reflect on what I can do next time to improve. |
| Behaviors   |

The most difficult challenge is trying to meet the needs of all students, all at the same time, all day. I wish I was more prepared for how many students would need my undivided attention at the same time and how to manage that. This could be due to being placed in early childhood, because the students are not yet very independent.

Navigating the assessments and curriculum requirements provided by and enforced by the district to meet the individual needs of my students. It was difficult to find the time to go back and reteach a group of students when the curriculum moves so quickly. I was able to identify the needs of my students based on data, but the curriculum didn't allow time for reteaching.

I have students that receive Special Education minutes. I have been struggling to provide them with work to do in my room that meets their IEP goals, as well as continue with their education in my room.

Overcoming my nervousness in the beginning.

Pacing of curriculum

The most difficult challenge has been motivating students who are resistant to participating in class.

### **What is the single most important area that UCM's teacher education program should strengthen?**

How to use curriculum and how to effectively teach to high level learners.

Working with parents. I think we should have a mock PTC with other people. I do not think we should use our classmates, but other professors, etc.

I think student relationships is something that is needed. Professors preach about making connections with students but are not modeling that within the classroom. I totally understand that there are many students but I would not feel comfortable with the professors I had to ask a question or for help.

Learning more about content versus writing long lesson plans, because real teaching is not like that.

How to deal with defiant students and parents

Communication amongst the block teachers.

The Elementary Physical Education Program. I do not feel that Dr. Mears made me a better teacher or prepared me for student teaching. I felt thrown into the fire when I reached my elementary placement.

Parental contact

Helping general education teachers understand IEPs and how to help students on IEPs.

Discussing IEP's and 504 and how educators help with this process.

I had a lot of support! I don't feel there's anything to strengthen

UCM's teacher education program should strengthen classes that teach effective classroom management skills. I think that taking a more involved approach in practicums would also be beneficial.

There should be more emphasis on differentiating instruction.

Dealing with strong behaviors. Also, gen-ed teachers need more instruction with IEP and 504 plans throughout their years.

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| Classroom management!!!! I also believe that light should be shown about kids who experience trauma at home and how that effects them at school/what you as a teacher can do to help support them in any way possible. There are so many kiddos who experience things that no one should ever have to experience and I think it is extremely important to talk about.  |
| Explain more about all the things that go on in a school. As a teacher, you aren't just teaching, grading and communicating with parents. There are students who leave the classroom for speech, title, students in ED, etc. I feel like I had always heard of the "other" things in teaching in my other placements but didn't realize how in depth those were until I got to my student teaching.  |
| Communication  |
| I would say including more on technology. We are always asked to include technology but never was shown. A lot of teachers use Google classroom and I never used it, but that is all my students know. There is so much to do with Google classroom that I think education students would really benefit about knowing and be prepared to use when teaching.   |
| Preparing soon-to-be first year teachers on how to communicate with parents throughout the program. It is hard for teacher candidates to be able to communicate with parents for several reasons, but it felt like it the process of effectively and respectfully communicating with parents on a deeper level was discussed very minimally and only in the final year.  |
| I think that pieces of the certification paired with a Master's program could be strengthened, like what is expected of non traditional students in this program in relation to time in the classroom, etc. I know it is a newer program though and I have appreciated everyone's willingness to work with me!   |
| I would have liked to learn more about plans (such as setting a student up with an IEP or creating supportive behavior for emotionally disturbed children.)  |
| The supervisors. It is really disheartening when a supervisor does not know what is expected of me. My supervisor ha not guided me or given me any feedback on my STWS. It is difficult to continue to do something that I am not sure I am even doing correct. When a supervisor does not know what is expected of her how is she supposed to know what is expected of her student teacher. My supervisor has not guided me or helped me with my assignments the same way she is supposed to. There is nothing more discouraging than your supervisor not knowing what to do. |
| For SPED majors, IEPs. I am still not super confident to write and conduct an IEP meeting on my own.   |
| Classroom management. There should be a classroom management course earlier in the program so students can have more time to observe and practice implementing strategies before they are just thrown in to do it during student teaching.   |
| Classroom Management (hands on learning)   |
| Information regarding testing for students and providing more support for testing.   |
| The most important area that should be focused on is lesson planning. It is the area that causes the most stress.  |
| IEP and 504 instruction  |
| I think that in senior block one, students could benefit having more time in the field before student teaching to get into the feel of what it is going to be like in student teaching/ provisional.   |
| Managing student behaviors   |
| The program needs to strengthen the steps prior to student teaching, so that many of them aren't overwhelmed when they begin their last semester.  |

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| Learning how to manage grading strategies and an effective gradebook system.  |
| I think that incorporating more educational technology is an area of growth. There's so many different resources I used during student teaching that I had never heard of.  |
| Dealing with big behavior issues  |
| Classroom/Behavior Management   |
| How to support not just students of color but ALL diversity. I think specifically Dr. Richardson from the MS department played such a crucial role in me choosing the path I did. Specifically with transgender students, I think that educators must be prepared for the challenges those student encounter. Diversity goes beyond just race. It's time that we begin to recognize that.   |
| The differentiation in Elementary education and Secondary education. I feel that a lot of the materials we receive in our C.O.E courses are directed towards Elementary education majors, rather than all education levels. I also feel the lesson plans we are required to submit should vary by content area for high school concentrations, elementary education, and early childhood education.   |
| Creating enrichment and reteach lessons based off a curriculum  |
| Student teaching requirements should be different for traditional student teachers vs. students teachers on a provisional contract. I finished my second year of teaching before I student taught this semester.  |
| Talking about how to deal with student behaviors.   |
| Letting the students in the program be taught and communicate to their university supervisors before the student teaching semester.   |
| We need to learn more about lesson/unit pacing, that is one thing we never really learned was the pacing of a lesson and needing to build in brain break activities.  |
| I do not have a suggestion.   |
| Maybe dealing with parents? I feel that UCM's teacher education program is very strong, I felt prepared for almost everything that came my way this year.   |
| How to handle disciplinary actions.   |
| One area that could be beneficial is a class more focused on creating acted-out scenarios of student misbehavior and learning different strategies on how to handle it. During the time I took the classroom management course, I learned a lot of theory but needed more hands-on practice or visual practice. It wasn't until I entered my classroom I started to get more comfortable handling situations as they arose. This will also grow with more practice as a teacher.  |
| Cut out the busy work!!! There's enough work as it is. 10-15 page lesson plans are so unnecessary and scripting a lesson is awful, unnatural and does not help most learners. I loved learning all of the different aspects of the lesson plans and the "I Do, We Do, You Do" model, but I think it would be just as effective using bullet points and making it clear and easy to follow when trying to implement lessons for the very first time. When 3-4 professors want you to write these long-winded lesson plans at the same time, it gets so overwhelming and you don't feel like you are spending your time learning things that will actually apply to you as a teacher. |

I think UCM should expose its education students to real and current curriculum. For many assignments we had to write our own curriculum, but that is not always the way it is in public schools. When I began student teaching, I was introduced to all the curriculum I would use. It took a while for me to understand how to use it all. I think I would've been better prepared if I had been shown an example of curriculum in class, and examples of how to modify curriculum to better fit my students. I felt as though the professors at UCM were trying to hide the fact that curriculum exists to make us think more critically which had pros and cons.

Classroom Management!

Time management and communication (w/students, colleagues, parents). Also, handling student behavior

UCM's teacher education program should strengthen its instruction on what can realistically happen in a single class period, and consequently, what needs to be prioritized with what time is available for lessons.

### **What characteristics of a school are important to you in making a decision to accept a job offer?**

They care that you care and there is a good support system.

Working well together, a strong grade team that I would be working with, positive relationships, and a strong community.

How they support first year teachers

Helpful  
Interactive  
Provides support to teachers

Relationships amongst the staff  
Positive reward behavior system for students  
Strong collaboration teams

My coworkers, the administration, the community, the pay, the outside expectations of the job, and the overall atmosphere of the school district.

Administration and colleague support

Having a great and caring community.

Positive environment and support.

Having good communication and collaboration and being supportive of both teachers and students.

The support they have for teachers

I value a strong camaraderie between staff members, because having a good community with which to work helps with workplace satisfaction. I also want to be in a school that is similar demographically to where I went to school. It allows me to understand the students a little better.

Support of the arts, no micromanaging of teachers, supporting teacher decisions, discipline of students by administration rather than just sending them back to class

diversity, good staff morale/relations, administration

- How they encourage teachers in grade level to collaborate.

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| - What kind of behavior plans they use.   |
| Admin that is supportive.   |
| Some characteristics of a school that are important to me in making a decision to accept a job offer are welcoming, encouraging and supportive. The school I am at is very welcoming and all took the time to get to know me. They have also been very encouraging and supportive of my student teaching journey and always ask how it is going. If they walk by the room while I'm teaching they always find me or message me and tell me how I did! |
| Location  |
| Good staff members and a principal who has the teacher's back and is willing to help the teacher.   |
| Support/backup from admin, team environment/attitude within my grade level team and school, opportunities to grow and learn as a professional educator  |
| The culture among staff, support for behaviors, and classroom size.   |
| A supportive administration and community that puts the students first!   |
| Community<br>retention<br>support from admin<br>consistency   |
| Staff relationships and communication. I want to be in a positive environment that will help me grow as a teacher.  |
| Community, class sizes, values, and salary.   |
| Diversity, supportive staff, welcoming and positive environment.  |
| Good communication with staff members. Supportive staff as well as parents. As well as building relationships with students and understanding of learning   |
| Good pay and close to Kansas City.  |
| colleague support environment, community involvement, student culture, behavior management  |
| School backs up their teachers.   |
| Support staff (councilor, social worker, recovery worker, helpful admin.), overall school culture (how well the staff gets along), structured collaborative meeting times (data team meetings, behavior meetings for students on a plan, lots of planning time, etc.)   |
| Good workplace culture, strong desire to develop teachers, and a place welcome for all.   |
| Community   |
| I would say the school support system as a whole is important to me. This can be shown in a variety of ways: admin to staff, staff to staff, staff to students, admin to students, etc.   |
| Collaboration with other staff, administrators that are willing to help with issues   |
| School that listen to teachers opinions, and takes them under consideration when making decisions.  |
| Diversity   |
| Policies on diversity, student inclusion, and LGBTQ+.   |

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| I prefer smaller schools. The job would need to be for an age that I enjoy teaching. Great co-workers and mentors.  |
| If the school community feels like a family.  |
| A culture of positivity and care for both students and teachers.  |
| The community and a strong principal that is willing to protect their teachers.   |
| Partnership and admin support.  |
| I want to be in a big school district, where I can teach a large, as well as diverse groups. I want to be in a district that has a great culture between principals and teachers, where the teachers are trusted.   |
| It is also imperative to me that I find a district where I can be a wrestling coach as well.  |
| New staff support programs, dignity teams, opportunities for professional growth.   |
| A strong support system between colleagues and an overall positive school environment! I thoroughly enjoy the staff I work with, and it makes the hard days a lot better. I have 8 other teachers I know I can call for help just down my hallway. We truly work together as a team, and I could not ask for a better school! |
| Their values and they are they support their students and staff.  |
| A positive work environment that has employees that lift each other up and allows opportunities for collaboration. Also, supportive administration.   |
| I am looking for a school that values the privacy and confidentiality of students. I am looking for a school that puts students' individual needs above any curriculum or district requirements. I am also looking for a school that provides abundant support for its students and teachers.                                 |
| I already found my full time position at a school that is FANTASTIC. The administration is incredibly supportive and there are great relationships between coworkers.   |
| A welcoming environment.  |
| What the admin supports and how well you get along with your team.  |
| The size of the school and the expectations of how many different classes I will teach in a day (as in how many different lessons I create for each day) are important to me when making a decision to accept a job offer.  |