

**Unit Student Teaching Data**  
**Fall 2020, Spring 2021, Fall 2021, and Spring 2022**

**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 '20 N=69	3.5	3.3	3.3	3.2	3.4	3.4	3.1	3.3	3.4	<b>29.8</b>
	Spring '21 N=173	3.4	3.2	3.2	3.2	3.3	3.3	3.2	3.3	3.3	<b>29.4</b>
	Fall '21 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 N=190	3.3	3.2	3.3	3.3	3.3	3.2	3.2	3.3	3.3	<b>29.4</b>
Cooper Teacher	Fall N=65	3.4	3.2	3.3	3.2	3.5	3.3	3.3	3.5	3.4	<b>30.0</b>
	Spring N=168	3.3	3.3	3.2	3.2	3.3	3.3	3.2	3.1	3.3	<b>29.3</b>
	Fall '21 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 N=204	3.2	3.1	3.2	3.1	3.2	3.2	3.2	3.3	3.3	<b>28.9</b>

Student Self	Fall N=69	3.4	3.4	3.4	3.2	3.6	3.4	3.2	3.5	3.4	<b>30.6</b>
	Spring N=173	3.2	3.2	3.2	3.2	3.4	3.3	3.2	3.4	3.3	<b>29.4</b>
	Fall '21 N=72	3.3	3.3	3.2	3.2	3.6	3.3	3.2	3.5	3.4	<b>30.0</b>
	Spring '22 N=187	3.2	3.2	3.1	3.1	3.4	3.3	3.1	3.3	3.2	<b>28.7</b>

### Missouri Content Assessment

#### Fall 2020

- 82.4% of fall 2020 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 91% of fall 2020 student teachers are now certified.
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.34.

#### Spring 2021

- 90.1% of spring 2021 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching.
- Since completing student teaching, an additional 12 students have passed the appropriate MoCA. This means 97% of spring 2021 student teachers are now certified.
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.25.

#### 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 2021 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.

## 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- edge of commu- nity	Knowl- edge of student factors	Knowl- edge of district, school, and classroom factors	Analysis and interpreta- tion of whole class data	Analysis and interpreta- tion of focus student data	Evidence of impact on student learning	Instruc- tional strategy based on contextual factor	Self- evalua- tion	Implica- tion for future teaching and PD plans	Coopera- tive partner- ships	Profession- alism	TOTAL
<b>Possible</b>	3	3	3	26	15	10	10	10	10	5	5	<b>100</b>
<b>Fall 2020 N=65</b>	2.9	3	2.9	24.9	14.5	9.7	9.6	9.8	9.8	4.9	4.9	<b>97.2</b>
<b>Spring 2021 N=168</b>	2.99	2.96	2.97	25.0	14.64	9.73	9.70	9.87	9.79	4.82	4.82	<b>97.35</b>

### 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
<b>Points Possible</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>100</b>
<b>Fall 2021 N=66</b>	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	<b>95.09</b>
<b>Spring 2022 N=177</b>	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	<b>93.86</b>

Column 1 - Knowledge of community  
 Column 2 - Knowledge of student factors  
 Column 3 - Knowledge of district and classroom factors  
 Column 4 - Measurable objectives aligned to standards  
 Column 5 - Lesson sequence  
 Column 6 - Resources  
 Column 7 - Differentiations  
 Column 8 - Accommodations and modifications  
 Column 9 - Assessment

Column 10 - Analysis of data  
 Column 11 - Focus students  
 Column 12 - Evidence of impact  
 Column 13 - Instructional strategy based on contextual factors  
 Column 14 - Self-evaluation  
 Column 15 - Professional development implications  
 Column 16 - Cooperative partnerships  
 Column 17 - Professionalism  
 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/stabilit		
	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
<b>Fall 2020</b>	1.94	1.98	1.96	1.98	1.94	1.92	1.92	1.98	2.00	1.98	1.96	1.96	1.98	1.96	1.94	1.96	1.92	2.00	2.00	1.98	2.00	1.94	1.94	4.85	1.98	1.96	2.00
<b>Spr 2021</b>	1.97	1.96	1.99	1.99	1.93	1.94	1.96	1.98	2.00	1.96	1.95	1.95	1.97	1.99	1.97	1.98	1.93	1.93	1.97	1.98	1.98	1.96	1.93	1.88	1.98	1.93	2.00
<b>Fall 2021</b>	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
<b>Spr '22</b>	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

## 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 2020 N=30	Spring 2021 N=163	Fall 2022 N=56	Spring 2022 N=
<b>Standard 1 Content Knowledge</b>	I was prepared to incorporate interdisciplinary instruction.	4.33	4.20	4.05	4.15
	I was prepared in my content area.	4.57	4.53	4.41	4.39
	I was prepared to engage students in my content area.	4.57	4.58	4.45	4.54
	I was prepared to make my content meaningful to my students.	4.63	4.60	4.41	4.45
<b>Standard 2 Learning, Growth, and Development</b>	I was prepared to design lessons that include differentiated instruction.	4.63	4.44	4.23	4.39
	I was prepared to implement instruction based on a student's IEP.	4.20	3.90	3.70	3.73
	I was prepared to modify instruction for English language learners.	3.93	3.64	3.38	3.52
	I was prepared to modify instruction for gifted learners.	4.07	3.90	3.39	3.68
	I was prepared to create lesson plans to engage all learners.	4.63	4.47	4.36	4.34
<b>Standard 3 Curriculum Implementation</b>	I was prepared to deliver lessons based on curriculum standards.	4.43	4.56	4.54	4.52
	I was prepared to deliver lessons for diverse learners.	4.40	4.26	4.29	4.29
<b>Standard 4 Critical Thinking</b>	I was prepared to implement a variety of instructional strategies.	4.60	4.52	4.48	4.43
	I was prepared to engage students in critical thinking.	4.53	4.45	4.34	4.27
	I was prepared to model critical thinking and problem solving.	4.60	4.48	4.45	4.34
<b>Technology</b>	I was prepared to use technology to enhance student learning.	4.70	4.39	4.50	4.33
<b>Standard 5</b>	I was prepared to create a classroom environment that encourages student	4.67	4.59	4.55	4.48

<b>Positive Classroom Environment</b>	engagement.				
	I was prepared to use a variety of classroom management strategies.	4.60	4.46	4.45	4.28
	I was prepared to manage a variety of discipline issues.	3.93	3.87	3.73	3.67
	I was prepared to motivate my students to learn..	4.47	4.53	4.30	4.33
	I was prepared to keep my students on task.	4.78	4.33	4.27	4.16
	I was prepared to foster positive student relationships.	4.80	4.75	4.75	4.68
	I was prepared to facilitate smooth transitions for my students.	4.47	4.39	4.38	4.27
<b>Standard 6 Effective Communication</b>	I was prepared to use effective communication strategies to foster learning.	4.47	4.56	4.5	4.40
	I was prepared to effectively communicate with parents.	3.87	3.71	3.71	3.60
	I was prepared to effectively communicate with all staff.	4.50	4.34	4.41	4.22
	I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	4.63	4.59	4.48	4.45
	I was prepared to use technology as a communication tool.	4.60	4.45	4.43	4.37
	I was prepared to enhance students' skills in using technology as a communication tool.	4.53	4.40	4.27	4.25
<b>Standard 7 Student Assessment and Data Analysis</b>	I was prepared to use assessments to evaluate learning.	4.67	4.51	4.52	4.43
	I was prepared to develop assessments to evaluate learning.	4.53	4.42	4.39	4.30
	I was prepared to analyze assessment data to improve instruction.	4.53	4.42	4.38	4.22
	I was prepared to help students set learning goals based on assessment results.	4.50	4.23	4.25	4.13
	I was prepared to work with colleagues to set learning goals using assessment results.	4.57	4.36	4.36	4.12
<b>Standard 8 Professionalism</b>	I was prepared to analyze data to reflect on areas for professional growth.	4.47	4.42	4.45	4.26
	I was prepared to reflect on my practices for professional growth.	4.53	4.58	4.52	4.49
<b>Standard 9 Professional Collaboration</b>	I was prepared to collaborate with colleagues to support students' learning.	4.67	4.50	4.46	4.36
	I was prepared to collaborate with parents to support student learning.	4.13	3.80	3.80	3.77
	I was prepared to participate in professional organizations.	4.0	4.02	4.41	3.92

<b>Which best reflects your perspective about the overall quality of the professional education program you completed?</b>						
	<b>Very poor 1</b>	<b>Poor 2</b>	<b>Fair 3</b>	<b>Good 4</b>	<b>Very Good 5</b>	<b>Mean</b>
Fall 2020 - 30 student teachers responded	0%	3%	0%	27%	70%	4.63
Spring 2021 - 163 student teachers responded	0%	0%	3.7%	34.4%	61.9%	4.58
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

### **Comments from Spring 2022 Student Teacher Exit Survey**

<b>What have been the most difficult challenges you have faced when striving to meet the needs of students?</b>
The students actually wanting my help is what I found most difficult.
Gifted learners, and conflict resolution strategies
Communicating with very very young students if they start to have a meltdown.
Not enough time! The temporary position of student teaching. 8 weeks to build relationships, and then leaving.
Overall, I have had a wonderful student teaching semester. Something I have struggled with was learning about analyzing all the different kinds of data the school i'm at uses. I was aware that analyzing student data drives instruction but I was not aware of all the different kinds of assessments out there that can be used and how to accurately read them.
Working on journal time with students. All of my students are at different parts and figuring out how to help them all simultaneously while they write about different things is challenging.
When the student refuses to do anything.
Students who do not want to do anything at all
Behavior students
Getting students attention the first time
In my class I have a great number of Spec Ed students so trying to make sure I differentiated for 5 students while also keeping my other students engaged was very challenging but I am glad I had the opportunity to experience it

Understanding how I can help each student with all of their different needs! I also found it very important to build the relationship with each student in the classroom.

In my experience, with many IEP's in place for the class: is to everyday accommodate for those students as well as advanced students at one time for a lesson. Making sure I am delivering the lesson in two-three ways for both understanding.

How to balance 22 students, which include 6 that struggle consistently, 2 that have higher behavior needs, and 2 that need constant reminders to stay on task.

Keeping all students on track

Students behaviors, knowing what to do in certain situations to help the needs of students. To process with them and try to make sure they are successful in the classroom and managing unwanted behaviors in the classroom.

There are quite of few Tier 2 and 3 students in my class, so it was hard for me to make sure I was giving them all the attention that they needed at once.

preparing and teaching for diverse students

Time in the day

The biggest challenge for me was trying to find a good balance of classroom management as well as discipline with students who just need a little extra time to think about their emotions.

Range of learners abilities

Behavior

I have participated in many IEP and 504 meetings for a a specific student in my 5th grade class. This student required many different needs depending on the different subjects and times of day. Unfortunately this students guardians were unable to further this students IEP and 504 needs and requirements. This resulted in lots of tough moments but this opportunity fortunately grew our relationship stronger.

Behaviors have been the most difficult challenge for me. I feel like some of my students are not able to receive the education that I want them to have because they are struggling to participate and follow classroom expectations. I spend more time redirecting and trying to prevent behaviors then I spend on instruction sometimes.

Having a lot of behaviors in one class. It was hard to balance behaviors, while also trying to meet the needs of every student.

The most difficult challenge that I have faced when striving to meet the needs of my students are finding ways to accommodate both students academic and behavior challenges. Behavior can play a part in some academic challenges that a student faces. Therefore, when finding ways to accommodate these needs may be difficult.

It has been hard for me to include out IEP students who are only in the class less than 25% of the time. It's hard to create activities when they aren't learning content we are.

Some of my students have Autism, and I have never worked with students with Autism, so at first I found it difficult to make the correct accommodations for them.

Having student taught in 5th grade, some of the content was difficult considering I hadn't seen or learned any of it since I was a 5th grader myself. It made it hard to help the students at first, but I got the hang of it after I had been in the classroom for a while.

The most difficult challenge has been to meet all of the needs of a lot of students all at once. I fixed this challenge by putting together a small group of struggling students and working with all of the students so they get extra instruction. I combined kids with like needs so I could meet those needs.



How to help students navigate life issues. We prepare a lot for how to help students with education but in a 5th grade placement, there was some drama and helping them navigate this was somewhat difficult.

Trying to continue teaching when there are major behaviors going on in the classroom.

Making sure that the way I am differentiating is a good way to help my students meet their needs.

We are taught in a way that is "If you do this thing this way, then everything will be great." In the real classroom, you may do what you are supposed to, but students still struggle. The biggest challenge I've faced is what to do when I am doing the best I can and it still isn't working.

That each student learns in such different ways.

Not having the resources.

I notice that there can be a disconnect between the student teachers and mentor teachers. A lack of communication between the university to the mentor teachers about what needs to happen can create stress.

I feel that the most difficult thing for me is being able to accommodate for students on IEPs, especially when they need direct instruction, and still manage the classroom. It can be very difficult to do both simultaneously and make sure everyone is on task.

Working with children that have a negative mindset. It's difficult to consistently give them reassurance and be a positive influence.

Time management of lessons

Discipline for unwanted behaviors and increasing rigor for high achieving students

Classroom Management

Managing disruptive behaviors

Differentiating across the board and how to grade/use the scores--I know how to differentiate but more on a continuum.

The biggest challenge for me is using strategies for diverse learners. So many students need redirects and it is difficult for a teacher to constantly redirecting 10 students at a time.

My challenge is dealing a behavioral student as well as balancing the other students academic needs.

Managing extreme behaviors while also trying to meet the needs of students on very different levels (multiple grade levels below as well as gifted students, ELL, etc.).

Time is an issue that I have run into a lot this semester. Finding an appropriate time set aside to meet the needs of all students can sometimes be difficult, but with the right amount of planning and time management, it can get done effectively.

The most difficult challenge faced for me was modifying instruction for things outside of our control that removed us from the classroom such as AMI/Weather/COVID days.

The most difficult challenge would be trying to get all students engaged. During labs it is easy because they all love cooking, but when we have notes or activities, no matter how engaging they are, some students still do not want to participate.

There are so many life factors now a days that can play a role. I was not ready to deal with a pregnant student or a student who is the aggressor at home when trying to communicate with parents.

Differentiating the instruction for advanced learners during the lesson, not just creating an alternative assignment.

classroom management

Technology training lacking

I feel like I had a lot of teaching and strategies given for modifications/differentiation, but putting it into practice with my students has been challenging for me to grasp. I tried to have some variation, especially in my CWC and for ELL students, but other than that I didn't have much differentiation/scaffolding. I feel like there are students who needed this because they either need more guidance/time or because they already understand the concept and need something to push themselves.

I make my assignments way too hard, and the kids go ballistic because if they can't understand it, it's like they think that they just need to start acting out. Some days the lesson that I am teaching will directly effect my ability to manage the classroom whenever it is too challenging for the students. It's not that they are being lazy... It is me making high school or college leveled lessons and just deciding to give the lessons to a bunch of 7th or 8th graders. I sometimes struggle with keeping my class on task whenever I am wanting to have fun during a lesson. I've tried being a little bit harder and more stern on the kids lately and that has seemed to help.

Having enough time to meet with the students that need that individual help.

It has been challenging learning how to effectively build lesson plans on Canvas and learning how to navigate the different functions in the browser in a timely manner.

Being consistent with discipline

Incorporating technology in Physical Education

Early on it was maintaining classroom management with students staying on task the entire hour. This has gotten much better throughout the year though.

I haven't had that issue yet

Time! I wish I was able to spend more time with my students, but due to block scheduling some classes don't receive the time needed!

Ensuring students are able to stay motivated even when the information is not interesting.

Classroom management, but I don't believe that is a fault of the university. Some students are just hard.

Trying to motivate students to work: many of my students did not like English or struggled with reading/writing so I had trouble trying to figure out how to get them engaged and learning

Instructing and assessing both ELL students and quiet students

Finding ways to motivate students to participate, especially if it is an extended deadline or ungraded activity

My biggest struggle has been helping my students that are absent from school. Even if it is just one day I feel like they are missing a lot of instruction even when I provide the notes. I do my best but I still feel like my students are behind the rest of the class.

The biggest challenge for me has been knowing if the students need even more of a diversified instruction. I believe that I have been able to diversify my instruction to the best of my ability. However, it is hard for me to assess the room to see if they need a different way of instruction from me.

The most difficult challenge I faced was being able to help all the students who needed extra help with such a large classroom.

I feel I could have learned more about how to integrate more instructional strategies into the classroom for improved engagement and meeting everyone's needs.

Creating lessons that foster critical thinking

Developing lessons that meet the needs of all students in all four classes in which I taught during student teaching has been the most difficult but still manageable

Motivating students that are determined to fail

the most difficult challenge has been dealing with student behaviors and having them respect me as much as their other teachers

Trying to divide my attention amongst all the students in my classroom and being able to answer student questions as well as help the struggling students while working with all students.

I received additional training in writing IEPs. There is a lot more to it than what I learned in class.

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

For art students that are interested in becoming teachers, I think they need to get into the classroom as soon as possible. I don't know if this is a thing already ( I made my decision during my junior year) but I think it is important to get those students in the classroom as soon as possible. I learned a lot more just by seeing what my teachers were talking about rather than just discussing it.

Classroom Management!

Talk more about professional programs you can be a part of as a teacher.

Knowing more about what organizations to join and more about retirement and the nitty gritty of teaching contracts.

Exceptional Children

The changing math practices. The way math is being taught today is very different than I was taught. It would be great to have more math courses to switch thinking to conceptual first, though the one course for it was great!

Creating a safe a positive environment for all students to learn

Foster positive environment and relationships

How to manage behavior students (strategies to use)

How to incorporate teaching in small groups

More than one Special Education class for regular education teachers

I honestly don't know, I have thoroughly enjoyed the program at UCM.

It is good overall, but I believe learning and understanding IEP's a bit more. Especially toward the end of senior semester. I learned it in the beginning of my teaching program for one class.

Offer classroom management classes earlier, to allow students time to implement those strategies during earlier semesters.

Parent Communication and Small Group Learning

Preparing their students for the classroom, managing the classroom and giving them support and tips on how to handle behavior issues.

We need to add a trauma informed care class. I know that we had classes that would touch base on this area, but I think there needs to be a class completely dedicated to just that specific topic.

how to teach the curriculum that districts have in place

It would be great if they could add another course all about Special Education to help review IEP's before going into student teaching.

I feel like it would be a good thing to talk more about the social studies aspect of in the classroom.

Parent calls, emails

Working with IEPs and how to grade those students.

I wish there were more opportunities to communicate with my UCM supervisor during student teaching.

I think that UCM student teachers would greatly benefit from more instruction revolving classroom management, behavior management, and psychology classes on social emotional development. We are seeing so much more issues in the classroom then before and teachers are feeling un prepared for dealing with these situations.

more instructions on the STWS

The most important area that UCM's education program should strengthen is discussing special education. I only have knowledge of special education because I have a minor in special education. I think that all education majors should have knowledge of how to read an IEP and make the accommodations that those students need.

There should be a course in senior block for refreshing exceptional children course.

Not receiving any pay or accommodations for student teaching.

Adding a Behavior Management class to all education programs.

Our students have a lot of emotional needs and it would of been beneficial to have some more well-being training.

UCM has an amazing teacher education program. I think getting so much time in the classroom was vital and needs to continue getting students into the classrooms as much as possible.

A strong focus on guided reading groups of how to use centers would have been great to have a background of going into the classroom (both ELA and math centers)

How to communicate with parents and how to handle students with varies behavior needs.

How to deal with behaviors that are more than a Tier 1 intervention. I have a variety of behaviors that need more than what we are taught, and I felt very lost at first with what to do. Also, having another SPED class in Elementary would be great. Almost half of my class had IEPs, and it was a challenge trying to figure out how to manage all of them.

Teaching classroom management.

N/A

I think that the program should strengthen training in classroom management and transition strategies. Also I think that there should be more time in core content areas learning HOW to teach the students the content rather than entire blocks of random content.

How to help meet needs of students who need more support/ How to Problem Solve and plan interventions

Learning how to differentiate instruction and reteach children that don't meet the learning goals.

Special Education

Course load is nearly unbearable during senior block one.

Practice MOCA questions especially since it is teacher related and not content.

Preparing teachers to manage discipline issues

More information on how to effectively teach students with learning and/or physical disabilities in the classroom would be helpful. How to work with students on an IEP or 504 (what should lessons/teaching look like for students on IEP or 504)
Having students compile like a resource book of some sort--websites used etc. that you have to keep all throughout updating--because I know what the resources are but now I keep forgetting where to find them with everything being so busy.
Incorporating more realistic situations into learning in the classroom.
Senior Block I has very high coursework
How to use assessment data to inform instruction and classroom management skills being introduced and practiced way before senior block.
I think that UCM's teacher education program is great!
Integrating ELL into all of the content areas including CTE. It felt like the coursework I took was geared and focused on regular education courses and I struggled to really see how I could better prepare to help my ELL students.
I honestly really liked the program. I think classroom management would be helpful, but I also think that you learn a lot just by being in the field.
The leadership part of CTSOs I know it's hard to show us what it is really like, but more information was needed prior to trying to run an FCCLA meeting in my opinion.
Behavior management
how tough it can be
Specific ways to differentiate instruction.
Use of technology in the classroom. I think it is important that we should be familiar with how to create lessons on the various types of technology platforms used in the classroom. This would be helpful in the student teaching process and be helpful for the cooperating teachers when creating lessons, grading, and delivering lessons with student teachers.
Communication with other staff and parents.
Better elementary and middle school music methods courses.
Everything was great
For ag ed, they need to spend more time talking about enhancement grants, VA forms, and record books.
Preparation for students that don't care and how to communicate with them.
Realistic classroom management
Preparing for parent contact; teach students to do it just the same as we are taught how to create a lesson plan or do classroom management. Teach, have students practice, and assess it.
technology/google classroom/etc
I think it should strengthen the process of informing us about the MOCA. I feel like the MOCA should be talked about sooner and there should be more preparation involved.
I think they need to do a better job of preparing you for classroom management. I wanted to simulate more real scenarios of discipline and classroom management with my peers. If I got more opportunities to role play how to handle certain situations that could occur in the classroom during one of my college classes, that would have helped us all a lot. I have heard this same wish from a lot of my college peers as well.
I think classroom management strategies.

I feel the classroom management could use some more strengthening, because at times I still was not sure of how to go about certain disciplinary situations.

How to differentiate instruction

UCM teaching program has prepared me extremely well for the career field. Dr. Nance's lesson plan layout in which I learned to develop my lessons was one of the factors in obtaining my teaching position for next year.

Merging the realities of classroom life with the textbook ideals of pedagogy

general education majors need more exposure to SpEd and IEPs

Technologies and how to incorporate them into the classroom.

For my specific area, IEP development.