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

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	2.4	3.1	4.1	5.1	6.1	7.1	8.1	9.3	Total
		Student engagement in subject matter	Differentiated lesson design	Implemen-tation of curriculum standards	Student engage-ment in critical thinking	Classroom manage-ment	Verbal and non-verbal communica-tion	Effective use of assessment	Reflection and self-assess-ment	Cooperative partner-ships	36 possible
University Super.	Fall '20 N=69	3.5	3.3	3.3	3.2	3.4	3.4	3.1	3.3	3.4	**29.8**
	Spring '21 N=173	3.4	3.2	3.2	3.2	3.3	3.3	3.2	3.3	3.3	**29.4**
	Fall '21 N=72	3.4	3.3	3.3	3.2	3.4	3.4	3.2	3.5	3.5	**30.2**
Cooper Teacher	Fall N=65	3.4	3.2	3.3	3.2	3.5	3.3	3.3	3.5	3.4	**30.0**
	Spring N=168	3.3	3.3	3.2	3.2	3.3	3.3	3.2	31	3.3	**29.3**
	Fall '21 N=61	3.4	3.4	3.3	3.2	3.5	3.5	3.4	3.6	3.6	**30.8**
Student Self	Fall N=69	3.4	3.4	3.4	3.2	3.6	3.4	3.2	3.5	3.4	**30.6**
	Spring N=173	3.2	3.2	3.2	3.2	3.4	3.3	3.2	3.4	3.3	**29.4**

	Fall '21 N=72	3.3	3.3	3.2	3.2	3.6	3.3	3.2	3.5	3.4	**30.0**
Building Admin	Fall N=4	3.3	3.0	2.9	2.8	3.2	3.0	3.1	3.3	3.3	**27.9**
	Spring N=5	3.2	3.0	2.8	3.0	3.2	3.4	3.2	3.4	3.0	**28.2**
	Fall '21 N=11	2.7	2.8	3.0	2.7	3.1	3.0	3.0	3.2	3.5	**27.0**

Missouri Content Assessment

Fall 2020
- 82.4% of our fall 2020 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching.
- Of the students who have passed:
    - The mean number of attempts was 1.34.
    - The range of attempts was 1 - 6.

Spring 2021
- 90.1% of our spring 2021 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching.
- Of the students who have passed:
    - The mean number of attempts was 1.25.
    - The range of attempts was 1 - 4.

Fall 2021
- 85.3% of our fall 2021 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching.
- Of the students who have passed:
    - The mean number of attempts was 1.2.
    - The mean score was 246.2. (Passing score is 220.)
    - The range of attempts was 1 - 4.

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	Know-ledge 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-evaluation	Implica-tion for future teaching and PD plans	Coopera-tive partner-ships	Profession-alism	TOTAL
Possible	3	3	3	26	15	10	10	10	10	5	5	**100**
Fall 2020 N=65	2.9	3	2.9	24.9	14.5	9.7	9.6	9.8	9.8	4.9	4.9	**97.2**
Spring 2021 N=168	2.99	2.96	2.97	25.0	14.64	9.73	9.70	9.87	9.79	4.82	4.82	**97.35**

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 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

Column 1 - Knowledge of community	Column 10 - Analysis of data
Column 2 - Knowledge of student factors	Column 11 - Focus students
Column 3 - Knowledge of district and classroom factors	Column 12 - Evidence of impact
Column 4 - Measurable objectives aligned to standards	Column 13 - Instructional strategy based on contextual factors
Column 5 - Lesson sequence	Column 14 - Self-evaluation
Column 6 - Resources	Column 15 - Professional development implications
Column 7 - Differentiations	Column 16 - Cooperative partnerships
Column 8 - Accommodations and modifications	Column 17 - Professionalism
Column 9 - Assessment	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 communi-caion skill		Demonstrates professionalism					Demonstrates a positive and enthusiastic attitude			Demonstrates preparedness in teaching and learning				Exhibits an apprecia-tion 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
Fall 2020	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
Spri 2021	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
Fall 2021	1.97	193	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

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

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

Which best reflects your perspective about the overall quality of the professional education program you completed?						
	Very poor 1	Poor 2	Fair 3	Good 4	Very Good 5	Mean
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

Comments from Fall 2021 Student Teacher Exit Survey

What have been the most difficult challenges you have faced when striving to meet the needs of students?
The most difficult challenge I faced was when my Cooperating Teacher had to quarantine for 2 weeks and then I had to take complete control of the classroom. The fact that I had only been at the Elementary school for a week up until that point made taking over more stressful as well. However, I still managed to gain more insights about my abilities as a teacher in the time that I took on a complete leadership role in the classroom.
The most difficult challenge that I have faced when striving to meet the needs of students is balancing the amount of support I give to my lower students, average students, and higher students. I have realized through this experience that even my higher students need extra guidance and support at times. My lower students often rely heavily on my guidance and tend to sit and do nothing if I am not constantly working one-on-one with them. This has made it harder for me pull my higher learners to work closer with them because I know that I have students who are unengaged.
Student behavior.
Providing differentiation for a wide variety of students with different skill sets.
Masks
increasing rigor for the students that need it. trying to get the lower students where they need to be.
The most difficult challenge has been knowing how to assess the data I have collected over the students and take the next step. I know how to confer and collect data but don't know how to decide what to use for small groups.
Severe Behaviors
The most challenging thing I had to figure out during my student teaching semester was seeing the trauma my students have and do experience(d) and dealing with it myself in a healthy manor.
Sometimes not getting enough time to get to know students/see their progress or needs as clearly in shorter internships (for example, if you're only in the classroom once a week).
My kindergarten class was a group of students that were VERY different from one another. So the most difficult challenge I faced when striving to meet their needs was navigating what teaching styles and strategies would work the best during whole group lessons because they were all so different. They learned the

best in a variety of different ways and responded completely different to things we participated in during class time. Finding the best strategies and teaching methods to use were hard to navigate for a while.
Making sure we have enough time to get to everything we need to
Learning to meet each students needs, depending on how they learn and the pace they learn at.
The most difficult challenge was meeting the needs of the students that needed emotional support and learning how to handle events that were happening at home.
Lack of preparation for a student with severe behavioral issues and trauma.
One challenge I have is how to meet with every student and ensure they are successful in their learning. With 25 students in our class, we spent most of our time working with low-achieving students. We felt like some of the middle-achieving or borderline students would eventually fall through the cracks because we didn't have time built into our day to meet with them regularly. Especially in reading, it's very difficult to conference one-on-one with every student. Even by the end of first quarter, we were still unsure of some of our students' reading abilities outside of formal testing because we hadn't gotten to conference with them.
Meeting the needs of low students
How to insure your lower students aren't getting lost during whole group instruction. Keeping my students on grade level academically and behavior wise was also difficult due to this being their first entire school year in person since COVID-19.
I have struggled to meet all students needs when one student requires a great deal of attention. This has made it difficult to confer with other students to serve their needs.
Figuring out how to meet everyone's needs at the same time.
Lack of resources for students with more severe needs.
That some parents just don't have a positive idea of school so sometimes thats makes it harder to help their child because theres no "team".
Figuring out how to handle their emotions, behavior issues, and special needs. I feel like we were told a little bit on how to handle situations but it was not a focus.
The most difficult challenge I have faced is making sure I am meeting everyone at an appropriate level. During whole group instruction the goal is that we are teaching to the middle. Then meeting with smaller groups I am tailoring to their needs. While this is something I am capable of, I was not prepared to differentiate this much or to this scale.
The most difficult challenge for me has been to learn the new methods for teaching different subjects, specially math. Throughout this semester I had a lot of reflecting and learning time with my cooperating teacher to prepare for math the next day because I felt like I was learning new methods to solve right along with them. I thought this was difficult because I haven't had the opportunity to practice those methods very much in my courses at UCM.
Classroom Management. I think having an entire year outside of the classroom really impacted my ability to manage behaviors. I knew I could handle the expected behaviors, but I didn't feel ready to manage behavior plans and the modifications that come with them. I also wish I had more tools in my tool belt to assist in those situations. I think more practice would've been the most beneficial. My SPED minor helped with this, though.
Behaviors in the classroom that distract other students
Behavior management was a learning curve, I feel like my classes prepared me for several different needs of students. My hardest need to meet is creating consistency for students that often argue or are unsafe with their body but like structure.
It has been challenging to get students meeting grade level objectives when they are not already on a third grade level. I have had to put lots of interventions and

accommodations in place for specific learners, but I have felt success in that when I am able to help students build their confidence, their willingness in productive struggle is greater.
I was not prepared for some of the student backgrounds or behaviors that I would be interacting with on a regular basis. I however, have found support and do feel confident moving forward. Once I learned how to communicate in an effective way for my students who are sometimes faced with emotional instability, I was then able to reach them academically and help them excel.
Differentiating instruction to meet individual student needs
Classroom management
The most difficult challenge I have faced when striving to meet the needs of students is pacing the lessons to instruct the students. If students were not understanding a concept during the concept development portion, it was challenging to not try different strategies rather than letting the students try the skill independently.
The most difficult challenge was making all assignments virtual and in person. I felt like it was hard for me to do so with some of the content but I after time got the hang of it but it was definitely hard.
This year has been crazy! Students really needed a year to get back into the hang of things at school. It has been hard for me to manage the classroom and make that contact to parents.
Not knowing their backgrounds. So many of our students come from ROUGH backgrounds and home lives, but being an outsider in the community, I could have never known that had I not had the mentor that I do.
Getting all students attention and not having them shut down in class.
Not being prepared to meet their needs because I was not taught what to do or how to handle to emotional and mental tole that some of these students are going through.
Providing cues that everyone can relate to.
I feel like the biggest thing I have struggled with is learning how to modify lessons for my students with IEPs. I know I am making modifications, but I want to know if they are the right modifications. I think more experience teaching will be beneficial in this area. I hope to communicate with the teachers around me to answer my questions.
Foster Engagement has been my hardest challenge, because its hard to reach those students apposed to learning. Its not that they do not want to learn, its that they can make it harder for others to learn.
Making sure every student gets their needs met. It is so difficult to differentiate every lesson and make sure everyone is on the same page.
The most difficult challenge I faced when trying to meet the needs of students was engorging motivation. With the past two years looking very different when it came to school expectations, there was a drop in academic motivation as well. I found it hard to keep students motivated and participating since they had gotten used to Zoom classes where participation was not required.
I want to teach my students at the content level they need (algebra 1) and not push them through a course they are not ready for/capable of achieving (algebra 2)
Being able to give them all good and timely feedback/assisting everyone who needs it. For example during class when there's time to do homework it is hard for me to make the rounds to everyone who has their hand raised.
Student behavior issues and lack of motivation/laziness from high school students. I want them to succeed more than they do and that was something I struggled

with.
Actually going out and making lessons with no support. I found it very hard and challenging to be able to get the standards, create the material, develop an assessment, and make it all connect to the previous and post lessons.
In my situation, I am the full-time, contracted teacher. I do not have a supervising teacher so that lack of veteran to bounce ideas off of has been by biggest struggle, but I feel like I have done very well on my own!
Finding the right plan to match the student's needs.
The most difficult challenge that I have faced when striving to meet the needs of students is that things are always changing for example having multiple kids this semester leaving due to having to quarantine was difficult due to them being missing for several days/weeks. Making sure that the students are still on track and meeting all the objectives I have set up and that they are still getting the best experience possible. While it was difficult as the semester progressed I was able to move more and more into making sure the students had access to everything at all time and were always able to reach out to me if they had questions.
Working through behaviors.
Differences with cooperating teachers, I had one really good one and one not good one which made it hard for me to meet the needs of my students.
Accommodating the gen ed curriculum for a student with a visual impairment within a resource and CoTeach class

What is the single most important area that UCM's teacher education program should strengthen?
I believe that it would be beneficial for student teachers to have a more clear and consistent source of support throughout the entirety of their time working with their cooperating teacher. Not to say that I did not feel supported. I just wish that all ways of contacting clinical services and/or professional services was made more apparent and clear. With student teaching taking up so much of my time too, I felt that the offices that provided professional support were all closed by the time I was available. I was grateful for the help that I received with developing my professional resume, but I did have to jump through some hoops to get this service provided. I wish that professional services provided office hour times that were in better alignment with the student teaching work schedule.
How to deal with explosive behaviors that disrupts a lesson while not abruptly stopping the lesson and hindering the learning of 18 other students. How to deal with students who become easily frustrated or task avoidant and just shut down
Practice in the beginning more about the moca for those who struggle with standardized test. Making more practice exams
Teaching phonics to educators
English classes - more classes on decoding, phonemic awareness, etc.
Talking more about preschool during senior block. They talk about grades K and up, but not about preschool. This makes it hard for those placed with preschool and not getting much information to help them.
Looking into small groups and how to form and what to use for instruction in them.
Behavior management

Since I am an Early Childhood major I feel like the last few semesters in the block were geared more towards Elementary/Upper Elementary majors. I think it would have been more beneficial for me to be taught things such as phonics and introductory math in greater depth. This is because from Kindergarten to third grade these are things I will have to have a lot of knowledge on and I feel like I am still lacking in those areas and will have to make it up when I am being trained as a first year teacher.
Spending more time focusing on teaching phonics. Discuss more just how much goes into teaching outside of just the teaching. More examples of things you will do outside of the school day should be included and strategies to navigate all of them could be provided.
Instructional Strategies for students who may have IEP's and gifted learners.
How to keep track of grades/report cards.
When placing students in the field, UCM should work to better match student teachers with their schools.
Classroom management was one of my weakest areas up until my student teaching semester. I learned a lot from my classroom management class in senior block, but I felt like I could've used support in that area prior to my final year. Within classroom management, we learned a lot of strategies for many areas, but I could have used more support with small group management. It would be helpful to have tips for managing behavior within the small group, as well as what to do with students who are not in the small group at the time.
Knowledge of phonological awareness
Preparation for realistic everyday lesson planning.
I personally would enjoy to see classroom management classes earlier within the program. We did not have our first classroom management class until senior year. I feel I would have benefited taking this class Junior year to practice during practicum lessons.
Classroom management
Classroom management, one class is not enough
I think that IEP's, HIPA, FERPA, and other legal terms should be talked about more. This is a big part of being a teacher.
Classroom management. We focused a lot on transitions and voice level but not those individual needs. We were not prepared for having to deal with 19 plus different behavior and emotional needs.
Classroom Management. This should not be something we wait until the last minute to learn about. The course is currently during the senior block. Many college students interact with classrooms before this whether observing or substitute teaching. This is a valuable skill that should have more emphasis.
UCM's teacher education program should strengthen their students in the area of lesson planning. So many times this semester I felt like I would try and plan and things would just end up not necessarily go as planned, which is okay. I felt like during my time at UCM, so many professors were strict about lesson planning and saying that principals everywhere require them, when in the experiences I've had they have never made that a requirement. I was a planner, so lesson plans were something I liked making, but I think going into depth with them for our course work wasn't preparing us to be flexible.
Classroom Management
Maybe more preparation for classroom management and behaviors. Watching videos over it and how to handle when behaviors get in the way of other students' learning.
I loved the class Exceptional Child and it really helped me understand different needs of students, I wish there was a part two that helped you read an IEP and find ways to implement that learning. I taught summer school and struggled to understand exactly what certain IEP portions meant in the General Classroom.

Classroom management strategies and introducing those earlier than senior year if possible, even if just sprinkled into other education block classes. I learned so much from my Classroom Management course, but if I had that knowledge sooner and had been able to put it into practice in bits and pieces in junior block and beyond, I likely would have felt more confident going into student teaching. I had content, engagement and differentiation down coming into this, but my classroom management was still in progress.
Teach us more about data and how to read/collect it rather than writing lesson plans that we will not be using daily in our classroom. It would be nice to learn about curriculum implemented by schools rather than creating lessons that do not necessarily fit or align with our CT or schools curriculum.
Strategies for differentiation or classroom management
Behaviors
I think the most important area the education program should strengthen is classroom management. There is one class that is focused on classroom management, but I think it would be beneficial to get more experience in that area.
Teaching of content area, I felt like when it came to managing the class and developing lesson plans was really well taught. But, I felt when I got into Student Teaching I had to teach myself while I was teaching.
Parent Communication
My only issue was that I lost observation hours from Covid. I think the biggest key to creating successful teachers is to just allow them time with students and in the classroom. Experience is the only way you can learn.
Getting out more in the classrooms and teaching, before student teaching. While there are some observations, before student teaching, I do not think students are prepared to teach, for that long of a time.
UCM's teacher education program needs to focus less on the textbook materials and more on real life examples. When a student asks me when they are supposed to do their homework because they work to support their family after school, I was not prepared to respond and be able to support this students needs. Or what to do when my students skip my class so that they can climb into the ceiling of the bathroom and do drugs because they are addicted because it is the only thing they see at home. But I can't kick them out of my class because it is the only thing they enjoy at school. Real life examples are not talked about in UCM's education program. Which left me feeling entirely unprepared and like I had let my students down when they came to me for advice and I didn't know what to tell them. The things that I have learned in the teacher program at UCM have never once been applicable in my time during student teaching.
Secondary behavior management
I think the UCM program should strengthen their program in the area of special needs. As I have stated before, I feel unsure about making modifications. I felt a little lost when I first entered student teaching.
I think that more effective communication, sometimes it seems like there is miscommunication between departments, coordinators, and students.
Being more realistic with students. The only professor that I had that was a current high school teacher was Mr. Prael. I think having current high school teachers come in would have been helpful because the way college students behave and high schoolers behave is completely different. High schoolers are more likely to not want to be there while college students are paying and choosing to be in class. Some college professors have been used to college age students and they don't tell or remember
Have clearer directions about what is expected for the Student Teacher Work Sample. As well as preparing students for student teachers. I felt like I didn't have all the information I needed at the end of last semester (the semester before student teaching)
Classroom management tools other than just forming relationships, yes the relationship piece is incredibly important but relationships do not stop kids from talking

while you are.
UCM should strengthen their amount of one-on-one mentor programs/on the job training with quality experienced teachers. I feel like I have learned significantly more crucial teaching skills from student teaching and my mentor than I did sitting in a classroom talking about teaching.   I want to see MORE on the job training and LESS sitting in a classroom talking about it.
Not lesson planning but being able to get the knowledge out of my head to the students. Going over different instructional strategies and practicing them didn't make teaching easier. I wasn't able to use these strategies if I don't know how to get the right content.
Teachers of all content areas need more experience in learning about and working with gifted children.
Better communication with University Supervisors.
The most important thing that UCM education program should strengthen is better preparing students for the certification exam due to the fact the first time I went into the exam I was not sure how to prepare and felt that none of my classes actually had prepared me for the exam. Preparing students for the examination will offer them the chance to have a better chance at passing the first time and also feeling more prepared when we go into the examination. I also feel more specific due dates for the STWS are important because supervisors and the university had different due dates so it is important to have both be the same because it makes their be less confusion during the process. I also feel that we need to look more at the technology side of teaching I did not feel that I was prepared in this area and did not know how to use every tool that I could use in the classroom. My school used Canvas and I had never used it before so look at some of the tools schools use would be useful to better prepare for student teaching.
Communication
Not feeling prepared for the type of writing that needs to be done, specifically for student teaching
Giving more opportunities for field experience

What characteristics of a school are important to you in making a decision to accept a job offer?
The school characteristics that I am looking for when I am considering a job offer is that the school has a good balance of support and willingness to offer teacher independence/freedom. I want to know that I won't feel stranded or alone if ever I am in a situation that I need assistance. I also want to feel like I can express my own teaching philosophy and content in my classroom within the guidelines set by school standards.
Some characteristics of a school that are important to me in making a decision to accept a job offer are structure, grade level teamwork and collaboration, organization, high expectations for teachers and students, administration supporting teachers, and a positive teacher-student relationships.
Want to include families in their childs learning   Want to put students first and their education   To push their students to their best ability in school   Having that community feel with the teachers and having that close bond.
Strong community

Behavior programs, curriculum, and the school environment.
Strong sense of community and willing to listen and respond to the needs of teachers and other staff.
The positive atmosphere of the school.
communication, hard working and how they help first year teachers.
The community of the school, the principal, the willingness of help and kindness throughout the school, curriculum, etc.
School is valued and supported by the community.
The most important characteristic I look for when picking a school to work for is the student demographics they serve. For example I would love to work in a building that serves students of need like a Title 1 building or a building around an area that has rough family lives.
A school that has the same values as you, and their students are their main priority.
A comfortable and welcoming environment and teachers who want to collaborate and who are willing to work as a team with everyone in the school. If I feel the positivity from everyone, I know I will enjoy working in that school. I can't work in a hostile/negative work environment.
New teacher support
-Help from Administration. -Great grade level teams who work together for lesson planning. -Positive working and teaching environment. -Schools that have a great amount of diversity amongst the staff.
PLC, curriculum support, administration support.
Distance, size of the district, and school culture (i.e. view on diversity)
Collaboration, teacher support, resource availability, proximity to home, size/number of students per class
Strong support system and sense of community
Administration that supports their teachers and has their backs. As well as working on a team that supports each other and builds on each others strengths.
Supportive Team
Positive environment, open communication with staff and growth mindset.
Supportive and collaborative community among staff, student driven learning, administrators that support their teachers and students, good communication among staff and across grade level teams, diversity among staff and students, sense of belonging
How they view students is what I tend to look for. Is it student centered? Do learners learn how to take accountability for their learning and behaviors? These are questions that I ask myself since I believe that if students are help accountable for their learning/ behavior instruction tend to be student centered and students learn the importance of Intrinsic motivation. Not to mention that students should be given choices.
Acceptance, somewhere where you can be yourself. A no judgement zone from the staff. Somewhere where teachers feel valued and appreciated.
It is important to me that there are at least two teachers per grade level. I think it is important to be able to collaborate with others about goals for the grade. It helps you gain ideas and have more insight.

Characteristics that are important to me are honesty, passion, ambitious, and positive.
Location, Diversity/Inclusivity, Student : Teacher ratio, Pay/Benefits
The community feel and how they help first year teachers
The building culture is vital, it is all about finding a place that has a family atmosphere and puts people first.
Professional development available to new teachers, observation opportunities, staff open to questions and mentorship, family and community events, and administration support.
Environment created by our administration. Feeling supported and not shamed for not knowing something yet.
The school's positive environment and focus on students
Welcoming staff, encouraging and accepting
The characteristics that are important to me are a supportive staff and a positive environment. This is important to me because I would like to be able to collaborate with the staff if I have any concerns or ideas for student learning. A positive environment is important to me because I want to feel comfortable and excited every day for my students. Students will feel loved, cared for, and dedicated to their learning.
# of people in the department, beliefs/morals, school size, class size, and professional development/ staff support
Supporting their teachers and not the parents.
In deciding whether or not I wanted to work in the Raytown District, I loved that they were so honest with me about the issues they have in their school, but I also saw genuine admiration and care for fellow faculty as well as the students and that is the main reason I am going into education; for the kids.
Size of school, location, grading system, schools mission, and what curriculum they use to help students teach.
The collaboration between teachers and the environment that is created within the faculty and students.
active involvement from administrators
If I am being honest, I am not sure. As of now, I would be willing to work at any school district. I care about my students, and I want to see all students succeed.
Student needs are the most important and effective teamwork to achieve this is key. Sometimes there are a clash between teachers and administrators that make it seem like they strive for different things that aren't what the students need.
Forward thinking administration, friendly staff, younger staff, and freedom with curriculum.
I would look for a school that is also a diverse community. I am also going to look for a school that has opportunity for professional growth. I will look for a school that provides teachers with a support system for their educational / professional growth, but also resources for mental health.
Location
Collaborative school environment, emphasis on students and their needs, and a school that realizes that while I love my job, it is a job and I am not a martyr.
1. Competitive Pay 2. Established support system for teachers and students (GOOD ADMIN!) 3. Accessibility- (Close to my home community/short commute)
Positive staff environment, and freedom in my classroom.

Good communication between staff members, supportive administration, salary and benefits.
Location and the extent of their social studies program.
The characteristics of a school that are important to me are that the school needs to be able to adapt to different situations and also how they interact with the community what are some of the ways that Staff can get involved within community events to help promote the school district and also have more a of chance to get involved in activities outside of school and see other things students enjoy doing outside of school. Also the overall attuite within the building. Also making sure the building /District meet and hold similar values to mine so that I can continue to grow as an educator and improve as a teacher to make sure my students are getting the best experience possible.
The staff functions like a family.
Inviting school environment, supportive admin, general education teachers who work well with special education teachers and can adapt to students needs
The support of the staff and the importance of the SPED program to the admin