

Unit Student Teaching Data
Fall 2020, Spring 2021, Fall 2021, Spring 2022, and Fall 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
		Student engagement in subject matter	Differentiated lesson design	Implementation of curriculum standards	Student engagement in critical thinking	Classroom management	Verbal and non-verbal communication	Effective use of assessment	Reflection and self-assessment	Cooperative partnerships	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
	Spring '22 N=190	3.3	3.2	3.3	3.3	3.3	3.2	3.2	3.3	3.3	29.4
	Fall '22 N=66	3.4	3.3	3.3	3.2	3.4	3.3	3.1	3.3	3.3	29.7
Cooper Teacher/ Building Admin.	Fall '20 N=65	3.4	3.2	3.3	3.2	3.5	3.3	3.3	3.5	3.4	30.0
	Spring '21 N=168	3.3	3.3	3.2	3.2	3.3	3.3	3.2	3.1	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

	Spring '22 N=204	3.2	3.1	3.2	3.1	3.2	3.2	3.2	3.3	3.3	28.9
	Fall '22 N = 65	3.2	3.2	3.2	3.2	3.4	3.3	3.3	3.4	3.4	29.6
Student Self	Fall '20 N=69	3.4	3.4	3.4	3.2	3.6	3.4	3.2	3.5	3.4	30.6
	Spring '21 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
	Spring '22 N=187	3.2	3.2	3.1	3.1	3.4	3.3	3.1	3.3	3.2	28.7
	Fall '22 N= 73	3.1	3.1	3.2	3.1	3.4	3.2	3.1	3.3	3.2	28.6

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 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.

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
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 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
Spr 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	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
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

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= 173	Fall 2022 N = 60
Standard 1 Content Knowledge	I was prepared to incorporate interdisciplinary instruction.	4.33	4.20	4.05	4.15	4.17
	I was prepared in my content area.	4.57	4.53	4.41	4.39	4.35
	I was prepared to engage students in my content area.	4.57	4.58	4.45	4.54	4.40
	I was prepared to make my content meaningful to my students.	4.63	4.60	4.41	4.45	4.42
Standard 2 Learning, Growth, and Development	I was prepared to design lessons that include differentiated instruction.	4.63	4.44	4.23	4.39	4.23
	I was prepared to implement instruction based on a student's IEP.	4.20	3.90	3.70	3.73	3.85
	I was prepared to modify instruction for English language learners.	3.93	3.64	3.38	3.52	3.4

	I was prepared to modify instruction for gifted learners.	4.07	3.90	3.39	3.68	3.63
	I was prepared to create lesson plans to engage all learners.	4.63	4.47	4.36	4.34	4.23
Standard 3 Curriculum Implementation	I was prepared to deliver lessons based on curriculum standards.	4.43	4.56	4.54	4.52	4.3
	I was prepared to deliver lessons for diverse learners.	4.40	4.26	4.29	4.29	4.12
Standard 4 Critical Thinking	I was prepared to implement a variety of instructional strategies.	4.60	4.52	4.48	4.43	4.43
	I was prepared to engage students in critical thinking.	4.53	4.45	4.34	4.27	4.27
	I was prepared to model critical thinking and problem solving.	4.60	4.48	4.45	4.34	4.23
Technology	I was prepared to use technology to enhance student learning.	4.70	4.39	4.50	4.33	4.35
Standard 5 Positive Classroom Environment	I was prepared to create a classroom environment that encourages student engagement.	4.67	4.59	4.55	4.48	4.55
	I was prepared to use a variety of classroom management strategies.	4.60	4.46	4.45	4.28	4.37
	I was prepared to manage a variety of discipline issues.	3.93	3.87	3.73	3.67	3.83
	I was prepared to motivate my students to learn..	4.47	4.53	4.30	4.33	4.18
	I was prepared to keep my students on task.	4.78	4.33	4.27	4.16	4.22
	I was prepared to foster positive student relationships.	4.80	4.75	4.75	4.68	4.72
	I was prepared to facilitate smooth transitions for my students.	4.47	4.39	4.38	4.27	4.22
Standard 6 Effective Communication	I was prepared to use effective communication strategies to foster learning.	4.47	4.56	4.5	4.40	4.42
	I was prepared to effectively communicate with parents.	3.87	3.71	3.71	3.60	3.72
	I was prepared to effectively communicate with all staff.	4.50	4.34	4.41	4.22	4.35
	I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	4.63	4.59	4.48	4.45	4.33
	I was prepared to use technology as a communication tool.	4.60	4.45	4.43	4.37	4.32
	I was prepared to enhance students' skills in using technology as a communication tool.	4.53	4.40	4.27	4.25	4.22
Standard 7	I was prepared to use assessments to evaluate learning.	4.67	4.51	4.52	4.43	4.37

Student Assessment and Data Analysis	I was prepared to develop assessments to evaluate learning.	4.53	4.42	4.39	4.30	4.18
	I was prepared to analyze assessment data to improve instruction.	4.53	4.42	4.38	4.22	4.20
	I was prepared to help students set learning goals based on assessment results.	4.50	4.23	4.25	4.13	4.05
	I was prepared to work with colleagues to set learning goals using assessment results.	4.57	4.36	4.36	4.12	4.18
Standard 8 Professionalism	I was prepared to analyze data to reflect on areas for professional growth.	4.47	4.42	4.45	4.26	4.20
	I was prepared to reflect on my practices for professional growth.	4.53	4.58	4.52	4.49	4.33
Standard 9 Professional Collaboration	I was prepared to collaborate with colleagues to support students' learning.	4.67	4.50	4.46	4.36	4.48
	I was prepared to collaborate with parents to support student learning.	4.13	3.80	3.80	3.77	3.83
	I was prepared to participate in professional organizations.	4.0	4.02	4.41	3.92	3.87

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
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

Comments from Fall 2022 Student Teacher Exit Survey

What have been the most difficult challenges you have faced when striving to meet the needs of students?
Dealing with Challenging behaviors and trying to teach.

I felt the most difficult challenge I faced when meeting the needs for students is when to make time for students to complete work who leave the classroom multiple times a day for other instruction. It made it hard to keep them on track with grade level assignments.
For my students who are nonverbal, it took longer for me to learn what they enjoyed. What they wanted to work for or what they didn't like. Since they couldn't tell me, it was a new strategy of really paying attention and focusing on what they wanted to play with or what they would request with their pecs books.
When students come into class on day one knowing they hate PE. Those students are incredibly challenging to motivate.
I have struggled with the work/life/school balance of being on provisional. I think it is a lot to ask for a provisional student to complete the STWS. I think that there should be another option for us to complete that wouldn't add another stressful thing on our to do list.
Turning Dese standards into lesson plans
Trying to manage behaviors while giving instruction.
Things that students face outside the walls of my classroom.
Behavior Management on Defiance
Creating one lesson that meets all the variety of needs for students while also being fun.
I believe my most difficult challenge was figuring out how to handle certain behaviors with students.
Use of personal Technology in the classroom.
Classroom management
Different varieties of work for modifications for high and low students
I would say finding things for students to do that need an increase in rigor.
students showing up to school so that they will not be confused.
Being able to discipline students to where they keep classroom distractions to a minimal.
IEP writing
Dealing with the students whose parents also don't care about their child's effort, grades, or work ethic.
Its hard to catch students up after they've been absent for a week or two.
My most difficult challenge was finding my confidence to take over to meet the needs of my students.
The most difficult challenge was meeting the needs of students who are super high performers and super low performers but they are all in the same class
Students who do not speak English at all
When there is a student who has big behaviors, normal strategies do not work so it has been difficult to meet their needs and the other student's needs while dealing with so many behaviors.
balancing both management and instruction
Modifications for 504 and IEP
Finding the perfect middle when accommodating to my students needs and not making it too easy or too hard as well as timing to make sure one student doesn't

finish too quickly and other long after.
The most difficult challenge that I have faced is designing intensive intervention strategies for my older students who are emergent readers. This is especially true for those who struggle with decoding words and show reduced abilities to remember taught concepts immediately after exposure to them. I have also found locating reading materials that are written at Kindergarten and first-grade levels that appeal to my students in the upper elementary grades to be challenging.
The most difficult challenge I have faced when striving to meet the needs of students is trying to find my students strengths and weakness and creating a learning goal that best suits each of my students needs. Each student learns differently and at their own pace and identifying and meeting individual learner needs has been one aspect of teaching that I have found to be incredibly important when striving to meet the needs of students.
Working with classes that have both high and low achievers
Curriculum planning for 4 preps that meets a wide range of needs, lack of support due to being only Business teacher in my building, classroom management strategies for apathy and blatant disrespect
Parents. How do I meet the needs of my student who does not care and neither does their parent?
It can be difficult to support students who are in the process of getting special education services, but not yet qualified. The IEP process can be confusing and frustrating at times. I know I am not a special education teacher, but it would have been nice to learn more about this process.
Building relationships to learn what the individual needs.
The most difficult challenge I have faced when striving to meet the need of my students is classroom management and learning how to handle behaviors in the classroom.
Learning how to effectively teach students with behavior problems.
Knowing what the student may be lacking outside of school to best meet his needs while he is at school.
Initial challenge that I faced when trying to meet student needs, was making sure that I was providing every student with the opportunity to grow as a learner. While provided an appropriate challenge for all students.
education gaps and challenges due to COVID19
I would personally say that managing time was the most difficult challenge as the day to day routines and schedules of a music teacher. Using time efficiently and being able to get students back into focus was difficult at times too.
Differentiating instruction and content in a manner that is grade level-appropriate, yet engaging and doable.
Meeting the needs of ALL students
I felt like IEP's and 504's were just a topic we read about, not something we discussed in depth and practiced what meetings, evaluations, etc. would look like. I understand that is hard with the privacy of students and all. But even if they were fake ones were we pretended would have been helpful. We only hit on it briefly and it was in one of my online classes. I didn't have confidence in an IEP meeting until I got to finally sit in on one during my practicum classroom. I want to be able to meet the needs of my students who need different accommodations. I also think it is extremely difficult to find TIME in one school day to make sure every student gets whatever you are learning. It honestly sometimes takes a few days because some students only learn best in one-on-one situations or in a group of 2, and there is a small group of 6ish students needing to be pulled for interventions. I make it work, but it is very challenging. I don't want to feel like I'm failing them.
Discipline and classroom management, I was not completely prepared for students that were openly defiant when being addressed for problem behaviors. It is

hard to have a grasp on this without having practical working experience in this area.

I was not taught how to teach different types of lessons for learners. Learning how to lesson plan along with different ideas to bring to a classroom in order to fit my style was never given to me. Only one style was emphasized that I had to teach. How my professor told me I had to teach, was the only way I could do it. If students all learn different and need differentiation, why does that disappear for college students? Also, if all students are different and need differentiation, why are we all taught and demanded to learn one teaching style? All teachers are different and have their own style.

Being able to effectively adjust activities to meet each student at their level. While I always strive to do this, I found it very challenging to increase or decrease rigor for each individual student. I am continuing to work on this but I have been noticing some students getting bored and or just not doing work because it was too hard for them. I found myself getting frazzled trying to come up with solutions on the spot to accommodate for every single student.

Finding the time to meet those needs during instruction

As an elementary art student teacher, I found it hard to remember names and connect with my students since I was seeing 550 different students. It was hard for me to remember details and all of the special needs that certain students have. In almost every class there was at least one student who had health concerns (allergies, seizures, diabetes, etc.) which was nearly impossible for me to keep track of.

Meeting the needs of all students at once. There is one of me and 24 students in my class. 2 being on an IEP and 2 being on a 504.

Getting students to engage post-covid. The policies of the district allow for so much makeup time the students don't want to do anything till the last minute.

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

A class that just focus on IEP's & how to implement for all grade content.

As a December graduate, I think how to set up the classroom at the beginning of the year is essential. I think an important area of focus for those who graduate in the Spring is to experience and discuss how to establish beginning of the year expectations. Example: setting up the classroom, creating rules and expectations, practicing how it should sound and look in the hallway, etc.

I think that instead of just learning how to write an IEP, we should also have practice IEP meetings. Where you practice being a teacher and you practice what you're going to say and how to approach questions. Hosting my first IEP meeting is the most nerve-racking thing I have experienced so far in the school.

The education program is amazing and well rounded. I do not think any single teacher training program can prepare a teacher for all they will experience on a daily basis as every school and student is so individual.

Provisional opportunities being more frequent and giving provisional students the ability to have more intentional support.

Data Application

Discipline. We did not talk about appropriate discipline methods, I had to walk into student teaching without any background with this skill.

There needs to be more emphasis on learning how to interpret and implement the state standards.

ELL - I didn't get much from that class

I would love more strategies to meet the diverse needs of learners both in and out of the classroom

Technology training.

<p>Early Literacy, the foundations and why we teach literacy the way we do I learned a lot from my cooperating teacher through her LETRS training</p>
<p>Making the program more inclusive for minority students.</p>
<p>I feel that there should be better relationships made between students and teachers and staff. I felt that the people who should have my back in the program did not. I felt that if I came to them with an issue I was pushed to the side and told to get over it. I felt that I only had one individual who stood up for me and believed in me. And I think if it had been different I would have accomplished more within myself and my educational environment.</p>
<p>Added differentiation and modification work</p>
<p>Planning more lesson plans that includes differentiations and accommodations.</p>
<p>Working with IEPs and fully understanding data and different forms of data</p>
<p>I don't know if it was my teacher or what but IEP's need to be a more indepth course</p>
<p>Behavior management</p>
<p>Going through real-life scenarios of how to handle misbehaving students.</p>
<p>Parent communication</p>
<p>UCM should strengthen the STWS. There is a lot to complete with that and I felt that sometimes it took my time away from true teaching.</p>
<p>ELL in middle/high school specifically, I felt like the class I took focused on younger students.</p>
<p>More management training. I think there need to be scenarios and big behavior strategies rather than just classroom management techniques that usually work.</p>
<p>More classes about class management and special education</p>
<p>Special education for reg ed teachers</p>
<p>Classroom management</p>
<p>The most important area that UCM's teacher education program should strengthen is instruction in reading intervention strategies, especially for students that struggle with dyslexia.</p>
<p>How to deal with disciplinary issues</p>
<p>Classroom management for alt cert students with limited classroom experience (how do we deal with the mounting mental health issues that impact behaviors in our classrooms?)</p>
<p>The first day of school, or the days leading up to school. I was so overwhelmed when school started because we never got to observe that soon in the year, so maybe more observation at the beginning of a school year?</p>
<p>Communication. I found that the communication as an Alternative Certification/MAT student was lacking- it was extremely confusing and frustrating to find out all of the requirements, classes, etc. needed. It felt like the program was continually changing and I was left in the dark.</p>
<p>Technology. I feel there should be a google class instead of focusing on Microsoft</p>
<p>Classroom management, and maybe prepare us more for all the grading and computer work that involves. As a student teacher all the grading we have to do</p>

can build up so fast and how to organize the data for that can be confusing.
The support given by the whole department is very lackluster and I think needs to be addressed. I am not the only student teacher this semester that feels like we were left in the dark with a lot of things.
More training on special education.
alternative certification for a wider range of grade levels
Differentiating Instruction.
Dealing with severe behaviors
I loved all of my professors except one. So the staff and the teaching was amazing. However... the communication on the MAT program made me furious. There were things that changed multiple times, and I know I signed up for a graduate degree. But it was kind of a backhand slap in the face when I took the undergraduate blocks, as a MAT student, with undergraduate students, and paid the GRADUATE PRICE. I only had to do 1 additional assignment for each class and they were things so easy like "teach another lesson" or "right a 2 paragraph summary of this article". Honestly, all the undergraduate students could have gotten graduate credit at that point. I understand there were logistics on UCM's side that made it to where they had to have us in person, but man, it was not ideal on my side of things. Please work on everyone being on the same page, and I would appreciate if the undergraduate professors remembered to care that we are not undergraduates, we are MAT students, please quit lumping us into that group and treating us like we are first time college students. I appreciated the few professors I had that remembered, cared, and helped me as a MAT student. They valued that I was doing a graduate program, and it felt like some other professors, or advisors or supervisors of the education program did not care.
Provide students with more real life simulations or opportunities to work on their classroom discipline and management strategies while enrolled in the Classroom Discipline and Management class. The theory was great, but having the chance to put these concepts to work before actually getting into the classroom would have helped me to feel more prepared. .
Teaching future teachers a plethora of lesson planing ideas for their content. Listing ideas without teaching teachers how to use them does nothing. Classroom management classes did this when learning how to manage a classroom, but we learned how to implement zero methods in teaching our content. We were just told to pick from a list like we already knew what to do. Also, I would have loved to have seen what I was learning in the Education program somewhat mirror what I saw when I observed in schools. Very little was mirrored and I was constantly told I would never use what I am being taught at college once I become a teacher. It is pretty demoralizing to hear that as I am being trained to be a teacher.
Special education implementation and education experiences for students who are not in the special education program. As someone who minored in special education and majored in elementary education, I was able to see all of the knowledge that I had acquired from other classes that would be extremely beneficial to general education teachers.
The grading in some of the classes
The only thing I can think of is providing more special ed related resources - especially for art. I feel like I was a little unprepared to come up with lessons for my adaptive class of 10 special needs students. The UCM education program is great about explaining differentiation in the classroom but it would have been helpful to have more practical examples of how we can teach art to students with disabilities.
Teaching how to handle hard conversations with parents and how to make sub plans.
Trauma informed care
Iep process

