Unit Student Teaching Data (Draft)
Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023, and Spring 2024

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 '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**
	Spring '23 N=140	3.4	3.2	3.4	3.2	3.4	3.3	3.1	3.4	3.3	**29.8**
	Fall '23 N = 74	3.4	3.2	3.5	3.3	3.6	3.4	3.2	3.5	3.6	**30.8**
	Spring '24 N = 140	3.4	3.2	3.3	3.3	3.4	3.4	3.2	3.5	3.5	**30.2**
Cooper Teacher/ Building Admin.	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	3.2	3.1	3.2	3.1	3.2	3.2	3.2	3.3	3.3	**28.9**

	N=204									
	Fall '22 N = 65	3.2	3.2	3.2	3.2	3.4	3.3	3.3	3.4	3.4	**29.6**
	Spring '23 N=158	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.3	3.3	**29.1**
	Fall '23 N = 82	3.4	3.2	3.4	3.2	3.4	3.4	3.3	3.5	3.6	**30.3**
	Spring '24 N =149	3.3	3.3	3.4	3.2	3.3	3.4	3.3	3.5	3.6	**30.3**
Student Self	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**
	Spring '23 N=141	3.2	3.1	3.2	3.2	3.4	3.2	3.1	3.3	3.3	**29.0**
	Fall '23 N = 71	3.4	3.3	3.4	3.3	3.6	3.5	3.3	3.6	3.6	**30.9**
	Spring '24 N = 140	3.4	3.2	3.4	3.3	3.5	3.5	3.3	3.6	3.6	**30.7**

Missouri Content Assessment

Fall 2021

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

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

Fall 2022
- 89.5% of our fall 2022 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching:
  - The mean number of attempts was 1.16.

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

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

Spring 2024
- 95% of our spring 2024 student teachers passed the appropriate Missouri Content Assessment (MoCA) 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 1.17.

Student Teacher Work Sample

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

UCM Mean Scores - Student Teacher Work Sample

	Knowledge of community	Knowledge of student factors	Knowledge of district, school, and classroom factors	Analysis and interpretation of whole class data	Analysis and interpretation of focus student data	Evidence of impact on student learning	Instructional strategy based on contextual factor	Self-evaluation	Implication for future teaching and PD plans	Cooperative partnerships	Professionalism	TOTAL

Revised Student Teacher Work Sample

Column	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
Points Possible	2	2	2	3	11	2	3	3	5	16	8	5	5	9	9	5	5	5	100
Fall 2021 N=66	2.0	1.98	1.97	2.95	10.5	1.98	2.77	2.86	4.70	15.0	7.61	4.89	4.77	8.42	8.35	4.80	4.68	4.83	95.09
Spring 2022 N=177	1.99	2.00	1.99	2.86	10.4	1.94	2.77	2.84	4.64	14.8	7.49	4.74	4.72	8.34	8.47	4.51	4.64	4.74	93.86
Fall 2022 N = 54	1.98	2.00	1.93	2.89	10.5	1.93	2.81	2.87	4.61	14.7	7.61	4.70	4.65	8.72	8.63	4.89	4.91	4.83	95.1
Spring 2023 N=128	1.98	1.99	1.96	2.88	10.23	1.96	2.79	2.84	4.59	14.27	7.46	4.78	4.60	8.53	8.38	4.74	4.72	4.80	93.5
Fall 2023 N = 65	1.97	1.98	1.95	2.91	10.48	1.94	2.82	2.89	4.66	14.55	7.55	4.74	4.58	8.42	8.35	4.80	4.83	4.78	94.22
Spring 2024 N =	1.99	1.97	1.98	2.86	10.24	1.95	2.76	2.79	4.65	14.83	7.5	4.59	4.65	8.61	8.33	4.77	4.93	4.86	94.28

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 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 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
Spr '22	1.96	1.94	1.98	1.97	1.94	1.93	1.97	2.0	1.96	1.94	1.89	1.92	1.96	1.96	1.94	1.96	1.91	1.94	1.94	1.97	1.98	1.94	1.87	1.86	1.96	1.94	1.98
Fall '22	1.97	1.98	1.98	1.98	1.89	1.86	1.92	2.0	2.0	1.97	1.95	1.95	1.97	1.98	1.97	1.97	1.93	1.98	1.98	1.98	1.98	1.97	1.95	1.84	1.95	1.93	1.97
Spr '23	1.95	1.96	1.99	1.99	1.94	1.90	2.0	1.99	1.99	1.97	1.96	1.96	1.98	1.98	1.98	1.97	1.95	1.98	1.96	1.97	1.99	1.97	1.95	1.93	1.97	1.99	1.97
Fall '23 N = 69	1.97	2.00	2.00	1.99	1.99	1.96	1.99	2.00	2.00	1.97	1.99	1.97	1.99	2.00	2.00	1.99	1.99	2.00	2.00	1.99	2.00	1.97	1.96	1.97	2.00	1.99	2.00
Sp '24 N=134	1.98	1.99	1.99	1.99	1.96	1.90	1.97	2.00	2.00	1.98	1.96	1.96	2.00	1.99	1.98	1.96	1.97	2.00	1.99	1.99	2.00	1.97	1.93	1.96	2.00	1.96	1.99

Student Teacher Exit Survey

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

		Fall 2021 N=56	Spring 2022 N= 173	Fall 2022 N = 60	Spring 2023 N=117	Fall 2023 N = 55	Spring 2024 N = 113
Standard 1 Content Knowledge	I was prepared to incorporate interdisciplinary instruction.	4.05	4.15	4.17	4.09	4.15	4.18
	I was prepared in my content area.	4.41	4.39	4.35	4.47	4.38	4.58
	I was prepared to engage students in my content area.	4.45	4.54	4.40	4.45	4.58	4.53
	I was prepared to make my content meaningful to my students.	4.41	4.45	4.42	4.40	4.47	4.50
Standard 2 Learning, Growth, and Development	I was prepared to design lessons that include differentiated instruction.	4.23	4.39	4.23	4.23	4.31	4.43
	I was prepared to implement instruction based on a student's IEP.	3.70	3.73	3.85	3.62	3.71	3.81
	I was prepared to modify instruction for English language learners.	3.38	3.52	3.4	3.42	3.42	3.61
	I was prepared to modify instruction for gifted learners.	3.39	3.68	3.63	3.76	3.85	3.81
	I was prepared to create lesson plans to engage all learners.	4.36	4.34	4.23	4.28	4.33	4.42
Standard 3 Curriculum Implementation	I was prepared to deliver lessons based on curriculum standards.	4.54	4.52	4.3	4.42	4.45	4.52
	I was prepared to deliver lessons for diverse learners.	4.29	4.29	4.12	4.08	4.27	4.29
Standard 4 Critical Thinking	I was prepared to implement a variety of instructional strategies.	4.48	4.43	4.43	4.38	4.60	4.54
	I was prepared to engage students in critical thinking.	4.34	4.27	4.27	4.27	4.42	4.41
	I was prepared to model critical thinking and problem solving.	4.45	4.34	4.23	4.28	4.36	4.48
Technology	I was prepared to use technology to enhance student learning.	4.50	4.33	4.35	4.29	4.44	4.48
Standard 5 Positive Classroom Environment	I was prepared to create a classroom environment that encourages student engagement.	4.55	4.48	4.55	4.41	4.60	4.56
	I was prepared to use a variety of classroom management strategies.	4.45	4.28	4.37	4.21	4.33	4.28
	I was prepared to manage a variety of discipline issues.	3.73	3.67	3.83	3.52	3.71	3.72
	I was prepared to motivate my students to learn..	4.30	4.33	4.18	4.14	4.29	4.31
	I was prepared to keep my students on task.	4.27	4.16	4.22	4.02	4.11	4.33

	I was prepared to foster positive student relationships.	4.75	4.68	4.72	4.65	4.73	4.73
	I was prepared to facilitate smooth transitions for my students.	4.38	4.27	4.22	4.24	4.36	4.28
Standard 6 Effective Communication	I was prepared to use effective communication strategies to foster learning.	4.5	4.40	4.42	4.33	4.49	4.47
	I was prepared to effectively communicate with parents.	3.71	3.60	3.72	3.42	3.69	3.73
	I was prepared to effectively communicate with all staff.	4.41	4.22	4.35	4.09	4.33	4.39
	I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	4.48	4.45	4.33	4.30	4.27	4.45
	I was prepared to use technology as a communication tool.	4.43	4.37	4.32	4.40	4.51	4.48
	I was prepared to enhance students' skills in using technology as a communication tool.	4.27	4.25	4.22	4.23	4.27	4.27
Standard 7 Student Assessment and Data Analysis	I was prepared to use assessments to evaluate learning.	4.52	4.43	4.37	4.42	4.42	4.59
	I was prepared to develop assessments to evaluate learning.	4.39	4.30	4.18	4.26	4.33	4.47
	I was prepared to analyze assessment data to improve instruction.	4.38	4.22	4.20	4.19	4.27	4.48
	I was prepared to help students set learning goals based on assessment results.	4.25	4.13	4.05	4.13	4.15	4.25
	I was prepared to work with colleagues to set learning goals using assessment results.	4.36	4.12	4.18	4.09	4.31	4.34
Standard 8 Professionalism	I was prepared to analyze data to reflect on areas for professional growth.	4.45	4.26	4.20	4.10	4.40	4.39
	I was prepared to reflect on my practices for professional growth.	4.52	4.49	4.33	4.36	4.55	4.53
Standard 9 Professional Collaboration	I was prepared to collaborate with colleagues to support students' learning.	4.46	4.36	4.48	4.34	4.56	4.48
	I was prepared to collaborate with parents to support student learning.	3.80	3.77	3.83	3.56	3.78	3.83
	I was prepared to participate in professional organizations.	4.41	3.92	3.87	3.79	4.00	4.15

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 2021 - 56 student teachers responded	1.8%	0%	1.8%	46.4%	50.0%	4.43
Spring 2022 - 174 student teachers responded	0%	1.1%	9.2%	43.1%	46.6%	4.35
Fall 2022 - 60 student teachers responded	1.6%	0%	15%	31.7%	51.7%	4.32
Spring 2023 - 117 student teachers responded	1.7%	2.5%	12%	41.9%	41.9%	4.20
Fall 2023 - 55 student teachers responded	0%	0%	5.5%	43.6%	50.9%	4.45
Spring 2024 - 113 student teachers responded	0%	0%	7.1%	35.4%	57.5%	4.50

Comments from Spring 2024 Student Teacher Exit Survey

What have been the most difficult challenges you have faced when striving to meet the needs of students?
Having a high needs classroom with many students with high needs
Finding ways to help those students who are behind academically with or without an IEP. How to incorporate RTI into my work day and what to do with those students when I recognize they need it
NA
I think for me the most difficult challenge was making sure that my students stayed engaged during the lesson along with making sure that my classroom management wasn't getting out of hand. I know that for myself I did struggle with classroom management but after my supervisor Mrs. XXXXX talked to me about it and told me what could happen if I didn't get it under control I knew that I need to address this and try to move forward from it to continue to grow as a teacher. I knew that the best thing for me was to be honest with the students about how I let them get away with too many behaviors and from now it was going to be done the correct way and I wasn't going to let them get away with things that they did before. I know that being a teacher you are always a lifelong learner and it takes time to get to where you need to be with teaching but you have to stay confident with where you are and make sure that you don't give up on the most important things when teaching. So I learned after realizing that I was struggling and could end up failing on the classroom management side that I needed to put my foot down and start handling it the way that I needed too. I really appreciate Mrs. XXXXX telling me what I needed to do because that made me see that I need to get it under control and start becoming the teacher that I know that I can be. Classroom management is something that everyone will probably struggle with and that's okay but find a way that you can overcome it sooner rather than later.

dealing with big behaviors in the classroom
Lack of time in each class. I have 45 minute classes and feel very rushed.
Ensuring that I had a variety of different ways in my back pocket. Many students have needs that fall on a wide spectrum so ensuring that I am hitting all points on that spectrum so that all of my students feel understood and supported.
A challenge for me has been finding state standards for speech and debate. There are none that are set in stone, so we have to find ones that can apply for the class.
Trying to push students to study outside of class. They don't have motivation to do work outside of class. I understand they have home lives, but they don't look at their notes at all once they leave the classroom.
When students are absent in my class they miss 2.5 hours of instructional time. Students with many absences get behind quickly and it is difficult to help them catch up. I also think it is difficult to teach to some of the students who have IEPs when they require constant redirection to keep them on task because we do not have paraprofessionals to assist us.
Meeting the needs of my struggling students as well as my students who need a challenge.
I felt that we didn't get enough differentiation for students practice.
The most difficult challenge I have faced is finding ways to differentiate instruction for high-achieving and lower-achieving students. I understand what differentiation is and the importance of it. However, it is very hard to incorporate it into my lessons. I would love to have more practice with incorporating differentiation because it is very important for student engagement.
Being able to write good quality lesson plans k-5, a high school and 8th grade pe class while effectively assessing my students and meeting the needs of each and every student.
Being able to take into account the wide range of student's abilities and needs to plan instruction and engaging lessons
Having enough time
I think the most challenging thing I have encountered this year is having to deescalate a student who is having a meltdown while trying to assist the other students.
The most difficult challenge that I have faced when striving to meet the needs of students is dealing with some of their behaviors. I have a couple of students who behaviors change a lot throughout the day/week and sometimes it is challenging to understand where the student(s) are coming from in certain situations. I feel like I have gotten better at dealing with this challenge because I feel like the only way I am going to get better is through experience but it definitely can be challenging at times.
It is hard to address certain behaviors and classroom management when it is not your own classroom and group of students.
Sometimes getting them to cooperate can be a challenge.
Money for various supplies
The most difficult challenge I have faced when striving to meet the needs of the students is how I can have engaging lessons to keep the students' interest

and also classroom management strategies. I have noticed that I have to really figure out and strategically plan out engaging lessons to keep this set of students' interests peaked. I have also noticed that towards the end of the semester, I am having a hard time getting the students to stop talking over me and being disengaged. I know this is something that I have continued to work on throughout the semester and I will continue to work on when I have my own classroom.
Classroom and behavior management has been the most difficult challenge I have faced when striving to meet the needs of students.
Motivating the students to want to do better so we can figure out how to help them.
The things I have struggled with the most when it comes to meeting the needs of my students is differentiation in lessons. Sometimes it is hard to find ways to accommodate or modify a lesson to make sure it meets the needs of EVERY student.
The most challenging thing I would say are the students who need that one on one instruction during whole group instruction and making time to provide instruction for both.
Controlling the disruptions in the classrooms and finding the time to work one on one with students who need the extra help.
In my fifth grade class, we have a student who struggles in the mornings because he can't take his medicine until noon. He blurts out, yells, argues, is distracting, etc. Handling this and being the teacher that he needs is difficult, because he needs that one on. one instruction time, but there are 23 more kiddos in our class that are annoyed/unhappy that I cannot help them at the same time.
Being able to provide all students one-on-one time
The most difficult challenge was getting the pacing of the classroom just right while meeting an individual needs. However, I feel like over time with my lessons and continuously working with the students. I have gotten much better at overcoming the challenge
Dealing with students with difficult behavior and changing management when needed to.
Having the management skills in order to meet all needs of all students
The biggest challenge I have faced when striving to meet the needs of students is to get the students caught up who are behind.
My biggest challenge I am facing currently is meeting the needs of students when other students are in extreme aggressive behaviors for the majority of the day.
The most difficult challenge I faced this semester was the lack of effort or motivation some of the students expressed.
The most difficult challenge I have faced is learning to work with other instructors in CWC classes and communicate the needs of students to them.
Differentiation has been the most challenging aspect of meeting my students needs. I feel that we talked a lot about how to do it but there was never any follow through with it and how to actually implement it within my lessons.
The most difficult challenge that I have faced is motivating those students who don't see value in education. Although I have tried to make the content feel meaningful to them, this is an area that I continue to struggle with.
Being able to dedicate enough time to each student to ensure everyone is learning.

Time restraints in my teaching schedule.
My biggest struggle has been working with a class that has 3 IEP's, 4 504s, and Multiple ELL students. It has been so beneficial to see that during my student teaching, but differentiating lessons while also trying to maintain control of a class that has multiple students acting as active distractions has been difficult at times.
The behaviors of students can be challenging and I do not think that class prepared me enough but through going twice a week and mostly student teaching in spring, I learned how to work with behaviors in a way that works best for me. Also, sometimes there can be students not engaged and who want nothing to do with the lesson so I have learned that I just have to try my best to reach that student to get through to them or work with them another time to give them that extra attention they may be needing to get it done.
It was difficult to juggle all the diverse needs of my students
The most difficult challenges I have had to face is dealing with behaviors in the classroom (small and big) but also still making sure the rest of my students are getting the instruction they deserve.
The most difficult thing was getting the students to be motivated to do their assignments. It seems that if there was not class time to do the assignment (no matter the size of the assignment) they wouldn't complete it until the next "work" day.
I struggled with provided materials that were modified to fit a student with an IEP while also giving my students who were breezing through the material something more challenging.
Having some kids that refuses to complete their work.
Having time to create lessons for each subject that check all the boxes of an engaging lesson
Classroom management
The most difficult challenge I faced was thinking I had a really good lesson ready and students just did not understand. I had to think on the spot how I could reword and use different terminology to help them understand.
My students who need accommodations and modifications to help them obtain a better understanding.
Behaviors was a bit of a struggle and understanding behavior plans, but after my student teaching I feel fairly confident in this!
Differentiation and critical thinking
Assessing students and then making a lesson plan that meets the needs of every student when you have both ends being high and low with one lesson. Finding the medium and where to meet students at when planning the next lesson.
Very Diverse classrooms here at Marshall High, having to adjust to every class and students need in order for them to be successful.
I would say the most difficult challenge was getting the students to stay focused for an entire lesson, especially when it is a longer lesson. I overcame this challenge by changing the location of where the students sit in the classroom during learning time, and just being on top of redirecting and reminding the students to stay focused. I would incorporate different videos and songs into my lessons that were engaging for the students and ones that they enjoyed watching.

Assisting Gifted Learners and modifying instruction for them without giving them extra work or letting them be bored.
Figuring out how to provide a lesson for an ELL student who does not speak any English at all.
Differential instruction has been the most difficult to implement in my classroom. Would like to have seen an example of a lesson plan or video of an ideal class to display this.
Having to create a lesson for 5th grade students that cannot read and do not get any extra support.
Classroom management has been the most difficult challenge when striving to meet the needs of all students. While we have a class that covers this, it is definitely different to deal with managing a classroom every day. This is just something that I think teacher candidates learn a lot about during their student teaching semester, as in previous placements, we had only tackled one lesson at a time. Thankfully this semester is a great opportunity to practice what we learned before!
My district does not have a curriculum so that has been a challenge as a new teacher.
Finding instructional strategies that are student led but can be done if the students struggle to read.
Ensuring that the educational material is accessible and engaging for everyone. Creating content that resonates with each individual and creating a balance between challenging material and providing support.
The most difficult thing has been finding and making visual references for my students.
The most difficult challenge I faced when striving to meet the needs of students was to apply the principles I was taught in my courses. I felt prepared but the actual application was tough.
How to effectively plan a unit and maintain the schedule planned.
I feel it was challenging not knowing necessary information about some of my students. There was some missing communication I felt at times in the semester. It also felt tricky only getting 2 full weeks of being completely in charge. I believe it would have benefitted me more to have gotten more fill time experience to fully get things settled with my students.
In a self contained room, wide range of student abilities. Not enough time to pull all three small groups for ELA for example. I would have to do one of the groups some other time throughout the day.
Mainly balancing all the needs of all my students in every lesson
I think the biggest challenge that I faced when working with students is student discipline. I especially struggled with this subject at the Elementary phase of my student teaching. When students act out or just perform the unexpected, I do not know what I would have done if I was on my own. For instance I had a student run out of the building. What would I have done with the rest of the class while I went looking for the student who ran out if I didn't have my CT to go after the student who ran out? Those are the types of things that I struggled with the most when it came to student teaching.
Modifying curriculum in a world where at least 50% of every class is on a 504 or IEP.
To address individualized disruptions within and outside the classroom.

Student relationships between each other. If one student is not following the directions students will disrupt my teaching to tell that students to stop.
The most difficult challenge is the difference between a the cooperating teacher and then the student teacher. A student teacher doesn't know everything but needs the guidance from the cooperating teacher at points. Behaviors were also a difficult challenge when trying to meet the needs of students.
How to handle the larger behaviors that you see in the class.
Approaching and handling a variety of behaviors large and small while also trying to teach the whole class. Especially those disruptive behaviors or incidents that require the teachers undivided attention while also needing to address/teach the rest of the class.
One of the most difficult challenges I've faced when striving to meet the needs of students is ensuring that I address the diverse range of learning styles, abilities, and backgrounds present in the classroom while maintaining a balanced and equitable learning environment for all students. Balancing individualized support with whole-class instruction and fostering inclusion and belonging for every student requires careful planning, differentiation, and ongoing reflection on instructional practices.
The most difficult challenged I have faced is the way to differentiate content for my students. After further reflection, that is my goal for this coming school year. I want to be able to learn skills that can be applied to my students' appropriate reading levels.
Working with students with IEP's and how to best help them
The most difficult challenge has been finding the time to help with big emotion issues. If they arise during the lesson I would be able to separate, and calm the issue, but finding the time after the lesson to talk was harder. I did not want to put it off, but next day at recess would usually be the best time.
Trying to help one student individually while the other students are also needing my help.
The most difficult challenge that I have faced when striving to meet the needs to students is classroom management. I know that this is a common answer, and we have classes over it as well. However, after talking to many of my peers, I realized it's due to the title that we have. The kids do not have the same respect for us as they do their teacher. This is the hardest struggle when teaching students. I'm wondering if there is a way to fix that before it even starts.
I struggled to communicate my expectations with assignments, but I have definitely improved.
I am not taken seriously since I am not the teacher, I am the "teacher helper".
I only have one ELL student and she is an exchange from Spain and great. Therefore do not feel very prepared to be able to teach ELL students having not interacted with them. I also struggle with differentiation for both students in special education and gifted students.
Getting them engaged
I think there are a lot of students that have trauma in my district, so trauma training would have been very useful.
Keeping them engaged and designing lessons they'll find interesting.
TIME
The most difficult challenge for me was differentiating a lesson in the middle of it because either the students knew the content or were struggling with the lesson.

Managing adults
When striving to meet the needs of students, the most difficult challenge I faced was differentiating the instruction. This semester, I had the opportunity to take the Advanced Education of the Exceptional Child with Professor Tara Williams, which boosted my understanding of differentiation and my confidence in meeting diverse learning needs in the classroom.
I found that getting the students motivated and interested in the content was the hardest part of student teaching. Their attentions spans are very short on average, and it was hard to keep them focused.
I only took one course specifically related to my content area of PE and that was the assessment course I took while student teaching that provided no instruction. The one hour course provided no scaffolding and did not provide realistic strategies that could be used for PE assessment.
Since we only have a short time with the kids, just making connections with students is hard.
Not having enough time in the day to differentiate in the way my class needs.
Reaching disengaged or disinterested students.
adjusting instruction to the wide range of skills, abilities, and motivational levels in the classroom
Being able to differentiate between the students who may have all the critical elements and those who have none. For middle school it was fine but for elementary school having multiple learning activities going made students not want to participate in their assigned activity.
Simply making the decision of what will be best for the students in the long run.

What is the single most important area that UCM's teacher education program should strengthen?
Classroom management strategies
Having a variety of different content throughout each class and not having each class repeat the same information you already learned in another class.
parent communication
I know that there were times during student teaching that my classroom management needed some improvement. I feel that incorporating more ways to help students get the support in classroom management and help us be more prepared for classroom management. I feel that I got a lot of knowledge on classroom management but I still feel like I was missing some of the key components behind a well effective classroom management. I think also helping the student teachers know that they are okay to ask for help when they need it on the classroom management side.
teaching behavior management

It has been a great experience
More real life application. There was a lot of time spent in the field, but I did not always feel like it was useful when I was lost in how to apply the things that I had learned.
I think there could be improvement on how to communicate with parents and collegues! I didn't see a lot about that in these classes...
Preparation for the required certification assessments.
The alternative path to teaching can be confusing, especially when you are on a provisional certificate and your employer is not educated in the requirements for your permanent employment. In my case, I was instructed to take one path to certification only to be told nearly 2 years into that plan of study that it was not the correct path, so I had to switch to a more traditional path to certification. With a teacher shortage and the need for qualified CTE teachers, it would be nice to have clear instructions for anyone considering entering the teaching field after industry experience.
The single most important area that UCM's teacher education program should strengthen is classroom management.
Knowing how to communicate effectively with parents and differentiation.
I think the most important area UCM's teacher education program should strengthen is teaching students how to effectively communicate with parents. The high school science program focuses solely on content rather than how to interact with parents and colleagues. Maintaining a positive parent-teacher conference is very important but not taught enough.
Being more realistic on expectations of the student teachers students how it is not always easy to teach and run your lesson based on what the college wants because of the culture that has been set by school before we get there. Including more of the legal and paperwork for when you accept a job and what to be looking for from the school on benefits, pay, support etc.
More classes or topics in classroom management and discipline
Things need to be taught that are actually useful in a classroom. Most of the classes I took felt like a waste of time, with very few exceptions. Focusing on classroom management strategies that work for all levels instead of just elementary or middle.
I would suggest incorporating more classroom management strategies before Senior year. We are in a classroom by sophomore year working with small groups. Teacher candidates need to have some strategies before they are sent off to work with a small group of students. In my opinion, I feel as though I would be more confident in classroom management if I had learned strategies before my Senior Block/Student Teaching. I learned more about managing a classroom in the field than in my Classroom Management class. I am sure that is normal, but what is the reason for the class if I obtained nothing?
I feel like the single most important area that UCM's teacher education program should strengthen is just the communication about graduation information. I thought everyone communicated very well in general but when it came to graduation information I know a lot of people got confused in certain areas.

Allow students to be able to complete extra certifications like minors without any stress. Myself and other students really struggled with obtaining a minor in Special Education because of conflicts with the program. There was not much support from the school to help succeed the path we wanted to take with those minors. The first time we are introduced to classroom management is Senior Block which is way to late. We start interactions with students and teaching lessons first semester of junior year. These skills would be beneficial during that.
Student Teacher workshop.
The PE department needs to be more unified. The three professors teach diametrically opposing teaching philosophy and totally impractical teaching practices.
Classroom Management in Early Childhood
Young Learner Block. This is because I did not feel assignments were communicated in the most effective way. I also feel that while the teachers may have been organized in the material they were presenting to us, it almost didn't feel organized. I know there were some things that had to be worked around when this occurred. I also feel as if every other block or course I have taken the professors truly felt like they were there to help with anything in the teaching process, but this block did not remotely feel that way.
UCM's teacher education program should strengthen their teaching of how, not just what. Prior to student teaching, I felt confident about what to do in different situations and aspects of teaching, but I did not always know how to implement these strategies.
N/A
Classroom management or lesson planning. Those are two areas I feel as though I should have been more prepared/confident before going into my student teaching.
I think that the whole program was strong. I don't think that I have suggestions.
Behavior management strategies
Creating assessments
When it comes to observation, UCM really should provide transportation. During Junior year, I was traveling to Independence twice a week and it was really hard to get gas money. This is something that should not fall on the students or the student's family. If UCM is requiring us to go to Independence or Raymore, they really should provide a way for us to get there.
I think that creating more opportunities to be more involved in schools related to our content area would be huge for students. For example, I saw recently that UCM hosted mouth piece testing for elementary school kids that plan on going into band. I think this is a great example of students at UCM getting more involved in the field that relate back to their content area.
Classroom management and behavior.

Classroom management
The classroom management area. I think there should be more classes on this area throughout the program.
Writing IEPs on paper is not logical because it looks completely different than the way they are done now. Being able to see one written the way it would look online (ex: Sped track) would benefit greatly. I didn't feel prepared in the IEP section.
Preparing you for the reality of finding a job. They told us all four years that we would immediately get a job, but the reality of how often you get rejected was crushing. There is a lot of in-hiring that takes place and if you don't know that before you start searching for jobs, it's heartbreaking to continue getting rejections when really it wasn't you at all, the building just had rearranging teachers. I think UCM needs to continue to be positive about getting a job, but explain that there are tons of tiny reasons why you may not get a job right away.
I think the most important area that UCM's teacher education program should strengthen is student data collection and interpretation.
Classroom management
UCM teachers education program should strengthen the special education content in the general education setting. We are only required one class on it and then it is talked about in other areas, but I feel that is some place we could have used more resources. In my current classroom for student teaching, I feel that there was so much more I could have done for my students who attended the special education classroom, but I really did not know how. We need more training on IEP's and 504's. I feel that we did a lot of talking about it, but again there was no implementing that learning in our schooling. There could have been more opportunities for us to create lesson plans based on a mock plan to help us understand how to break apart an IEP or 504 to ensure we understand all aspects.
While there are lots of opportunities for observations, not all of the teachers will let you practice teaching a lesson or take a small group of students. I think there should be more emphasis on this aspect when the teachers are deciding if they would like to take on a student teacher in their classroom for any amount of time. You can only learn so much from watching.
Strategies for dealing with behaviors in the classroom
NA
I loved UCM's educations program, I have felt so prepared academically. I just think I would have benifited to have spent more time in more diverse classes (IEP, 504, EL) because this semester I have 2 CWC type classes with many different behaviors and It has been difficult to deal with those.
Classroom management. I think that we learned some good strategies but need more depth on how to implement them more effectively and how to address behaviors that come with being in a classroom.
Classroom Management- it was a great class but we should have more than one semester's worth of learning to be prepared.
IEPs. I love my class that I have sophomore year. But would also like a class senior year that helps solidify my knowledge of working with IEPs and how to best accommodate IEPs and 504s in my classroom.

I feel my education was well rounded at UCM. How to deal with random comments in the lesson and more ways to keep students engaged in the content.
Discipline and how to establish to students that even though you're a student teacher, you are just as much a teacher as your CT.
NA
Teacher personality and the importance of communication with staff
Professionalism from professors
There were a lot of tools that we learned about and would love to use but I do not remember all of them. I wish we had "created a classroom" in one of the foundation classes and kept adding to it throughout our years. We did make a website, but some of the tools were hard to manage. Mrs. Beggs had a manipulative classroom that I would have loved to use in my classroom and make other ones just like it. Overall, I had a good experience at UCM.
Taking data and analyzing
Middle school program should also include a classroom management class that is similar to what the high school/ secondary program has. Also on how to communicate with parents/guardians since there was hardly any preparedness for this.
Focusing on how to take schools curriculum and implementing it. rather than using standards and creating large lesson plans.
More focus on how to integrate culture, and how to work with ELL students-- not just one class.
Making sure that every student is placed in multiple grades where they are getting certified. I was only in the same 2 grades each placement both junior and senior year and was not able to see more than 2 grades.
None
I enjoyed taking the Classroom Management course that UCM provides, and I learned a lot from that course, but I suggest that UCM hits more on how to deal with major/extreme behaviors and what strategies to use to diffuse behaviors within the learning environment.
Parent Communication/Classroom Management
Increase education towards ways to provide a supportive environment for ELL students.
How to look at the standards and determine what/how to teach using those learning standards. More practice on taking standards and turning those into learning goals/objectives.
Provide more courses about students on IEP's.

I think UCM's teacher education program is very strong, but I would have to say that responding to classroom behaviors specifically is something that I feel like we did not learn much about. Other than the use of proximity, and the phrase "can you __, even though ___," I think most of the classroom management course focused on proactively preventing disruptions from occurring. This is obviously super important and helpful to learn, but when you student teach, you are stepping into someone else's classroom and learning about their schoolwide behavior system at the same time. When behaviors occur, even despite structures put in place to prevent them, it was tricky to know what the "right" response was, what sorts of classroom disruptions warrant which types of responses, what phrases could be used to regulate students, etc.
I feel like I can't answer this because my undergrad was not in Education.
Teaching more instructional strategies for high school students
More information on MTSS and how to manage a variety of discipline issues.
Provide an example for the student teacher work sample for students to look through to have a better understanding on what the STWS should look like.
I think the most important area that should be strengthened is the classroom/ lab management area.
Learning how to plan out full units specific to your content area.
In early childhood, phonics are extremely important! Being able to train more than just learn about what phonics is would be awesome! By watching, I was able to catch on, but I had no idea how to teach phonics coming in.
Communication with families
I think preparing students for real life when they get out into the world concerning dealing with parents, how to do well in job interviews, what do do once you first get the job, the first couple of days of classes as an actual teacher, and how to deal with disciplinary actions and deal with the unexpected in the classroom.
Differentiating instruction. Not just talking about it, actually showing us how.
Some more scenario based training.
Receiving more information about behavior management
I feel like it is very strong but could use come support in the how to deal with certain behaviors.
Anything about behavior management
I think its a great program. I think it would be beneficial to require seniors in their first placement to be in the field more, maybe 3 times a week to get more experience before they take over.

When coming up with lesson plans or unit plans I think it would be beneficial for students at UCM to see the resources and programs (Math and Focus, Being A Reader, i-Ready instruction) teachers use that allow them to plan out their lessons and what would be grouped together especially for reading and math. When you get into the classroom most cases those resources will be provided to you and it is important to see how they are used in addition to being able to pull in other outside resources.
The process moving forward after data analysis. I know how to implement and execute, but I felt like the expectations of how to move forward were gray in some areas.
More classes on IEP's
An important area would be how to better take the data from student assessments, and helping them improve their scores based on their understanding. Especially using shool exit tickets, they may not have parts for students to defend their thinking and it makes it harder to understand where the disconnect is.
Nothing I can think of. I feel that UCM's teacher education program is excellent.
I think an area that UCM's teacher education program should strengthen is having the student teaching meetings before we actually start. I think in the fall the first one is before we actually start, but in the spring it wasn't. I felt kinda lost about what I was supposed to do going into the school, so it would have helped to meet with other student teachers and the UCM faculty to help guide us before we start in our placement. Overall, I think that UCM's teacher education program should help us design lessons based on curriculum. I have practiced many times and know very well how to find a standard an create a lesson to cover that standard. However, I don't know how to create a lesson and tie it into the curriculum. I wish I could've had more practice and learned how to do that in my time at UCM. Also, I think UCM should strengthen in teaching behavior management. I took a class with Dr. Vollrath for my minor that was so helpful, but it is only required for SPED majors. I think all education majors should have to take it. I took the class and feel that this is an area I can still improve on. I would love to keep expanding my knowledge on ways I can help manage behaviors and disruptions in the classroom.
I think one thing that could be strengthened is how to interpret data and what to do with that data after it is collected.
Ensuring that students are placed with a teacher that are willing to help and provide guidance starting freshmen year.
Communication with difficult parents
I believe that all teacher candidates should bypass the Success Advising Center entirely and go directly to the teacher education program for their 4 year plans.
Delivery of lessons.
I think maybe more hours in the field prior to student teaching would be beneficial, especially for learning classroom management strategies.
Work more with assessments.
more time in an actual classroom

How to write lessons that you will actually use in day to day teaching.
A class or opportunity to learn how to manage adults within the classroom
I thoroughly enjoyed this program and am thankful for the wonderful professors I had along the way.
My answer would be field experience, but I think that is more of a problem on my part. There are a lot of opportunities to get into the field while in the education program, but I was more focused on completing my college classes than taking note of how things work in the field.
A more individualized learning path for each content area.
Classroom management.
More classroom management courses
Specific cause-and-effect approaches to behavior management and behavior analysis.
Handling misbehavior in the classroom; fights, phones, cheating, etc.
One area would be for observations and student teaching maybe observing the cooperating teacher to make sure their teaching ideologies are inline or close to what we're taught. I strongly believe each placement I was in would have failed the MEES.
discipline management, recognizing and adapting to diversity in the classroom, and making adaptions and modifications for ELL, IEP, 504 and Gifted students.

What characteristics of a school are important to you in making a decision to accept a job offer?
Teacher support, diverse community, classroom management practices
Good pay, carrying about teacher health and needs, and having access to resources and people to talk to.
I think some characteristics of a school that are important to me when it comes to making a decision to accept a job offer there is how well I am going to feel like I belong and how well the staff will be there to support me when I need it. I know that everyone is different and no one person is the same and that is okay. I think to me it's important to know who I am as a person and a teacher but how well I would make a difference at the school that I am going to become a part of. I think another thing would be how well the school can be there to support me when I may be struggling with planning or with students. I want to make sure that no matter what I will have staff that are there to help me when I need help. I know that there are times that I struggle so being able to know that I have the support of the staff family behind me is something that truly sticks with me. I have been a part of many districts during my time at UCM and they have shown me that every teacher is different in their teaching strategies and there is nothing wrong with that. I want to also be there to support other staff members and be able to get that in return. I know that where ever I end up I know that it will be the best thing for me.

supporting and understanding
Support of the admin
Strong sense of community, effective communication, support
Near where I live, good values, great leadership, good team atmosphere
A school that is focused on developing a student to be an individual; not a test-taker.
I want support from administration, but value autonomy in my classroom.
A strong sense of community and supportive administration.
A school that has a similar philosophy as I do.
I look at if they are friendly and willing to help in any aspect that I need.
Characteristics important to me when accepting a job offer is how they support first-year teachers, the atmosphere of the school, and the different professional development opportunities for newer teachers.
support system, willing to put money into PE and not allowing your first year teachers to struggle and sink. I want a school that wants me to succeed and will give or try to give me the tools to help me do that.
The characteristics of a school that are important to me are the work culture between staff, the atmosphere/climate, the diversity of students, the appropriate classroom space, and the community around the school.
Location
Culture is important to me, if all of the teachers hate their jobs and complain all of the time then I don't want to work there.
Supportive and reliable admin Location Valued opinion/beliefs Empathy
Some characteristics of a school that are important to me when making a decision to accept a job offer is to always be open to new ideas, collaboration with other colleagues, having a strong relationship with parents and students in and outside of the classroom, and good communication skills.
Pay, location
Parental involvement
Schools that have both a mission and vision statement that correlate with my beliefs and what I believe about teaching, are schools that I want to work at. I also look for a school that takes into account teachers feelings and will be there for support as a new teacher.

The characteristics of a school that I would like to work at include positive school culture and supportive staff and administration.
A safe and friendly enviroment
Community, values, pay, distance, administration, and student population.
Communication, collaboration, and creativity.
Community, administrative support, a true passion for teaching
Effective Communication, Faculty and Staff work collaboratively, and promotes diversity, and positive relationship with parents, teachers, and community, professional development.
Important characteristics are supportive administrators, flexibility, effective leadership, and location. I find these all of these off the top of my head to be important characteristics of a school when deciding on a job offer.
Administration and team players.
curriculum, behavior management protocol, plan for growth, and positive environment
A small tight knit school and community.
The community engagement and teacher support.
I want a building that is supportive and encouraging. I want to be a part of a team that has fun while they work and aren't serious and grumpy all the time.
I look for a strong sense of community, positive admin/teacher relationships, and community involvement.
Class sizes, location
The overall school environment and how the administration is set up. That was one of my biggest deciding factors when applying and accepting a position. Also, I feel that the "freedom" with curriculum was also a factor I took in consideration. What I mean by that is given curriculum and the standards and being able to teach it the way we see fits our students needs. We do not have to strictly follow what is given to us. I learned that they use it as a resources and guide and teach from it but also teach to their students needs.
I am looking for a supportive work environment where I can connect with my fellow teachers and other school staff members. I want to be able to collaborate with other teachers in order to serve the students.
The community the school is in, the climate of the personnel at the school, and the leadership at the school.
Student load, extra duty responsibilities, schedule and salary.

The biggest factor in my decision to accept a job offer was that I wanted to go where I felt wanted. I had multiple interviews but ended up selecting my very first one. Following my interview, I was immediately offered a job, and though I asked for some time to decide, they followed up with me regularly. They allowed me to spend a day at the school to see the environment and get a feel for the staff and the schedule. They even guaranteed me a coaching position if I accepted the job. Another perk, was that they have a push in policy for new teachers and that for my first 2 years I would have an hour pushed into a mentor teacher class, and One with them in my class helping me out everyday. I think in the end, I selected it over some other offers because I felt like they really wanted me, and because they have a culture of developing the teachers as well as promoting student growth.
Good level of support for teachers, team collaboration, good administration, have the students best interest at heart to support their learning, etc.
Supportive Admin
The professional environment. A supportive admin, as well as colleagues. I also want a school that encourages creativity and student involvement.
The most important characteristics I looked for was class size, administration support, and school culture.
Amazing administration and supportive coworkers!
Supportive team. School that's cares about their staff and students.
Feels like a family and the staff is there to support you, not judge or compete with you
Strong and close community
I based my decision on how they made me feel as soon as I walked in. I looked at how close the teachers were, what extracurriculars were happening that week or that day, and if the administration was enthusiastic.
Work environment and colleagues being open minded
How much support there is from admin for the teachers.
A collaborative school, a school that is accepting and has your back
Administration support and welcoming environment.
Community involvement, work environment, administration and staff support.
The culture and leadership
Parent and community involvement, good communication and collaboration between teachers, colleagues that are always supporting each other, but also able to give feedback when necessary, and resources that are able to help and benefit the SPED students.
Administrative Support, Class Size, Resources Available

Culture and reputation
A space that is supportive to their staff. A space that observes the needs of all students, even the smaller groups. A space that is supportive of the arts and understands the needs of exploratory classes for all students.
Support from admin is my number one decision making characteristic.
I wanted a school that was big on teamwork and collaboration. I also wanted to get a good feeling of the school.
When making my decision about where I wanted to teach, I looked for schools that had detailed expectations for students and a set behavior plan in place. I looked for places that felt like there was a supportive environment where both teachers and students are encouraged to be lifelong learners. I looked for schools that valued collaboration and teamwork and expressed that students were at the center of everything they did.
Climate, culture, pay and job responsibilities.
School perspective on handling diversity
The schools mission and values, culture and community, support, resources, and supportive leadership.
How close it is to my house.
The characteristics of a school that I find important in the decision of accepting a job offer are how are the students treated/addressed, what the expectations are for teachers, and the schools' salary schedule.
Community, salary, location, and topic I will be teaching
I appreciate when a school is collaborative and cooperative with their staff members. I look for a school that is thinking of their teachers and what decisions affect them as well as the parents and students. I also look for a school that has a set curriculum and behavior system in place, if they have it. Being able to discuss those things before working there is very important to me.
Case load, Salary, Resources for help, Time available for paperwork, community
Good support system in place and caring teachers and administration
The city/area around the school needs to be a good place with good people in it. Personally for me since I also want to become a coach the athletic department of the school matters to me. Another thing would be how nice the facilities are. One last thing for me would be how far away from my family the job is. I did not want a job in another state at this point in my life and did not want to be too far away from family.
Pay, school culture, teacher autonomy
The attitude of the staff and how welcoming they are. This helps being a new teacher if you know you have a supportive staff. Having the teachers and administration on the same page with discipline and following through with consequences. Having high expectations for students to be good students and good citizens is helpful.

Welcoming, growing and clean
A big characteristics that I looked for when applying was how much I could grow while teaching in that school.
Collaboration amongst staff, community involvement, access to technology, supports for new teachers, professional development available.
The school's commitment to fostering a positive and inclusive learning environment where students feel supported and valued, along with opportunities for professional growth and collaboration among colleagues, are paramount in my decision to accept a job offer. Additionally, access to resources and support systems that enable effective teaching and learning, such as technology integration and administrative support, also factor into my decision-making process.
Community, staff support, and autonomy in the classroom.
Warm environment that focuses heavily on making teachers feel valued.
The biggest characteristic that is important to me is having a grade level team for support, and having the resources. Some smaller, more on the lower-income schools, have one or two teachers per grade level. As well as lower-income schools have outdated resources and adding extra tasks on top of my first year could be more stressful and hurt more than help.
Friendly and positive environment, helpful staff, welcoming, and accepting of others.
When making a decision to accept a job offer there are a few things that are important to me. Something that is really important is the overall environment of the school. I want to be surrounded by positivity and excitement towards learning and getting to spend everyday with your students. The next thing that was supper important to me was the team and colleagues. I was to be with people who are excited to be there, ready to help make a difference in students' lives, and who will be there to support you when needed. I do not want to constantly be surrounded by negativity and people who don't want to be there.
The environment and the colleagues interact with each other. I want to have a family feeling to my school.
good communication within the school and accepting and inviting
If the teacher candidate fits in with the culture of the school, making $40,000 or over
The support of the teaching staff and administration is very important to me.
Support from the community and administration.
culture
The community and the people I do not want to work somewhere where I cant ask others for help.
Good district
Characteristics of a school that are important to me in making a decision to accept a job offer include location, school culture, resources and support, and growth opportunities.

The size of the school overall, the community, and the achievement/performance of the students.
Experienced leadership with a staff that wants to be the best.
School safety and security, facilities, and administrative support
Administrative support, community attitudes, and a positive student culture.
Supportive staff
Understanding and close relationship, I want to work at a place that makes me want to be there by having friendly faces and conversations each day. I need a school that will accept me so I can make those personal connections and talk about anything.
community involvement/support, supportive CO and admin, opportunity for growth and professional development, location and pay.