

Survey sent to 220, 121 responses, 110 complete, **Response Rate of 50%** with completed surveys.

		How effective was your Teacher Education Program in preparing you to:
Effective + VERY Effective	Somewhat + NOT Effective	
61%	39%	1. Design instruction, based on learners' development.
35%	65%	2. Differentiate instruction effectively for English Learners (EL).
61%	39%	3. Collaborate to meet the learning needs of all students.
71%	29%	4. Actively engage students in learning.
38%	62%	5. Respond productively to negative behavior.
54%	46%	6. Purposefully use instructional technology.
77%	23%	7. Demonstrate accurate content knowledge.
72%	28%	8. Encourage critical thinking for problem solving.
61%	39%	9. Analyze assessment data to improve the effectiveness of instruction.
60%	40%	10. Plan instruction based on knowledge of students in their community context.
75%	25%	11. Implement instruction aligned with Montana State content standards.
75%	25%	12. Use a variety of instructional strategies.
63%	37%	13. Participate in ongoing professional development opportunities.
68%	32%	14. Reflect on how instructional choices affect students.
74%	26%	15. Respect beliefs, norms, and expectations of families.
82%	18%	16. Apply knowledge of the legal responsibilities of teachers.
60%	40%	17. Initiate professional conversation with supervisors.
70%	30%	18. Engage with colleagues in a professional manner.
58%	42%	19. Accurately incorporate the 7 Essential Understandings of Indian Education for All.
Relevant + Highly Relevant	Somewhat + Not Relevant	
58%	42%	20. How relevant was your preparation for the responsibilities you confront on the job?

Please share any additional comments regarding the effectiveness and relevance of your preparation for professional teaching
I think the program spends too much time on creating lesson plans and not enough time in the classrooms showing the students how to create a lesson plan is important but it is NOT realistic. Us teachers NEVER create a lesson plan the way the college teaches students coming in and observing. I believe it is so important for students to be in the actual classroom observing what a day is like. Some of the Staff in the education department makes a student feel stupid when they ask questions and make them feel that they

I honestly think that the program does not get students into the classrooms enough. We need to be hands on learning. The legal a needed more classes on how to teach something and how to deal with classroom management strategies. I also wish we would ha involve teaching, like IEP meetings, etc.

More time working with local school district curriculum would have been beneficial to my first years as well as help or strategies w collaboration

I was part of the NOYCE program, which had its own strengths and weaknesses.

The program is in desperate need of an overhaul. I remember having to research how to write a 504 in my sped class, however, th on understanding how to handle difficult behaviors, implementing standards based grading, hierarchy of a school and district, and me for my career: 5-12 mathematics methods and educational law. The other classes were terribly out of date and the professors needs to be more time allotted in front of students with varying behaviors.

I think more time spent in classrooms (practicums) would be more helpful.

Please note that my responses was mostly in relation to my undergrad. I genuinely feel like I did not gain anything from my master. The best way to learn how to be an educator is to be in the classroom. Observing, teaching, helping, and contributing to a classroom until I was a student teacher, and that was simply not enough time to adequately get me ready for the rigors of teaching.

I think that as a first year teacher I was extremely prepared for teaching. MSUB allowed me to get classroom time much earlier th amount of time I spent in an actual classroom was extremely helpful. My professors were knowledgeable and gave me many real v I scored well enough on my Praxis Exam to qualify me for the Award of Excellence and I attribute much of that to the science depa tenure as a teacher.

As I am teaching in the special education content area, I find the information from my academic studies with MSU-B something I re analysis methods I learned at MSU-B in my every day teaching. I feel I was given a strong understanding of special education in Mc regards to the special education process and explaining the needs and rights of my students. I especially liked how most every clas was given the appropriate tools to enhance my teaching of special education and tier 3 students.

I have found that the classroom is a completely different beast than discussed in some of my classes. The classes conducted by pr best advice, which is that you have to be flexible and able to learn and adapt on the fly. I also know that my situation is much diffe teaching in a small school. Small schools are so much different than large schools for many reasons, but I feel the biggest difference small schools have to adapt content and examinations constantly to adjust for the smaller class sizes.

They plan for mostly just typing lessons, not that actual change that happens every day. Lessons are a rough outline that have to a behavior management which I feel is extremely important. They are very good at teaching us how to align content standards tho. I standards since I graduated college.

I feel as though there was a lot of focus on the thought processes behind teaching (how students learn, how to create lessons), bu profession. For instance, I had no classroom management help while at MSUB, nor have I had any training on how best to deal wit faced at my current job in Troy). I feel like classes need to be focused more on the reality and real-world situations, rather than jus me a great foundation, but I felt I lacked skills on how to control a class, deal with behavior, use technology within class, and juggl

I would have liked to have more training in behavior management. Also, legal training in behaviors would have been beneficial. Learning managing special education classes and behaviors. Practical experience with severe disabilities and training for teaching students would have been beneficial is how to approach parents or work with parents who are upset. No classes prepared me for the issues that a teacher faces or how you are teaching and managing your class.

I think that in the teaching profession, experience is the best teacher. Maybe some more classroom management or behavior management books of reading or math programs that schools use and allowing teachers to work with those.

I would have liked to talk to more teachers about the little things in the profession. There is a lot more to teaching than Vygotsky et al's could really benefit from the perspectives of older experienced teachers.

I loved attending MSUB and feel it did prepare me to enter into the profession I chose. Teachers were great and I was able to encourage teachers to take courses on classroom management, dealing with behaviors and how to do so appropriately before escalation and for teachers to learn some sort of reading and math workshop routines. I did learn this during my student teaching, although I do not believe they learned it before they enter into the teaching profession.

I thought it was great. I really enjoyed the mentor part as it was a great way to get into the classroom. I also thought the learning experience was great. I wish there was more classroom management

I learned the most in the hands on experience (student teaching) and that was the smallest part of the program.

I think it would be helpful to have a class on classroom management. I understand that through practicums and student teaching you would have a class on behaviors and situations and how to practically manage them. Not only behaviors, but also simple procedures of all the little things. How to come in, how you want your students to get pencils (sharpen them or grab already sharp ones). Some student teaching experiences I had, the teachers come in, their class seems unorganized. I had an open concept school to see and learn from others, but not everybody can teach each aspect of a classroom and prepare students to run their own.

This program prepared me for teaching in a cushy big school in a bigger city, not the realities of Montana teaching which is often the opposite. It did not prepare me for that at all.

I learned how to write IEPs on the job, which is fine but it is such an important part of my job that I think there should have been more training and a steeper learning curve when I started in teaching.

Most education courses are aimed toward elementary educators, I learned the most in my specialty area courses and student teaching.

The COE needs to make an overture to actual teachers (not former teachers from decades ago) to help craft the largely dissociated being marched through the department of education's revolving door and start working with proven, empirical data on how to implement common core and NCLB? Which is not, and has not been mentioned in ANY meeting in the last 5 years.

The COE failed me miserably, and I believe the way we teach teachers is so drastically disconnected from the reality of the classroom. I know why teacher turn around is so high during the first 5 years, look no further the halls of the College of Education. I would have mandatory classes at the COE... and the worst part of it is, this won't make a difference. I listened to fellow students complain after professors, and instead of taking our complaints seriously, we were laughed off. You will get plenty of Polly Ana responses to this situation their entire college academic career in the COE, but I don't know ONE high school or junior high teacher who feels their time was valuable this country when compared to other nations, and a majority of the problem lies with how we prepare teachers. There is a lack of respect for that building; the rest of the campus knows it, many of the students at MSUB know it, and deep down, whoever is reading this is probably wondering "why won't any teachers accept student teachers?" (the answer is because they are so horrifically under prepared that they are while jumping through the ridiculous hoops you impose).

I think it is SO funny that you ask about state standards now. What happened to Common Core? Kathy Holt told me "it is here to react to government mandates and start being leaders. If there were lemon laws for college education, you guys would be considered the best educated workforce in the world (1974), maybe that would be a good place to start."

Education and the Law, taught by Sharon Hobbs was very valuable. Reading Strategies with (not Greg Allard, but the bee keeper) was told by my mentors that I would need to forget everything I learned up there, and I had no clue how right they were until the From working with other college students who have student taught, those from MSUB seem to be more prepared than others. As management class that was required. I learned from some really great teachers during my internships. I wish the teacher prep class Student teaching prepared me the most. I think in some ways until you are in the trenches you don't really get it. I was very happy with this class.

I do wish that there was an entire semester class based on the legalities of teaching and being in the educational setting. I also would have liked to have more classroom management classes put on the plan of study

I think there needs to be more focus on classroom management. I've had to do a lot of trial and error based on strategies I remember. After graduating with honors, I was surprised with how ill prepared I was to actually begin my teaching career. I was hired at a school. Since then, I have also heard SD2 is starting to work towards this; yet, I went through the teaching program without ever learning how to design a curriculum based on research.

More time needs to be spent on classroom management skills. I did not feel ready in that respect, having only one class related to classroom management. I believe more time in the field and/or more time making pacing guides for students. The lesson plans were had to make in classes subjects 5 days a week.

I wish that my time at MSUB would have bettered prepared me for the reality of today's schools. Many schools, especially those in the rural areas, place little importance on technology. I feel that enough emphasis is placed on IEF (Individualized Education Plan) looks in a classroom. It is the law to be taught, yet I felt very unsure of how to approach this within my first couple of years in the classroom. I believe that technology is native studies-not something within the COE.

One big area of concern for future students is classroom management and social and emotional education. I think there needs to be more exposure to classrooms and teachers currently in schools. I felt completely unprepared to manage the amount of extreme behaviors that are arising in today's classrooms because I honestly do not know if there is an adequate preparation for the classroom. There are many components that are unique to every classroom. Underprepared for special education students as a regular education teacher. More emphasis should be placed on this instead of the unrealistic long lesson plans focused on student-centered learning. I believe that teaching teachers is one of the hardest things to do. I really think it would be beneficial to have less time in college classrooms and more time in actual classrooms learning classroom management practices as well as learn tricks from professional teachers.

Additional exposure to classrooms and teachers currently in schools would greatly improve the preparedness of preservice teachers by giving them a better understanding of the needs of a wide range of students who are currently in the educational system.

I believe that the college needs to make sure that there are plenty of learning experiences/practicums with experienced teachers. It seems like the professors/instructors are out of touch with the current reality that teachers face in their classrooms on a daily basis. I learned more from my mentor teachers than any professor at MSUB.

I struggle with balancing and meeting the needs of all students in my classroom. I am currently working in a low performing school. The lack of consistency is disheartening and detrimental to my teaching. I recognize that as teachers we must be flexible to maintain optimum performance. I like things to be planned, a schedule, etc. I find it difficult to teach in this environment. I keep telling myself that MSU-B gave me a good understanding of the planning process and how to differentiate instruction while thinking about the needs of all students.

However, I feel like my preparation, time, and money spent was sort of a wash. When I got into the field, it was totally different than what I expected. I was not prepared for the challenges of helping or preparing new teachers how to deal with this or be ready for it. I was sort of disappointed when I got into the field and realized that I was not prepared.

Teaching is an ongoing process. And I wish that MSU-B would have shown us many different ways to teach rather than expecting us to figure it out on our own. I am extremely proud of being a graduate of the teacher education program at Montana State University Billings. I have been teaching for three years now and I feel that the program prepared me for the many challenges I face as a secondary education teacher. In particular Dr. Dell and Dr. Christensen offered first-hand experience in a classroom setting. Their guidance and support has been very beneficial when considering issues such as classroom management and the challenges of curriculum development. Furthermore, I had the opportunity to work with a mentor teacher who was willing to give me first hand experience in a classroom setting. My professors at MSUB offered engaging courses and provided opportunities for practical application. I feel confident that I will be able to become a successful classroom educator. I would highly recommend Montana State University Billings Education program to anyone who is interested in becoming a teacher!

The most effective preparation I've had is "on the job training". No two class days, classrooms, or years are the same and we cannot prepare for everything. There are many times that I've thought that I had absolutely no preparation for some of the behaviors and situations that I've had to deal with. However, I have learned that by being flexible and adapting to all aspects as a teacher, I can use those skills to try to better prepare for tomorrow.

I have an endorsement in special education. I am a career vocational instructor at West High. Many of my courses were SPED based, which means that I have experience in working with students with disabilities and their families. I also have experience in working with students who have learning differences and how to best support them in the classroom. I feel that my program's development of teachers.

Time in the classroom is where the most learning took place for me. Continual learning takes place everyday as a teacher but I felt less on student engagement and needs.

Montana State University Billings has a very organized and highly effective program for preparing Special education students. The and real life experiences on the job. I would highly recommend the program.

The preparation for being an educator from MSUB was effective. The only areas I do not believe I was prepared in was setting up Being certified to teach Special Education in grades k-12, I don't feel like I was prepared to teach at the high school level. I current preparation was geared toward elementary school. Since I was an elementary ed/special ed major, I kind of always assumed I'd te of special education.

I feel that more in classroom experience would be beneficial to the Education program.

I'm not sure how effective this will be, but I believe there is a gap between what we were exposed to and how the schools operate I felt like I was ready to teach when I finished college. I was prepared and educated with most of the responsibilities I have in the c I felt like we needed more time in the classroom. Observing at a variety of grade levels and practice at a variety of different grade behavior plans and management as well as classroom management. I am fortunate to have developed these skills on the job but I get burnt out because they did not have the proper skills or know the strategies for requesting support.

The core classes and my reading classes were the ones I got the biggest benefit from. The lower classes and the curriculum and de because I didn't get a lot from them. I know there is no possible way to be completely ready to be a teacher, but there were some my job. It's been a whirlwind these past 3 years as I face the reality of the classroom and how I wish I could have been better taugl the classroom and I wish that my college experience could have been a little more beneficial to face the real work force.

Education from MSU was mostly effective in honing existing skills. Not at all effective in figuring out how to run a classroom day to the learner into a preset program

While the preparation that I got at MSUB was great, I don't think that any teacher will ever be truly prepared for real life teaching to do the job right away, and found that it takes some time to get everything figured out. There are many things that classes, and your own classroom. MSUB did the best it could to prepare me for what the job entails, but there are some things that you just ha Please give College of Education students way more opportunities to actually go into schools and to see what the day to day life is that would be 3-5 pages long, when in reality, NO TEACHER HAS THE TIME IN THEIR DAY TO MAKE SUCH GIANT LESSON PLANS. I v feet and how to deal with students and their ever changing problems rather than learning how to write giant lesson plans. MSUB I feel like my courses gave me many tools, resources, and strategies to implement into my classroom. I felt prepared for teaching r and social beings.

A more (up to date) extensive look at the IEP process is something that would be especially helpful going into professional teaching, that links to transition or other parts of the IEP would be the most important component to focus on. This should probably start in

When thinking back on what was most effective for my teaching preparation, it was the Sped Law class and all of the required practice creative lesson planning, assessment administration, and assessment review. If there could be more of this, I think that's where I would have been most successful.

The FBA class with Dr. Allard/ or assignment, I can't quite remember, but was also very helpful. It was during a practicum that I learned how to do an FBA and implement replaced behaviors. This is so important and so doing much more of this in formal and informal ways would be beneficial to my students. I write informal FBA's all of the time on the students level so they can understand and track their behavior with the teacher.

I also found that the meaningful reflections required after classroom observations/ practicums were helpful for me when making decisions about what I liked and didn't like. I felt I had so many good ideas coming into teaching. The required reflections helped me to think about how I would implement them in the classroom. I also liked being randomly placed in classrooms I otherwise wouldn't have thought of going into. It is important that I was exposed to different types of classrooms such as Special Education, Inclusive Classrooms, School and Independent Living-Life Skills- Resource- Delta- Sensory rooms etc. I was terrified to start working in a high school and I

Although it has been at least five to seven years since I took the bulk of my classes, what I remember doing most was developing lesson plans. I feel like I have been replaced by curriculum already in place. What I would have most benefitted from is differentiation skills and delivering engaging lessons. I feel like the teacher I had taught by Dr. Harrison and I wish professors of his caliber were available for all areas. My Art and Music teachers were also exceptions. I liked a class, or better yet, classes on behavior management with exploration into MTSS, RtI, SEL, PAX, Social Thinking, Zones of Regulation, etc. I have found holes in my preparation in the area of classroom management, specifically behavior management. I work in a small school where we need to succeed in school. I have multiple students who require in-depth counseling to effectively manage their negative behaviors. I am the first point of contact for parents in our school to provide help after teachers have exhausted the chain of procedures for dealing with negative behaviors. Of course our time is limited with these students so I end up feeling not effective for the students. I would have liked more coursework in effective strategies for classroom management. I would have liked more realistic picture of all the duties outside of lesson planning and grading that are required of teachers and time management tips. I would have liked a course on identifying effective reading, math, etc. curriculums and how to best utilize them in the classroom. The curriculums we are required to teach can be overwhelming and we are expected to complete them in the time frames allowed without squashing student enthusiasm and engagement.

The MSU-Billings College of Ed. staff was amazing. Extremely accommodating. I would like to have had more instruction on classroom management. I would like to have been assigned to another student teacher. My practicum was incredible. More time could have been spent learning about the integration of assessment into daily lessons.

I believe more hands on in the classroom for becoming teachers is ideal. This will help students visualize an accurate setting of a classroom. Some areas that need more attention in college to prepare students for their own classroom are professional interactions with colleagues, conflict resolution strategies, and resilience techniques. My first year of teaching would have benefited greatly from crash courses with parent interaction, classroom management responsibilities, behavior management, and natural stresses of the job.

I feel like I was pretty prepared. I think more opportunities in the classroom would have been nice, but I have heard that there are different than how we were prepared. I can see why it was necessary to teach the Madeline Hunter and other ways, though. They

responsibilities.

What it is like to be out in the teaching classroom. I do believe learning
is us to. I would be more than happy to open my classroom to

2.

I can not go to the education staff for help or understanding. Also,

nd psychology classes did not really help me prepare for my career. I
ave been more prepared to handle duties that didn't immediately
ith colleagues with poor professional practices and lack of

at is NEVER a responsibility of a teacher. Time would be better spent
curriculum. I had two classes that I felt met the needs of preparing
out of touch with what the needs of the profession are today. There

rs program through MSUB.
om in other ways is what it is all about. I was not prepared to teach

an many of my peers in similar programs at other schools. The
world applications that I still use in my classroom 4 years later.
irtment at MSUB. All in all my time at MSUB prepared me well for my

eflect on often. I use many skills, instructional strategies, and data
ontana. This helps in my conversations with colleagues and parents in
is was relevant to my present teaching practice and appreciate that I

ofessors with considerable experience in K-12 classrooms offered the
erent than most, but I feel there could be more examples given about
ce is that the small class sizes can make things difficult. Teachers in

dapt on the needs and behaviors of students. They do not teach
I feel I know exactly what I should teach and rarely have to check the

t very little hands-on dealing with tough problems within the
h parents (which seems to be one of the greatest challenges I have
st the ethereal thoughts behind them. Those are important and gave
e all the responsibilities of being a teacher.

arning what is required/expected from administration when
with severe disabilities or violent students. Another area that would
rise when parents are not supportive or are upset at what you are

agement classes would have been more helpful. Getting sample
and special education. I guess what I am trying to say is teacher-to-
dule my classes around work as well! I do feel it would benefit future
overall classroom relation building. I also feel it would be beneficial
not feel ALL student teachers are able to take this away with them
z partnership with the math class was really effective too.

You get to experience that, but I think it would be very beneficial to
ll aspects of a class. Things to consider for procedures: how to line up,
periences do not go over these simple things. When I have seen new
in have that. I think it would be very helpful to practically go through

hankless and severely rural. I love my teaching job, but this program
more training on IEPs and how to run an IEP meeting. That was a big
ching.

d curriculum. The COE needs to stop pushing whatever "banner" is
prove student learning. How much time of mine did you waste on

om that it actually undermines beginning teachers. If you want to
e benefited from taking more English classes rather than 90% of the
ir student teaching how ill prepared they were to some of our
survey from elementary teachers, I'm sure; they spent the majority of
well spent in the COE. We are failing our students in this state and in
humility, an excess of hubris, and a lethal dose of self importance in
ows it too. Keep rearranging th deckchairs on the titanic and
it's not worth the headache of correcting all their false assumptions

to stay whether current teachers like it or not." Stop being
out of business tomorrow. Start training teachers the way they were

per) has proven very useful. Beyond that, I would say scrap it all. I
~~and of my first year teaching~~
essment instruction was spot on! I wish we had a classroom
sses were actually geared more to what we will do as teachers.
I did a dual reading degree. That information has been the most

uld have like to have gained more hands-on classes that would place

ber from being in school or things I read on the internet.
ool that is completely (or working to be at least) standards based.
about proficiency scales, year long context mapping, or any standard

the topic is not enough.
s are not realistic for the general classroom teacher teaching 2-3

tle, are 1:1 device schools. I do not feel that my classes focused on A, along with educating future teachers about what it is and how it classroom. The only class that I recall tapping into this was intro. to

ds to be more options available for future students to study while in do not have enough background knowledge.

y classroom, and it is hard to predict all of them.

the single SPED class required by the College of Education. Realistic ind EPG's.

coms and more time in grade level classrooms to learn effective

rs for the demands and expectations of the career along with

asis. Course texts, supporting materials, and lecture content all shed

il district and struggle to utilize and apply professional learning ole but this requires more patience and flexibility than I have to asking how can I best help my students in this environmet. of my students.

rent. Classroom management is huge, and MSU-B doesn't focus on really, maybe used 60% of my preparation knowledge. ecting us to know them all.

hing now for 3 years in Miles City Montana, and I feel that MSUB st hand experiences of the teaching profession that I always found to e, my placement during student teaching was ideal, giving me a classes that gave me the foundation of knowledge I needed to future educator who is looking at bringing inspiration to their future

ot learn from books what it is actually like in the classrooms. There il with in the classroom. Now that I have experienced more though, in

ed, therefore my responses in this survey are reflecting the SPED's

as though the emphasis was placed more on content in college and
level of learning that took place more than prepared me for my job

a complete scope and sequence and curriculum.
ly teach high school delta, but I feel like most of my special education
each elementary. I think there could be more emphasis on all levels

in the real world.
classroom now.
levels. I also feel that my curriculum lacked that resources for real-life
have seen A LOT of new teachers recently struggle in this area and

sign class were not organized. They are pretty hazy in my memory
classes and teachers I felt could have been better in preparing me for
ht in college to handle them. I have learned so much these 3 years in

day. Education was also not designed to fit the learner, but to shove
responsibilities. I came into teaching thinking that I would know how
even student teaching can't prepare you for when you finally have
ave to figure out on your own.

like. At MSUB I would spend hours putting together lesson plans
vish MSUB would have taught me more about how to think on my
did not teach me anything about how to be prepared for the
ny content as well as working with students as emotional, behavioral,

g responsibilities. Writing expectations and how to incorporate data
the entry level classes and become more involved each year.

ed observations. The evening "reading to kids" class also helped
what is most effective.

at we had to collect real data of a behavior and move through an
ould be most helpful with all of the behaviors a sped teacher is bound
teacher. The groundwork for this skill was build in that class.

oving through what strategies, set-ups, organization, creative ideas,
tions really helped me think and know what to look for as I was out in
at teachers see all levels and class types. Elementary through High
love it!

esson plans. Now that I am teaching, I've found this skill is largely
essons from an existing curriculum. My most meaningful class was
tional. I have learned it through trial and error but I also would have
egulation, etc.

chool district that requires teachers to fulfill all roles a student might
rs. We have no effective administrator, dean or counselor within our
me is limited in how much one on one interaction we can provide
or helping these students be successful. I also would have preferred a
techniques to accomplish all of them. I would also recommend a
use are highly scripted and I find them difficult to navigate and

om management. I would not recommend my cooperating teacher
essment data. I'm either still confused or simply need 5 more hours in

assroom.

leagues, effective communication with parents, organization
ctions and insight into a teacher's resilience in the midst of job

more opportunities for that at MSUB now. Lesson planning is way
taught me how to think about every aspect of a lesson.