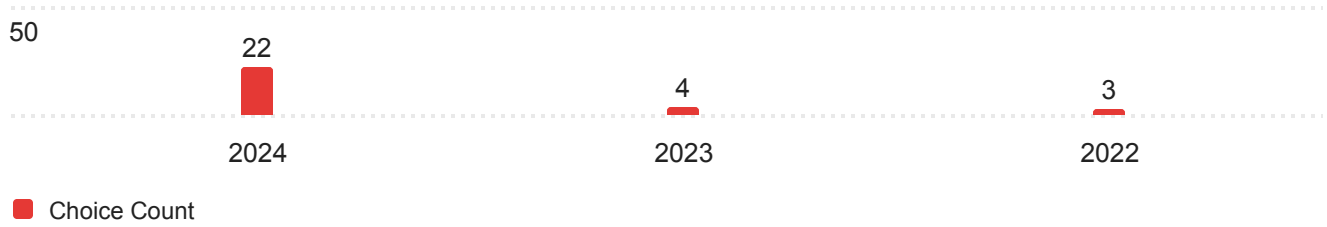
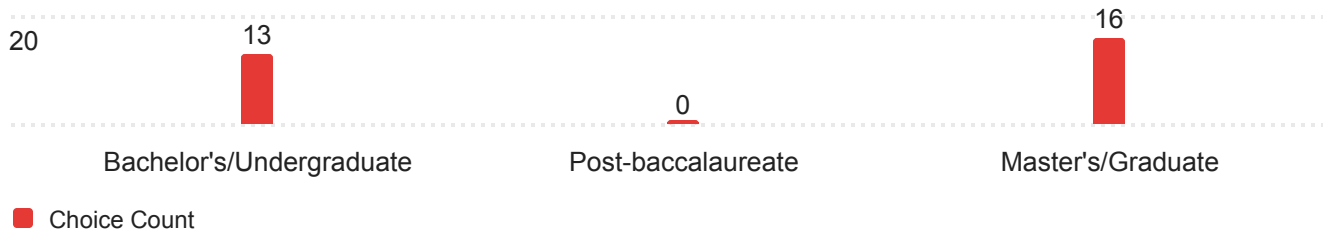


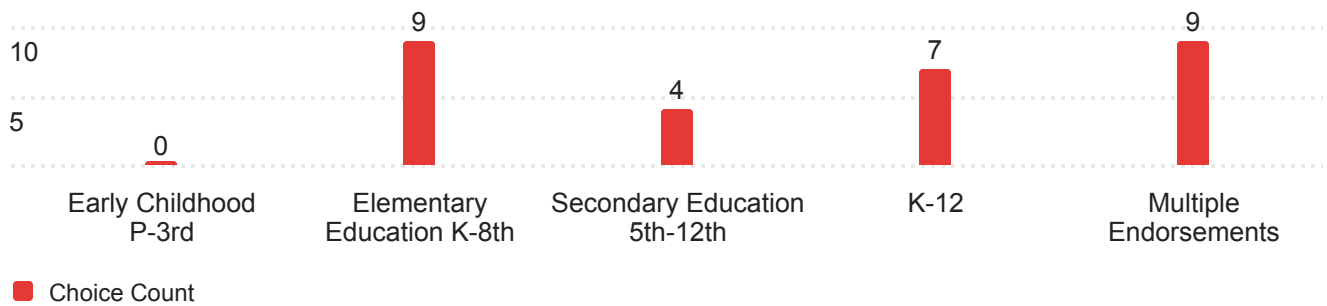
Q2 - Please indicate the year you completed the program that led to recommendation for initial teaching licensure.



Q3 - Please indicate the program level you completed that led to initial teaching licensure.



Q4 - Please indicate your endorsement/licensure area(s).



Q5 - Please choose one of the following:



Q6 - Please share with us why you are NOT teaching or working in a related field.

Please share with us why you are NOT teaching or working in a related field.

I am currently pursuing my Masters degree and working as a cross-country graduate assistant.

Q7 - Are you currently teaching or working in a related field...



Q8 - Will you share with us why you decided to teach outside of Montana? Write your response in the box below.

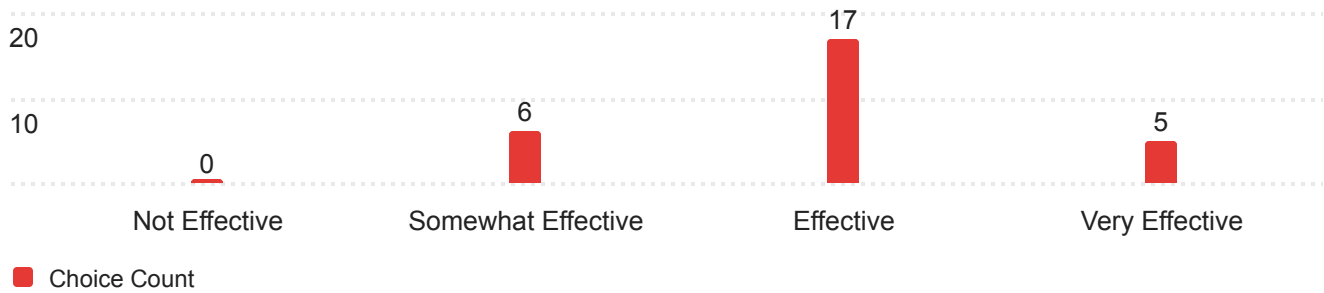
Will you share with us why you decided to teach outside of Montana? Write your response in the box below.

The opportunity of graduate school.

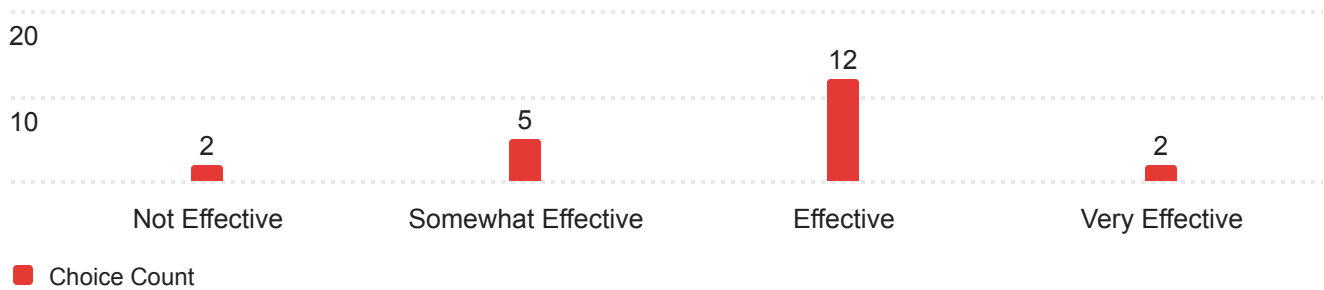
I don't live in Montana

Got married and moved, I'm coming back.

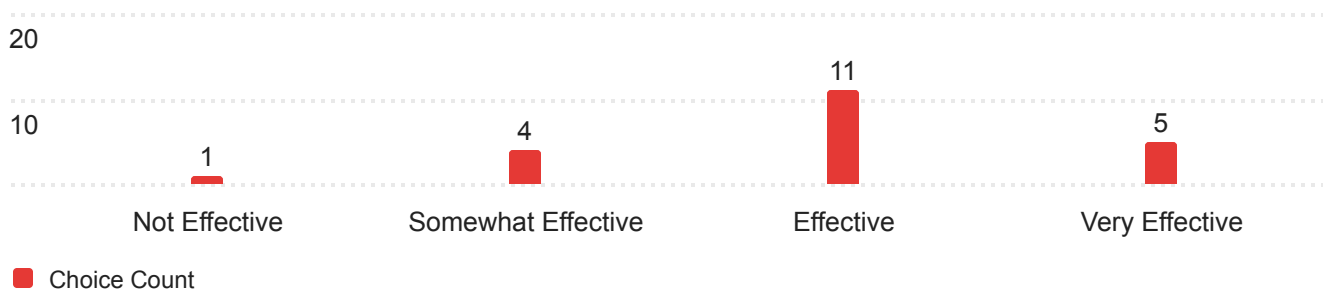
Q9 - Design instruction based on learners' development.



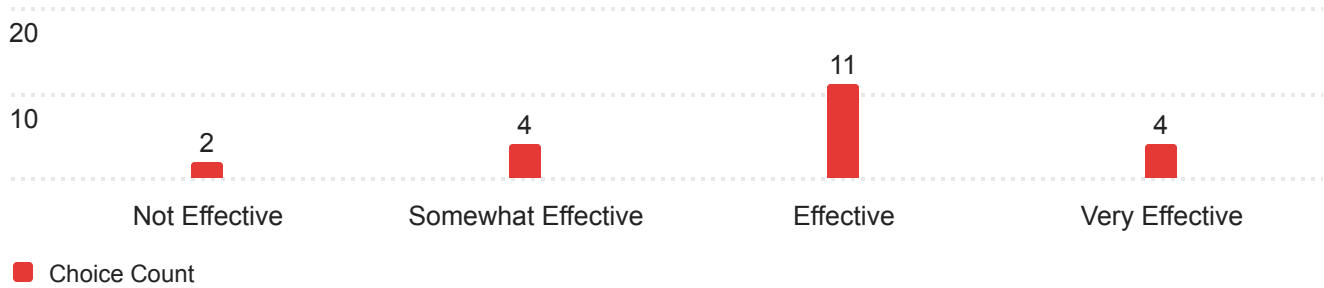
Q10 - Differentiate instruction effectively for English Learners (EL).



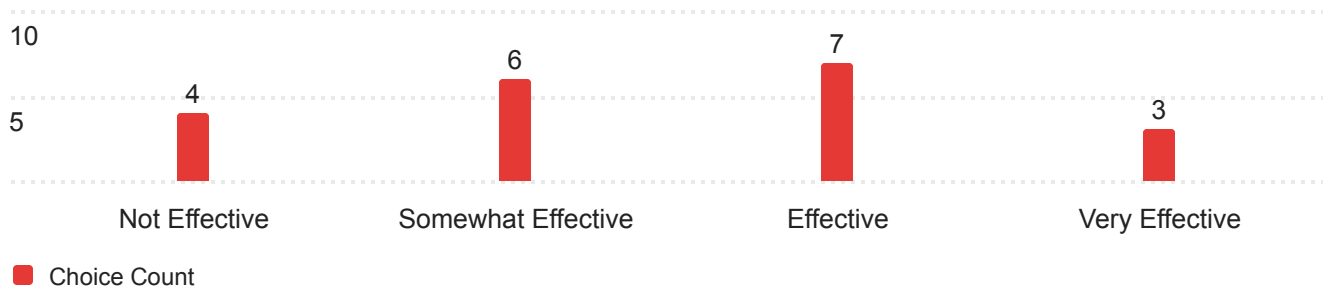
Q11 - Collaborate to meet the learning needs of all students.



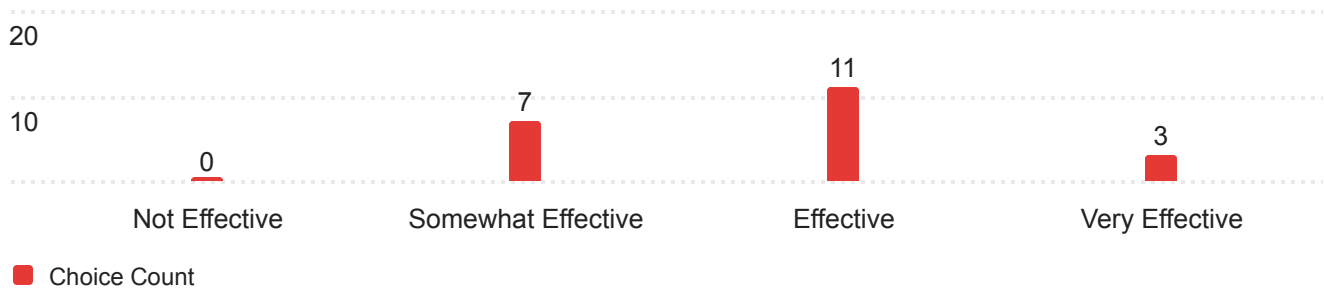
Q12 - Actively engage students in learning.



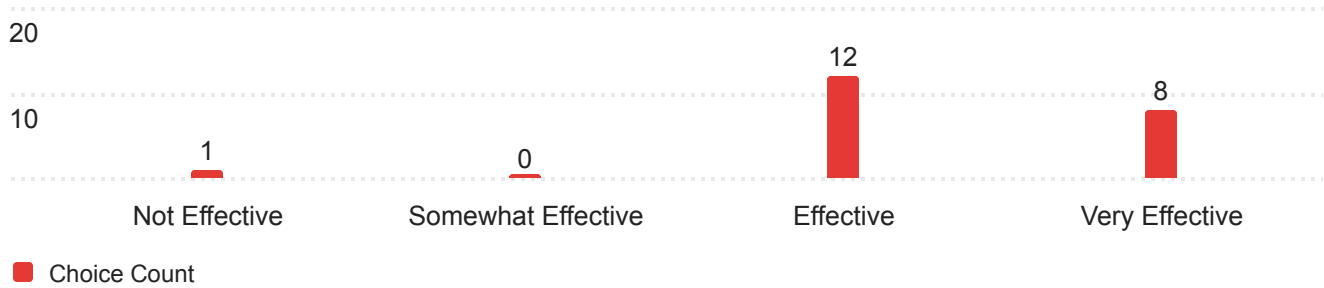
Q13 - Respond productively to negative behavior.



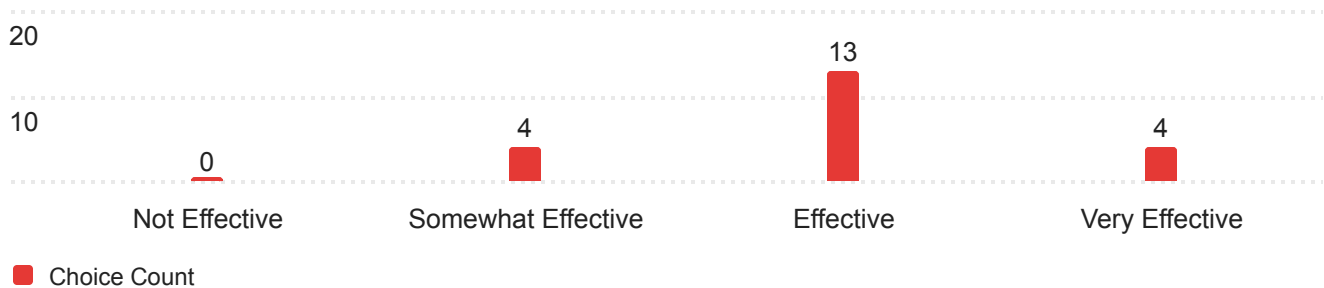
Q14 - Purposefully use instructional technology.



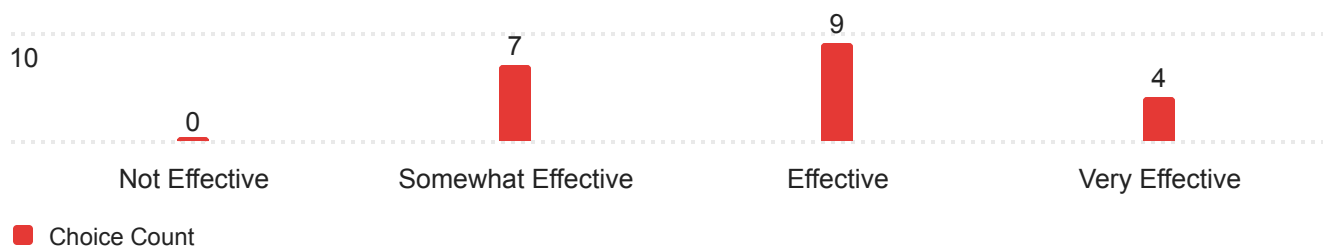
Q15 - Demonstrate accurate content knowledge.



Q16 - Encourage critical thinking for problem solving.



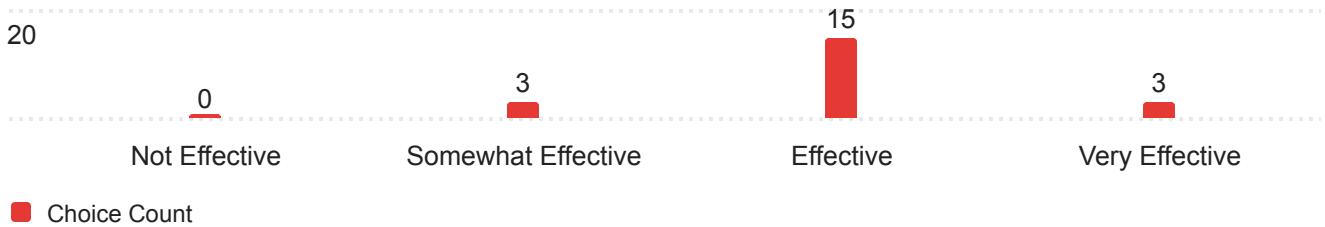
Q17 - Analyze assessment data to improve the effectiveness of instruction.



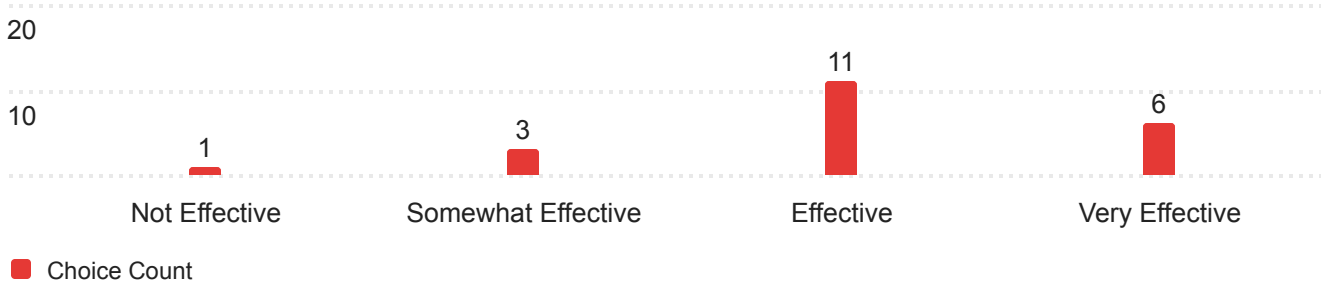
Q18 - Plan instruction based on knowledge of students in their community context.



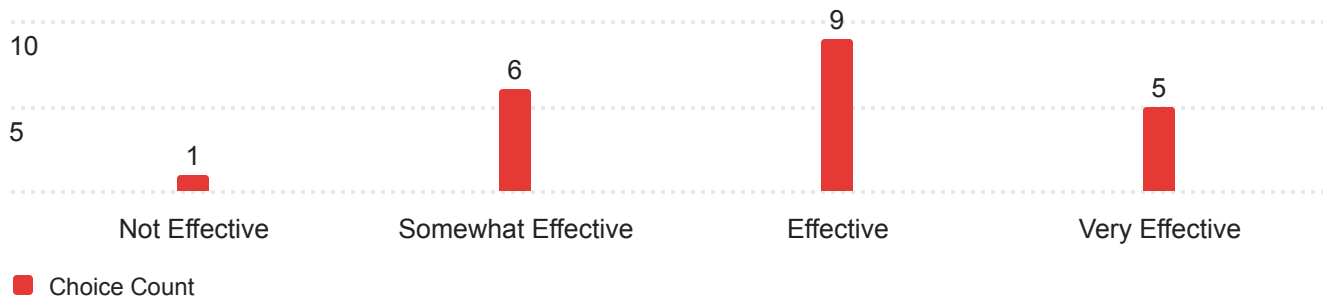
Q19 - Implement instruction aligned with Montana State Content Standards.



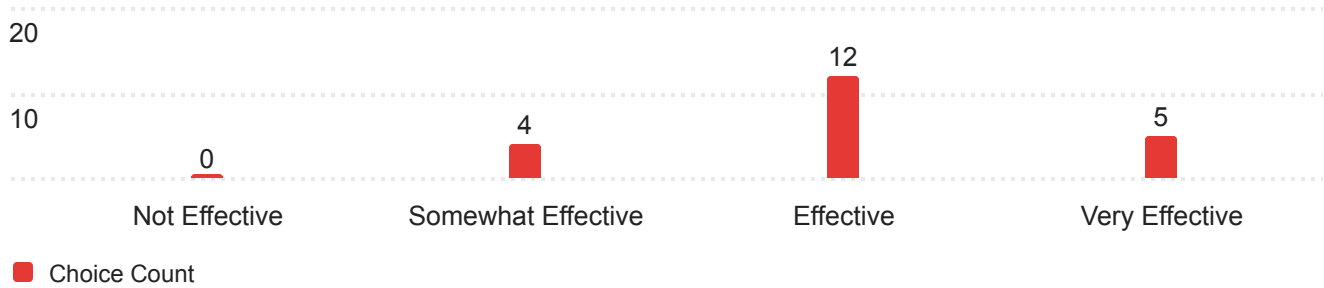
Q20 - Use a variety of instructional strategies.



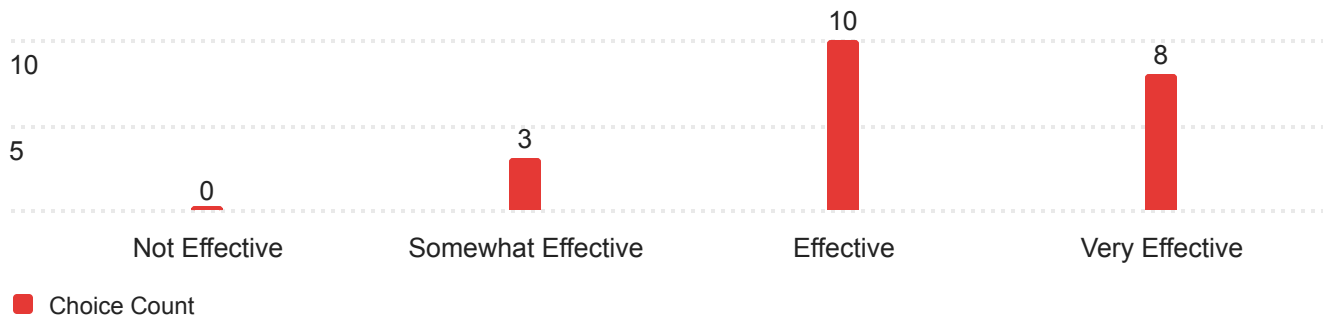
Q21 - Participate in ongoing professional development opportunities.



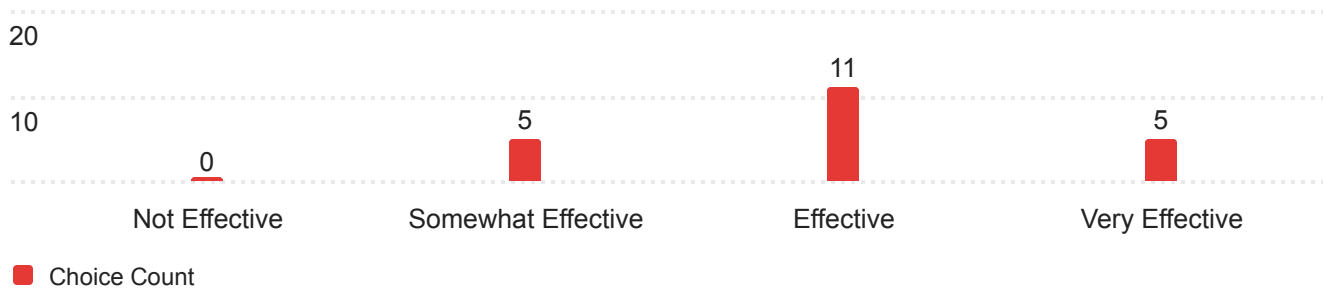
Q22 - Reflect on how instructional choices affect students.



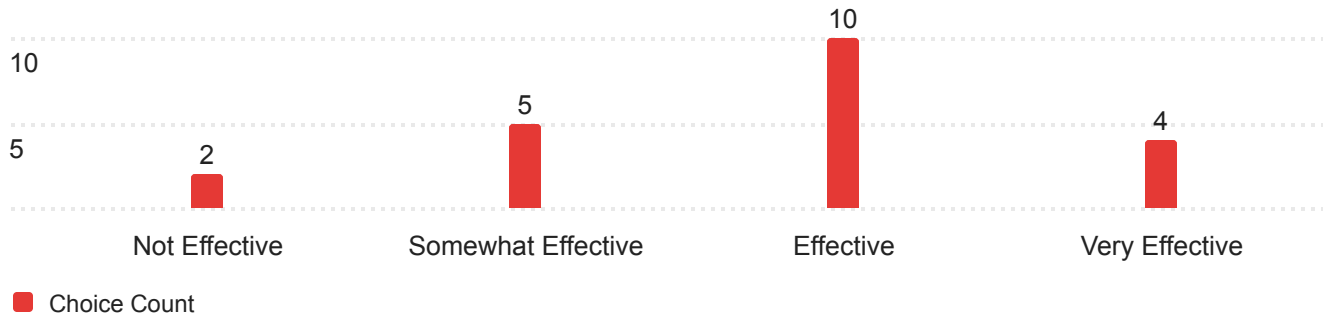
Q23 - Respect beliefs, norms, and expectations of families.



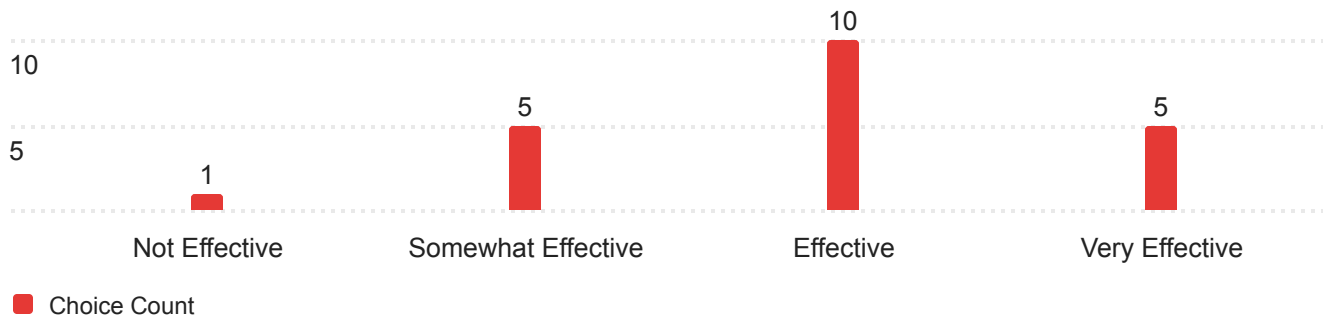
Q24 - Apply knowledge of the legal responsibilities of teachers.



Q25 - Initiate professional conversations with supervisors.



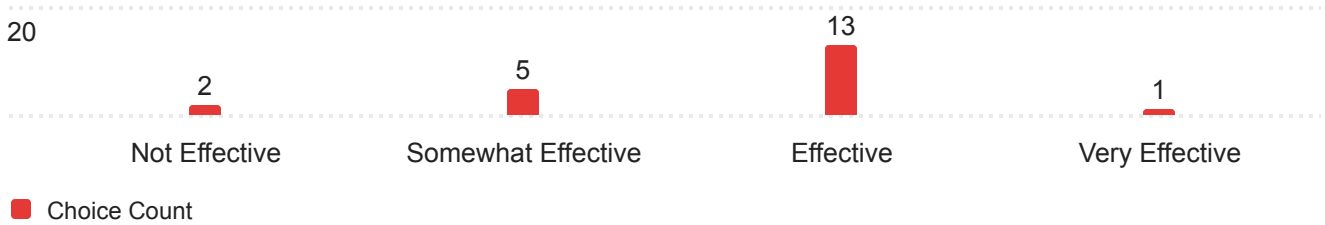
Q26 - Engage with colleagues in a professional manner.



Q27 - Accurately incorporate the 7 Essential Understandings of Indian Education for All.



Q28 - How relevant was your preparation for the responsibilities you confront on the job?



Q29 - Please share any additional comments regarding the effectiveness and relevance of your preparation for professional teaching responsibilities.

Please share any additional comments regarding the effectiveness and relevance of your preparation for professional teaching responsibilities.

I'm not sure this survey was aligned to my degree and teaching position in Special Education. Also, the questions seem geared to a first time graduate whereas I have been teaching for many years, and earned my Master's online. Taking classes online makes questions regarding collaboration, communication, teamwork, etc. somewhat irrelevant. I wasn't really sure how to answer many of these question.

My bachelor's degree in my content area was much more effective for preparing me for teaching than my education classes. Very little of what I learned in my education classes was actually applicable in my job.

The MSUB COE does a wonderful job preparing students for the world of teaching.

For special education general courses.... It would be beneficial to have more behavioral classes integrated within the program similar to those found within the behavioral specialist masters program since most schools do not have access to a behavioral specialist on campus and this is a high needs area presented within schools I would also suggest a different end for teachers who have taught for years. Meaning replace student teaching with a more impactful and meaningful ending. The student teaching was designed for undergraduates and on campus students. An ongoing portfolio that would check off the needed boxes for the university's accreditation process and meet the needs for the program would have been more beneficial for teachers that have been teaching for years.

There needs to be a lot more education on class behavior management techniques

You should teach a class purely teaching structures and routines. I've not met a single new teacher who knows how to do or even approach these.

Great program. Professors were dedicated and talented and provided plenty opportunity to develop teaching skill sets. Thank you

I am very pleased with my time in this program and all of the related fields!

Having worked as a paraeducator for several years, some content was designed for younger, inexperienced students and information that was not new to me. This led to some frustration and making me feel like I was just "going through the motions". Additionally, I think it would be extremely helpful for students seeking a degree in special education to be directed to take some of the courses on the teacher HUB to familiarize themselves with Infinite Campus and how to navigate the SPED documents.