

**Exit Survey: 2017 Summary Report**  
**The University of Montana Western Department of Education**

Teacher education candidates who completed their Teacher Education Program during the 2016-2017 academic year showed a high degree of satisfaction with how well the University of Montana Western prepared them to become teachers.

Here are a few comments from candidates during their student teaching experiences that year:

- “My university supervisor has been an outstanding mentor throughout my studies at UM Western. My supervising teacher and I looked forward to her visits because even when she was observing me, she provided effective mentoring for both my supervising teacher and me, providing new insights and strategies. She is the epitome of a professional educator and life-time learner.”
- “My university supervisor was superb. She was always available to talk and encouraged me throughout my student teaching. Her words helped to motivate me and keep me on track.”
- “My university supervisor was an amazing mentor during my student teaching. She provided great detailed feedback, and was always in communication. She is an outstanding educator.”

Candidates were equally pleased with the schools in which they were placed for their semester-long student teaching experiences. Here are a few candidate comments about that experience:

- “My supervising teacher and I had good communication, making it easy jump in and teach with a good amount of constructive feedback.”
- “My supervising teacher is a phenomenal mentor. He provided effective feedback and coaching, as well as social support. He welcomed me into his classroom and guided me throughout the experience.”
- “The elementary school did a fantastic job of modeling every aspect of a quality school. They took the task (of supervising my student teaching experience) very seriously and their expectations were equally as rigorous as the university's.”

Below is a summary of the results of the candidate’s responses to the Exit Survey for 2016-2017. The faculty review this data annually and work on program improvements in any areas in which we see weaknesses.

**Candidates responded to the following prompts: “The University of Montana Western prepared me to:”**

	Strongly	Disagree	Agree	Strongly Agree
	(Number of individual responses)			
Display accurate knowledge of important concepts.	1	0	14	25
Use a range of effective content-specific pedagogical strategies.	1	0	12	27
Accurately incorporate content related to Montana American Indians.	1	5	22	12
Design instruction, based on learners’ development.	1	1	12	26
Clearly communicate standards-based objectives-	1	0	15	24
Incorporate the Common Core Standards in instruction.	1	2	11	26
Consistently use assessment.	1	1	13	25
Modify assessments, as needed-	1	4	15	20
Provide scaffolding to support student engagement.	1	0	15	24
Create well-structured lessons.	1	0	13	26
Differentiate lessons for groups of students and for individuals.	1	4	15	20

Create accommodations for students that remove barriers to learning.	1	2	17	20
Engage in friendly interactions with K-12 students and school personnel, demonstrating genuine caring and respect.	1	1	13	25
Support high expectations for learning and student effort.	1	0	13	26
Establish effective routines that result in little loss of instructional time.	1	0	15	24
Make effective use of a wide range of available resources, including technologies.	1	1	16	22
Monitor student behavior in a subtle and preventive manner.	1	3	10	26
Respond to misbehavior in ways that are sensitive to individual student needs and respectful of students' dignity.	1	3	15	21
Immediately respond to issues that might compromise the safety of students.	1	3	14	22
Apply principles of Multi-Tiered Systems of Support.	1	5	14	20
Use correct, age-appropriate spoken and written language.	1	0	17	22
Demonstrate effective presentation skills.	1	2	13	24
Pose questions designed to promote higher-level thinking.	1	1	13	25
Create a genuine discussion among students.	1	0	14	25
Provide multiple examples of concepts or skills.	1	2	13	24
Persevere in seeking approaches for students who have difficulty learning.	1	2	15	22
Make an accurate assessment of a lesson's effectiveness.	1	1	15	23
Engage with colleagues and supervisors in supportive, professional conversation about practice.	1	1	15	23
Convey information about student progress to families in a professional manner.	1	4	14	21
Understand the expectations of the profession, including codes of ethics and relevant law and policy.	1	0	16	22