

R4.3.4

Elementary and Secondary Education Alumni Survey 2022

November 17th 2022, 4:38 pm EST

This survey was distributed in July 2022 to 67 alumni who completed an undergraduate or graduate traditional program in Elementary or Secondary Education in September 2020 through August 2021. Response rate was 21% (14 responses).

**Q14 - What type of teacher education program did you complete at New Jersey City University?**

#	Answer	%	Count
1	Undergraduate	57.14%	8
2	Graduate	42.86%	6
	Total	100%	14

**Q15 - Which program did you complete at New Jersey City University?**

#	Answer	%	Count
1	BA in Elementary Education with Special Education	12.50%	1
2	BA with K-12 Certification in a Content Area (including Art, Biology, Earth Science, English, Health, Math, Music, Physical Science, Social Studies, Spanish)	75.00%	6
3	BA in Elementary Education	12.50%	1
	Total	100%	8

**Q15 - Which program did you complete at New Jersey City University?**

#	Answer	%	Count
7	MAT in Elementary Education	16.67%	1
8	MAT in Secondary Education	83.33%	5
	Total	100%	6

**Q16 - Please indicate the area(s) in which you hold certification:**

#	Answer	%	Count
1	Art Education	5.00%	1
2	Biological Science	0.00%	0
3	Spanish	5.00%	1
4	Earth Science	0.00%	0
5	English	0.00%	0
6	Health Education	0.00%	0
7	Mathematics	15.00%	3
8	Music Education	10.00%	2
10	Physical Science	0.00%	0
11	Social Studies	15.00%	3
12	Other:	5.00%	1
13	Chemistry	5.00%	1
14	ESL	0.00%	0
15	Special Education	15.00%	3
16	Physics	10.00%	2
17	Early Childhood Education	0.00%	0
18	Elementary Education	15.00%	3
	Total	100%	20

**Q16\_12\_TEXT - Other:**

Other: - Text

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Technology Education

**Q24 - What is your current job title?**

Kindergarten Teacher

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Middle School Teacher

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Teacher of Choral Music

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Special Education Teacher

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7th & 8th Grade Teacher

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Elementary SPED Math Teacher

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Physics Teacher

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Art Teacher K-8

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Chemistry Teacher

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Teacher

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Spanish teacher

**Q10 - Kindly provide the name of the school and school district where you are currently employed:**

Thomas Jefferson School, Union City school district

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Paterson Music Project - Paterson Public Schools (a non-profit after-school and in-school music program)

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Secaucus Middle School

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Ridgefield Park Junior-Senior High School; Ridgefield Park Public Schools

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Brick Township School District

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P.G Vroom - Bayonne

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North Bergen School district

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Learning Community Charter School Hudson County

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Northern Highlands Regional High School

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Madison Monroe School 16, Elizabeth BOE

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Union City High School (Union City Public Schools)

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Monmouth Regional High School

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Passaic School District

**Q3 - What subject area(s) have you been teaching?**

What subject area(s) have you been teaching?

General Education

Music

All

Social Studies

Music

Math, Science, Social Studies, Language Arts

World History, Personal Financial Literacy and World Languages (Spanish)

Math

Elementary Special Education Math

Physics (various levels)

Art K-8

Chemistry

Physics, Technology

Spanish

## Q5 - What were the strengths of your teacher education program?

Knowledgeable professors and advisors

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Diversity and exclusivity.

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The Music Education program did a fantastic job in preparing me with in depth knowledge of my content area as well as strategies to make my content relevant to my students.

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I think the Professors from the Education Department were phenomenal. They were responsive, understood where education was going, and were well-versed on instructional strategies and how to appropriately use Blackboard.

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The TIP program that is available to students was an amazing resource and experience connected to the program. My teachers were also great at teaching you how to utilize what you have in a classroom and use differentiation in everything you do.

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Can go at your own pace on a weekly basis - always helpful professors!

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Great clinical 2 placement. Was completed virtually. Cooperating teacher was excellent.

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- Supportive faculty - Open dialogue and discussion of students currently working in education - Chance to work with an class and accountability aspect of being responsible to teach students in clinical practice

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The reading was relevant, the professors were knowledgeable and responded to questions. The program got me through edTPA pretty well even though I was the cohort that took it in the 2nd semester.

## Q6 - Suggestions for improvement:

Realistic lesson planning.

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A lot of the program is geared towards teaching band, so being hired to teach choir also came with a learning curve due to differences in the culture surrounding choir vs. band as well as different strategies needed to teach choir instead of band.

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The Special Education department has been lackluster, to say the least. Many professors have no idea how to use Blackboard efficiently. Even though it is the main platform of the university. The assignments are not helpful at all. Forcing group work on four-five strangers who live scattered across the state teaching various grade levels and subjects sets us up for a ridiculous amount of added stress. Syllabuses are unclear and are frequently not updated to the appropriate semester. We are told constantly that we are graduate students, and there is a certain expectation of work that should be produced. However, that same expectation is not held for professors in the special education department.

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There needs to be more information on the praxis test for students starting off in the program. I didn't know much about it till the point I needed to take them. Also praxis tests in most colleges need to be passed by graduation in most schools but at Njcu they are requirements before you can take more classes or start interning keeping many students from graduating and even putting student off to completing their teaching degree.

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No groupwork - I found myself frustrated as a teacher/coach having to come home and still collaborate with other aspiring teachers when I would prefer to complete this graduate level coursework on my own after a long day of socializing and communicating as it is.

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Too much time spent preparing for edTPA. Unless you're in 1 placement for the year, then entire portfolio is prepared in 3 months due to switching halfway through.

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- Need more engagement with classroom management throughout the program.

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Have cohorts engage with each other more. Rather than leaving a single comment on a post or video, have students return to the posts repeatedly to participate in some back and forth.

**Q7 - Other comments:**

Did not get to prepare and teach for multiple grade levels in one day due to edTPA.

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My main critique was that the virtual environment was not effective in preparing me during my clinical practice to work with students for my current position.

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The education theorists discussed were primarily male, American or European, and white.

**Q22 - Please indicate how well your New Jersey City University teacher education program prepared you for your professional responsibilities using this scale:**

- **Poorly prepared: I was not given any opportunities to learn about or practice these components. (1)**
- **Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job. (2)**
- **Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position. (3)**
- **Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position. (4)**

**Statements are based on the InTASC Model Core Teaching Standards, 2011.**

#	Question	Poorly Prepared		Partially Prepared		Adequately Prepared		Thoroughly Prepared		Total
1	1. To understand how learners grow and develop [INTASC 1]	0.00%	0	28.57%	4	57.14%	8	14.29%	2	14
2	2. To support individual differences and diverse cultures and communities [INTASC 2]	0.00%	0	7.14%	1	35.71%	5	57.14%	8	14
3	3. To create environments that support positive social interaction, active engagement in learning, and self-motivation [INTASC 3]	0.00%	0	14.29%	2	42.86%	6	42.86%	6	14
4	4. To plan lesson and teach my content area(s) [INTASC 4]	7.14%	1	21.43%	3	21.43%	3	50.00%	7	14
5	5. To engage learners in authentic critical thinking, creativity, and collaborative problem solving [INTASC 5]	0.00%	0	28.57%	4	42.86%	6	28.57%	4	14
6	6. To use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide my decision making [INTASC 6]	0.00%	0	21.43%	3	35.71%	5	42.86%	6	14
7	7. To plan instruction that supports every student in meeting rigorous learning goals [INTASC 7]	0.00%	0	35.71%	5	28.57%	4	35.71%	5	14

8	8. To use a variety of instructional strategies [INTASC 8]	0.00%	0	7.14%	1	50.00%	7	42.86%	6	14
9	9. To engage in ongoing professional learning, and to use evidence to continually evaluate my practice [INTASC 9]	0.00%	0	7.14%	1	50.00%	7	42.86%	6	14
10	10. To seek appropriate leadership roles and to collaborate with learners, families, colleagues, other school professionals, and community members [INTASC 10]	0.00%	0	21.43%	3	35.71%	5	42.86%	6	14

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To understand how learners grow and develop [INTASC 1]	2.00	4.00	2.86	0.64	0.41	14
2	2. To support individual differences and diverse cultures and communities [INTASC 2]	2.00	4.00	3.50	0.63	0.39	14
3	3. To create environments that support positive social interaction, active engagement in learning, and self-motivation [INTASC 3]	2.00	4.00	3.29	0.70	0.49	14
4	4. To plan lesson and teach my content area(s) [INTASC 4]	1.00	4.00	3.14	0.99	0.98	14
5	5. To engage learners in authentic critical thinking, creativity, and collaborative problem solving [INTASC 5]	2.00	4.00	3.00	0.76	0.57	14
6	6. To use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide my decision making [INTASC 6]	2.00	4.00	3.21	0.77	0.60	14
7	7. To plan instruction that supports every student in meeting rigorous learning goals [INTASC 7]	2.00	4.00	3.00	0.85	0.71	14
8	8. To use a variety of instructional strategies [INTASC 8]	2.00	4.00	3.36	0.61	0.37	14
9	9. To engage in ongoing professional learning, and to use evidence to continually evaluate my practice [INTASC 9]	2.00	4.00	3.36	0.61	0.37	14
10	10. To seek appropriate leadership roles and to collaborate with learners, families,	2.00	4.00	3.21	0.77	0.60	14



colleagues, other school professionals, and  
community members [INTASC 10]

**Q21 - My program's clinical practice prepared me with tasks and experiences that were relevant to my current job duties.**

#	Answer	%	Count
1	Poorly prepared	0.00%	0
3	Partially prepared	28.57%	4
4	Adequately prepared	57.14%	8
5	Thoroughly prepared	14.29%	2
	Total	100%	14