RA4.2.9

Special Education LDTC Completer Survey 2022
November 21st 2022, 4:33 pm EST

This survey was distributed in July 2022 to 26 alumni who completed the Learning Disabilities Teacher Consultant program (master's degree or certification only) in September 2020 through August 2021. Response rate was 19% (5 responses).

Q22 - Please indicate which program you completed:

#	Answer	%	Count
1	Master of Arts in Special Education with Learning Disabilities Teacher Consultant Endorsement	20.00%	1
2	Learning Disabilities Teacher Consultant Endorsement Only	80.00%	4
	Total	100%	5

Q3 - What year did you complete this program?

#	Answer	%	Count
4	2021	100.00%	5

Q4 - Please indicate if you are employed within a P-12 school environment:

#	Answer	%	Count
1	Employed full-time in P-12 setting	100.00%	5
2	Employed part-time in P-12 setting	0.00%	0
3	Not employed in P-12 setting, employed in related field	0.00%	0
4	Not employed in P-12 setting, employed in non-related field	0.00%	0
5	Not currently employed	0.00%	0
	Total	100%	5

Q10 - Please indicate your role within the P-12 school environment:

#	Answer	%	Count
1	Learning Disabilities Teacher Consultant	60.00%	3
2	Resource Program Teacher	20.00%	1
3	General Education Classroom Teacher	0.00%	0
4	Supervisor	0.00%	0
6	Other:	20.00%	1
	Total	100%	5

Q10_6_TEXT - Other:

Other: - Text
Special Education Teacher

Q21 - What grade level have you most recently taught?

#	Answer	%	Count
2	Preschool	0.00%	0
3	Elementary School (K-5)	40.00%	2
4	Middle School (5-8)	0.00%	0
5	High School (9-12)	60.00%	3
6	Other:	0.00%	0
	Total	100%	5

Q6 - Kindly provide the name of the school and school district where you are currently employed:

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

LHS Jersey City Public Schools

Franklin township public school

Jersey City

Warren hills

Q18 - Please indicate how well the Learning Disabilities Teacher Consultant program prepared you for the following 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 Council for Exceptional Children (CEC)'s Preparation Standards for Advanced Programs, 2012.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To use valid and reliable assessment practices to minimize bias. [Standard 1]	1.00	3.00	2.00	0.71	0.50	4
2	2. To align educational standards to provide access to challenging curriculum for individuals with exceptionalities. [Standard 2]	1.00	4.00	2.50	1.12	1.25	4
3	3. To use understanding of diversity and individual learning differences in developing comprehensive curricula for individuals with exceptionalities. [Standard 2]	1.00	3.00	2.00	0.71	0.50	4
4	4. To design and implement evaluation activities to improve programs for individuals with exceptionalities. [Standard 3]	1.00	2.00	1.75	0.43	0.19	4
5	5. To use understanding of cultural, social, and economic diversity and individual learner differences in developing programs for individuals with exceptionalities. [Standard 3]	1.00	3.00	2.00	0.71	0.50	4
6	6. To use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. [Standard 3]	1.00	4.00	2.25	1.09	1.19	4

#	Question						Total
7	7. To conduct, evaluate, and use inquiry/research to guide professional practice. [Standard 4]	1.00	2.00	1.75	0.43	0.19	4
8	8. To support and use linguistically and culturally responsive practices. [Standard 5]	1.00	2.00	1.50	0.50	0.25	4
9	9 To advocate for policies, practices, and resources that improve programs, services, and outcomes for individuals with exceptionalities. [Standard 5]	1.00	2.00	1.50	0.50	0.25	4
10	10. To model and promote respect for all individuals and facilitate ethical professional practice. [Standard 6]	1.00	4.00	2.25	1.09	1.19	4
11	11. To plan, present, and evaluate professional development focusing on effective practice at all organizational levels. [Standard 6]	1.00	2.00	1.50	0.50	0.25	4
12	12. To collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. [Standard 7]	1.00	3.00	1.75	0.83	0.69	4

#	Question	Poorly Prepared		Partially Prepared		Adequately Prepared		Thoroughly Prepared		Total
1	1. To use valid and reliable assessment practices to minimize bias. [Standard 1]	25.00%	1	50.00%	2	25.00%	1	0.00%	0	4
2	2. To align educational standards to provide access to challenging curriculum for individuals with exceptionalities. [Standard 2]	25.00%	1	25.00%	1	25.00%	1	25.00%	1	4
3	3. To use understanding of diversity and individual learning differences in developing comprehensive curricula for individuals with exceptionalities. [Standard 2]	25.00%	1	50.00%	2	25.00%	1	0.00%	0	4
4	4. To design and implement evaluation activities to improve programs for individuals with exceptionalities. [Standard 3]	25.00%	1	75.00%	3	0.00%	0	0.00%	0	4
5	5. To use understanding of cultural, social, and economic diversity and individual learner differences in developing	25.00%	1	50.00%	2	25.00%	1	0.00%	0	4

	programs for individuals with exceptionalities. [Standard 3]								
6	6. To use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. [Standard 3]	25.00%	1	50.00%	2	0.00%	0	25.00%	1	4
7	7. To conduct, evaluate, and use inquiry/research to guide professional practice. [Standard 4]	25.00%	1	75.00%	3	0.00%	0	0.00%	0	4
8	8. To support and use linguistically and culturally responsive practices. [Standard 5]	50.00%	2	50.00%	2	0.00%	0	0.00%	0	4
9	9 To advocate for policies, practices, and resources that improve programs, services, and outcomes for individuals with exceptionalities. [Standard 5]	50.00%	2	50.00%	2	0.00%	0	0.00%	0	4
10	10. To model and promote respect for all individuals and facilitate ethical professional practice. [Standard 6]	25.00%	1	50.00%	2	0.00%	0	25.00%	1	4
11	11. To plan, present, and evaluate professional development focusing on effective practice at all organizational levels. [Standard 6]	50.00%	2	50.00%	2	0.00%	0	0.00%	0	4
12	12. To collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. [Standard 7]	50.00%	2	25.00%	1	25.00%	1	0.00%	0	4

Q14 - What were the strengths of the Learning Disabilities Teacher Consultant program?

What were the strengths of the Learning Disabilities Teacher Consultant program?
N/A
Learning about the brain and the physiology of learning

Q15 - Suggestions for improvement:

Suggestions for improvement:
N/A
Much of the focus was on interventions which are completed by academic support teachers before the child comes to child study team which is an important piece but it is not the sole focus of a LDTC. There was no opportunity to practice with other assessment tools and determine which type of tool is beneficial. There should be more focus on the New Jersey state code since this is the pathway most LDTC's need to use for their career.
Understanding the deeper meaning of test scores.

Q16 - Other comments:

Other comments:
Need to incorporate how mtss rti and strategies are linked to evaluation procedures and prepare to break away from the discrepancy model