

RA4.2.7

Multicultural Education Alumni Survey 2022

November 21st 2022, 4:50 pm EST

This survey was distributed in July 2022 to 52 alumni who completed a program in ESL or Bilingual Education (master's degree or certification only) in September 2020 through August 2021. Response rate was 15% (8 responses).

Q2 - Please indicate which program that you completed (select all that apply):

#	Answer	%	Count
1	Bilingual/Bicultural Education Endorsement	0.00%	0
2	ESL Certification	44.44%	4
3	MA in Urban Education with a Specialization in Bilingual/Bicultural Education	22.22%	2
4	MA in Urban Education with a Specialization in ESL	33.33%	3
	Total	100%	9

Q3 - Please indicate the year you completed your program:

#	Answer	%	Count
4	2021	100.00%	8
5	Other:	0.00%	0
	Total	100%	8

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

#	Answer	%	Count
1	Employed full-time in P-12 setting	87.50%	7
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	12.50%	1
5	Not currently employed	0.00%	0

Total	100%	8
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Q5 - Please indicate your role within the P-12 school environment:

#	Answer	%	Count
1	ESL Teacher	28.57%	2
2	Bilingual Classroom Teacher	28.57%	2
3	General Education Classroom Teacher	14.29%	1
4	Supervisor	0.00%	0
5	Department Head	0.00%	0
6	Other:	28.57%	2
	Total	100%	7

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:

PASE, Passaic school district

Alexander D. Sullivan School. Jersey City Public Schools District

Cliffside Park

Joseph A. Taub School, PPS

Trenton Public schools

Q7 - Please indicate how well the Bilingual/Bicultural Education and/or ESL 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 Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs, 2018.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To understand English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. [Standard 1]	3.00	4.00	3.83	0.37	0.14	6
2	2. To understand second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. [Standard 1]	3.00	4.00	3.83	0.37	0.14	6
3	3. To understand the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs. [Standard 2]	3.00	4.00	3.67	0.47	0.22	6
4	4. To investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop effective instructional and assessment practices. [Standard 2]	3.00	4.00	3.50	0.50	0.25	6
5	5. To design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. [Standard 3]	3.00	4.00	3.83	0.37	0.14	6

6	6. To use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs. [Standard 3]	3.00	4.00	3.67	0.47	0.22	6
7	7. To apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. [Standard 4]	2.00	4.00	3.50	0.76	0.58	6
8	8. To understand classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. [Standard 4]	4.00	4.00	4.00	0.00	0.00	6
9	9. To collaborate effectively in order to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs. [Standard 5]	3.00	4.00	3.83	0.37	0.14	6
10	10. To apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs. [Standard 5]	3.00	4.00	3.67	0.47	0.22	6
11	11. To practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching. [Standard 5]	3.00	4.00	3.67	0.47	0.22	6

#	Question	Poorly prepared		Partially prepared		Adequately prepared		Thoroughly prepared		Total
1	1. To understand English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. [Standard 1]	0.00%	0	0.00%	0	16.67%	1	83.33%	5	6
2	2. To understand second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. [Standard 1]	0.00%	0	0.00%	0	16.67%	1	83.33%	5	6
3	3. To understand the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs. [Standard 2]	0.00%	0	0.00%	0	33.33%	2	66.67%	4	6
4	4. To investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop effective instructional and assessment practices. [Standard 2]	0.00%	0	0.00%	0	50.00%	3	50.00%	3	6
5	5. To design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. [Standard 3]	0.00%	0	0.00%	0	16.67%	1	83.33%	5	6
6	6. To use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs. [Standard 3]	0.00%	0	0.00%	0	33.33%	2	66.67%	4	6
7	7. To apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. [Standard 4]	0.00%	0	16.67%	1	16.67%	1	66.67%	4	6
8	8. To understand classroom-based formative, summative, and diagnostic assessments	0.00%	0	0.00%	0	0.00%	0	100.00%	6	6

	scaffolded for both English language and content assessment. [Standard 4]									
9	9. To collaborate effectively in order to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs. [Standard 5]	0.00%	0	0.00%	0	16.67%	1	83.33%	5	6
10	10. To apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs. [Standard 5]	0.00%	0	0.00%	0	33.33%	2	66.67%	4	6
11	11. To practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching. [Standard 5]	0.00%	0	0.00%	0	33.33%	2	66.67%	4	6

Q9 - What were the strengths of the Bilingual/Bicultural Education and/or ESL program(s)?

What were the strengths of the Bilingual/Bicultural Education and/or ESL program(s)?

Great program. Further strengthens teachers in their responsibilities to teach in their respective programs.

The Edtpa class was the best bonus. The linguistics classes and theory practice were all very enlightening

The experienced teachers were very good mentors and couches in the program.

Flexibility, convenient location, good preparation to write longer research papers

The strengths are a strong bonding with diversity , development of a close connection with people from all over the world.

Q10 - Suggestions for improvement:

Suggestions for improvement:

A timeline or step chart to break down the process including requirements by state and outside of classes would be hugely beneficial

Please include more practical projects involving real life people with multi cultural identity. Provide more chances to have real life work experiences with people belong to diverse cultures.

Q11 - Other comments:

Other comments:

Guidance and expectations for the overall program should be more clear and precise. There was a lot of back and forth in finding out what to do next and what was missing from my profile. These comments are based on personal experience

Very well experienced with the learning community at NJCU. Especially...Love the administration o and academic experience with Dr. Kim. Wish her all the best.