

R4.3.10

NPTNJ Alumni Survey 2022

November 17th 2022, 3:58 pm EST

This survey was distributed in July 2022 to 126 alumni who completed the NPTNJ program in **September 2020 through August 2021**. Response rate was 19% (24 responses).

**Q19 - Which program did you complete at New Jersey City University?**

#	Answer	%	Count
9	New Pathways to Teaching in New Jersey (NPTNJ) - Elementary Education	25.00%	6
7	New Pathways to Teaching in New Jersey (NPTNJ) - Secondary Education	75.00%	18
	Total	100%	24

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

#	Answer	%	Count
1	Art Education	3.57%	1
2	Biological Science	0.00%	0
3	Spanish	7.14%	2
4	Earth Science	0.00%	0
5	English	21.43%	6
6	Health Education	0.00%	0
7	Mathematics	10.71%	3
8	Music Education	3.57%	1
10	Physical Science	3.57%	1
11	Social Studies	10.71%	3
12	Other:	14.29%	4
13	Chemistry	0.00%	0

14	ESL	3.57%	1
15	Special Education	7.14%	2
16	Physics	0.00%	0
17	Early Childhood Education	0.00%	0
18	Elementary Education	14.29%	4
	Total	100%	28

### Q16\_12\_TEXT - Other:

Other: - Text

Still not certified

CTE Legal Assisting

Middle School Science

### Q12 - Where are you currently employed?

#	Answer	%	Count
1	Employed full-time in P-12 setting	79.17%	19
2	Employed part-time in P-12 setting	4.17%	1
3	Not employed in P-12 setting, employed in related field	4.17%	1
4	Not employed in P-12 setting, employed in non-related field	8.33%	2
5	Not currently employed	4.17%	1
	Total	100%	24

### Q23 - What is your role?

#	Answer	%	Count
1	General Education Classroom Teacher	80.00%	16
2	Other:	20.00%	4

Total

100%

20

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

What is your current job title?

Senior Accounting Manager

Special Education Teacher

Teacher

8th grade math and science teacher

Art Teacher

English teacher

Special education teacher

ESL Teacher

High School Math Teacher

Teacher of English

Senior Accounting Manager

Classroom teacher

Teacher

Special Education Teacher

Teacher of English

History Teacher

Music Director

Teacher

8th-Grade Science Teacher (General Education)

First grade teacher

**Q10 - 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:

- \_\_\_\_\_  
Newark School of Global Studies
- \_\_\_\_\_  
West brook middle school
- \_\_\_\_\_  
Lincoln Community School- Bayonne
- \_\_\_\_\_  
Bard HS
- \_\_\_\_\_  
Moorestown high school, moorestown township public school district
- \_\_\_\_\_  
Empowerment Academy Charter School, Jersey City NJ
- \_\_\_\_\_  
Lakewood High School, Lakewood, NJ
- \_\_\_\_\_  
Bard High School, Newark Public Schools
- \_\_\_\_\_  
Livingston High School, Livingston Public Schools
- \_\_\_\_\_  
Newark School of Global Studies, Newark Public Schools
- \_\_\_\_\_  
Lakewood Middle School, Lakewood Board of Education
- \_\_\_\_\_  
Ferris High School
- \_\_\_\_\_  
Livingston High School
- \_\_\_\_\_  
Mason Classical Academy, Collier County Public Schools, Florida
- \_\_\_\_\_  
Central Jersey College Prep Charter School
- \_\_\_\_\_  
South Orange Middle School; South Orange-Maplewood
- \_\_\_\_\_  
Beechwood School, Mountainside, NJ

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

What subject area(s) have you been teaching?

All subjects

Law, social studies

Math and science

Art

English, humanities

Special education, business, science, math

ESL, Reading

Math

English, humanities, college writing

Social Studies

Social Studies, Law

ELA, Social Studies, Science

Algebra, Geometry

English

History, English

English

Science

First grade

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

What were the strengths of your teacher education program?

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The actual classroom-related courses.

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Collaboration with other professionals. Courses to help prepare for edTPA

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None

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I've learned how to create assessments for my art classes.

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It is a superlative program that I wish I'd been made to take 20+ years ago! Excellent teachers: knowledgeable, professional, and empathetic. Superb course materials. Assignments dovetailed with my job responsibilities smoothly.

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The collaboration with other teachers.

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I was thoroughly impressed and pleased with this program. I wish I had been made to take these courses decades ago when I first started teaching. It's an excellent program for alternate route teachers, and fine for very experienced teachers like myself (as opposed to Rutgers, which I've been told is not great for experienced teachers--makes them feel undervalued, under-respected, and doesn't draw from their vast experience). I had plenty of space & flexibility to use my own expertise, and augment it. Great profs & colleagues within this program.

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Learned classroom management techniques, childhood development, how to handle conflict, lesson planning

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It was flexible.

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Great teachers, interesting textbooks and useful topics

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Classroom management, Assessment, Differentiation

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Some of the teachers gave excellent instruction (Muriel Rand in classroom management, for example). Technical aspects of online instruction generally worked well. I liked that there were two options - at two price points, but all instruction the same. That was a gamechanger for me. At first, I wanted some on-site instruction, but was really happy with Covid that nothing changed and we still had complete access online. School powerpoints were very good for edTPA application and similar processes.

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It helped since I had no idea what was happening.

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Flexibility and easy to get ahead on assignments if you have the time to do so. Was able to figure out a schedule to do work and complete the program at the same time. Assignments and tasks were relatively simple to understand and follow along. Compared to other programs, I felt that the class for the edTPA was broken down overall well, but it was also still extremely overwhelming and confusing.

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I enjoyed working at my own pace to complete the materials. Readings were beneficial and workload was appropriate for the courses. Message boards provided a good way to interact with classmates.

## Q6 - Suggestions for improvement:

Suggestions for improvement:

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Less Board Discussions and more open discussions on Zoom. The board discussions become repetitive and do not add much meaning.

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Everything

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Eliminate edTPA

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These days? how about warnings as to the horrifically draconian requirements that may be awaiting graduates, and why teachers are utterly overwhelmed & miserable. I'm serious. People need to be warned. I loved my job, despite its difficulties, until this year. Now I'm absolutely planning to leave. The district micromanagement and ridiculous requirements made 1/3 of our faculty quit last year, and this year promises to be the same if not worse. Not much--I appreciated the flexibility of the profs in scheduling zoom times for us to get to know each other. Maybe at the start of each course, give a breakdown, like, "You will be reading x pages, writing 3 papers, observing 2 students over 3 weeks ... during this course."

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None

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Very little felt practical. Too much theory and not enough examples of application. The content could have also been more modern, incorporating new practices like PBL, student paced learning, student inquiry, etc.

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The pathways program to provide more instruction from the general Ed side to understand special Ed as inclusion increases. Many gen Ed teachers do not understand the processes.

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Courses should be tailored more towards the specific subject area--teaching English is not the same as teaching math. For English, we should be taught what students should be able to do by the end of each grade level, to have a clear sense of continuity and how we as \_\_ grade teachers fit in. Also, the way that we are taught to do lesson planning with "EdTPA" is way too complicated and just unrealistic. In fact, I think that "EdTPA" itself is a poor substitute for working alongside and being mentored by a teacher at the type of school that you want to teach at. Another thing is that first year teachers need some guidance on how to manage their time. The amount of work that a secondary teacher has is easily enough for at least 2 people. In general: the courses that we take should contain less abstract educational theory, and more practical knowledge. Some type of apprenticeship as a teaching assistant, before having your own classroom, would be useful too.

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More personal contact by staff. Difficult to ask questions relating to the process of certification. Everything is done through email. EdTPA process was grueling. There were some pros and cons with the instructor. Some teachers were not too helpful or didn't seem to know much about the students. 50-hr instruction course not taught well. Instructor seemed confused. She taught later in another class and I felt the same way about her (Mary Fitzgerald?). Dr. Z was nice and available, but some of the assignments were not thought out. Some instructors seem like they are teaching a lot of courses elsewhere and are just too busy to improve their courses.

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More ways to collaborate with classmates and teachers in the program. It was difficult connecting with anyone in my class outside of the discussion posts/board. Basically a program that was good for those who were independent and read and synthesize a ton of information by themselves. Maybe should require at least a few virtual sessions or teacher check-ins on major assignments.

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Since most classes were fully independent, you often had little to no personal contact with professors. It would have been beneficial for all professors to have open office hours via zoom that students could drop into and discuss any issues. There were a few times where it was difficult to get a thorough answer or resolve a problem via email only.



## Q7 - Other comments:

Other comments:

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Left the classroom and went back to cooperate.

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Not sure how this was handled, but I suggest making a powerpoint on how the entire program is set to run. Include the certification process as a powerpoint. The State DOE needs to improve their web site and the process for certification. I felt as if NJCU did not actually know much about the certification process, because I asked questions and no one was ready to answer them. There should be a person at NJCU who is very familiar with the certification steps and can actively advise. When RCBC ran the 24-hr class, Carol Grant Holmes was extremely knowledgeable about the process and always available. This type of person is vital to have at NJCU.

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Overall I would highly recommend the program. I felt prepared and confident after my two years of classes. Hands down the most difficult part of the program was working through the requirements of edTPA. I know there is some discussion of removing or replacing this as a requirement for certification. If it remains, some additional supports should be put in place to help answer questions for students and provide support in navigating the process. Professor did a great job, but it was still incredibly overwhelming at times.

**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]	11.11%	2	11.11%	2	38.89%	7	38.89%	7	18
2	2. To support individual differences and diverse cultures and communities [INTASC 2]	11.11%	2	22.22%	4	33.33%	6	33.33%	6	18
3	3. To create environments that support positive social interaction, active engagement in learning, and self-motivation [INTASC 3]	11.11%	2	22.22%	4	33.33%	6	33.33%	6	18
4	4. To plan lesson and teach my content area(s) [INTASC 4]	5.56%	1	27.78%	5	33.33%	6	33.33%	6	18
5	5. To engage learners in authentic critical thinking, creativity, and collaborative problem solving [INTASC 5]	5.56%	1	22.22%	4	44.44%	8	27.78%	5	18
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]	5.56%	1	5.56%	1	44.44%	8	44.44%	8	18
7	7. To plan instruction that supports every student in meeting rigorous learning goals [INTASC 7]	0.00%	0	38.89%	7	27.78%	5	33.33%	6	18

8	8. To use a variety of instructional strategies [INTASC 8]	5.56%	1	11.11%	2	55.56%	10	27.78%	5	18
9	9. To engage in ongoing professional learning, and to use evidence to continually evaluate my practice [INTASC 9]	5.56%	1	11.11%	2	55.56%	10	27.78%	5	18
10	10. To seek appropriate leadership roles and to collaborate with learners, families, colleagues, other school professionals, and community members [INTASC 10]	11.11%	2	16.67%	3	50.00%	9	22.22%	4	18

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To understand how learners grow and develop [INTASC 1]	1.00	4.00	3.06	0.97	0.94	18
2	2. To support individual differences and diverse cultures and communities [INTASC 2]	1.00	4.00	2.89	0.99	0.99	18
3	3. To create environments that support positive social interaction, active engagement in learning, and self-motivation [INTASC 3]	1.00	4.00	2.89	0.99	0.99	18
4	4. To plan lesson and teach my content area(s) [INTASC 4]	1.00	4.00	2.94	0.91	0.83	18
5	5. To engage learners in authentic critical thinking, creativity, and collaborative problem solving [INTASC 5]	1.00	4.00	2.94	0.85	0.72	18
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]	1.00	4.00	3.28	0.80	0.65	18
7	7. To plan instruction that supports every student in meeting rigorous learning goals [INTASC 7]	2.00	4.00	2.94	0.85	0.72	18
8	8. To use a variety of instructional strategies [INTASC 8]	1.00	4.00	3.06	0.78	0.61	18
9	9. To engage in ongoing professional learning, and to use evidence to continually evaluate my practice [INTASC 9]	1.00	4.00	3.06	0.78	0.61	18
10	10. To seek appropriate leadership roles and to collaborate with learners, families, colleagues, other school professionals, and community members [INTASC 10]	1.00	4.00	2.83	0.90	0.81	18