

NJCU Special Education TOSD Completer Survey 2022

November 21st 2022, 3:26 pm EST

This survey was distributed in July 2022 to 56 alumni who completed a program in Teacher of Students with Disabilities (master’s degree or certification only) in September 2020 through August 2021. Response rate was 9% (5 responses).

Q21 - Please indicate which program you completed:

#	Answer	%	Count
1	Master of Arts in Teaching, Autism Specialization, with Teacher of Studies with Disabilities Endorsement	0.00%	0
2	Teacher of Studies with Disabilities Endorsement Only	20.00%	1
3	Master of Arts in Teaching, Varying Exceptionalities, with Teacher of Studies with Disabilities Endorsement	80.00%	4
	Total	100%	5

Q3 - What year did you complete this program?

#	Answer	%	Count
4	2021	100.00%	5
8	Other:	0.00%	0
	Total	100%	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	Resource Program Teacher	20.00%	1
2	General Education Classroom Teacher	40.00%	2
4	Supplementary Instruction Teacher	0.00%	0
5	Other:	40.00%	2
	Total	100%	5

Q10_5_TEXT - Other:

Other: - Text

Spanish teacher

Special Education Teacher - self-contained

Q20 - 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)	40.00%	2
5	High School (9-12)	20.00%	1
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:

Holmdel School District

Lewis F Cole Middle School, Fort Lee NJ

Tuckerton Elementary

Passaic High School. Passaic board of education

Maugham Elementary, Tenafly

Q18 - Please indicate how well the Teacher of Students with Disabilities 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 Counsel for Exceptional Children (CEC)'s Initial Practice-Based Professional Preparation Standards for Special Educators, 2020.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To practice within ethical guidelines and legal policies and procedures. [Standard 1]	1.00	4.00	2.80	0.98	0.96	5
2	2. To apply understanding of human growth and development to create appropriate and meaningful learning experiences. [Standard 2]	2.00	4.00	3.20	0.75	0.56	5
3	3. To apply understanding of factors that influence development, including families, languages, cultures, communities, and individual exceptionalities, in planning and implementing learning experiences. [Standard 2]	2.00	4.00	3.40	0.80	0.64	5
4	4. To use knowledge of the general and specialized curricula to inform programmatic and instructional decisions for learners with exceptionalities. [Standard 3]	1.00	4.00	3.00	1.10	1.20	5
5	5. To evaluate students to determine their strengths and needs, contribute to eligibility determination, communicate progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction. [Standard 4]	1.00	4.00	3.00	1.10	1.20	5

6	6. To use explicit instructional strategies and to promote active engagement and motivation. [Standard 5]	1.00	4.00	2.80	1.17	1.36	5
7	7. To use whole group instruction, flexible grouping, small group instruction, and individual instruction. [Standard 5]	1.00	4.00	2.80	1.17	1.36	5
8	8. To teach individuals to use meta-/cognitive strategies to support and self-regulate learning. [Standard 5]	1.00	4.00	2.60	1.02	1.04	5
9	9. To create safe, respectful, and productive learning environments for individuals with exceptionalities using effective routines and procedures. [Standard 6]	1.00	4.00	3.20	1.17	1.36	5
10	10. To use a range of preventive and responsive practices to support social, emotional, and educational well-being. (Standard 6)	1.00	4.00	3.20	1.17	1.36	5
11	11. To collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to plan programs and access services for individuals with exceptionalities. [Standard 7]	1.00	4.00	2.80	0.98	0.96	5

#	Question	Poorly Prepared	Partially Prepared	Adequately Prepared	Thoroughly Prepared	Total				
1	1. To practice within ethical guidelines and legal policies and procedures. [Standard 1]	20.00%	1	0.00%	0	60.00%	3	20.00%	1	5
2	2. To apply understanding of human growth and development to create appropriate and meaningful learning experiences. [Standard 2]	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5
3	3. To apply understanding of factors that influence development, including families, languages, cultures, communities, and individual exceptionalities, in planning and implementing learning experiences. [Standard 2]	0.00%	0	20.00%	1	20.00%	1	60.00%	3	5
4	4. To use knowledge of the general and specialized curricula to inform programmatic and instructional decisions for	20.00%	1	0.00%	0	40.00%	2	40.00%	2	5

	learners with exceptionalities. [Standard 3]									
5	5. To evaluate students to determine their strengths and needs, contribute to eligibility determination, communicate progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction. [Standard 4]	20.00%	1	0.00%	0	40.00%	2	40.00%	2	5
6	6. To use explicit instructional strategies and to promote active engagement and motivation. [Standard 5]	20.00%	1	20.00%	1	20.00%	1	40.00%	2	5
7	7. To use whole group instruction, flexible grouping, small group instruction, and individual instruction. [Standard 5]	20.00%	1	20.00%	1	20.00%	1	40.00%	2	5
8	8. To teach individuals to use meta-/cognitive strategies to support and self-regulate learning. [Standard 5]	20.00%	1	20.00%	1	40.00%	2	20.00%	1	5
9	9. To create safe, respectful, and productive learning environments for individuals with exceptionalities using effective routines and procedures. [Standard 6]	20.00%	1	0.00%	0	20.00%	1	60.00%	3	5
10	10. To use a range of preventive and responsive practices to support social, emotional, and educational well-being. (Standard 6)	20.00%	1	0.00%	0	20.00%	1	60.00%	3	5
11	11. To collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to plan programs and access services for individuals with exceptionalities. [Standard 7]	20.00%	1	0.00%	0	60.00%	3	20.00%	1	5

Q12 - What were the strengths of the Teacher of Students with Disabilities program?

What were the strengths of the Teacher of Students with Disabilities program?

Excellent resources provided by professors that supported real life needs

Well prepared instructors

Q13 - Suggestions for improvement:

Suggestions for improvement:

The program should be in person. Teachers have a lot of knowledge but they are not really available to explain. There was a teacher focused in grammar mistakes than teaching what we need to. As same as her there were others. In addition, I did not have a practice in a real classroom since I am a general teacher, I did not get the experience to work with special ed. students