

New Pathways to Teaching Program Completer Survey June 2020

30 Responses

1. What year did you complete the New Pathways to Teaching Program?

2019 (2 responses)

2020 (24 responses)

2021 (1 response)

2. How many years have you been teaching? # Responses

2 years	13
2.5	2
3	8
3.5	1
4	3
5	1
7	1

3. What grade level(s) have you been most recently teaching?	# Responses
2nd	1
5th	1
5th & 6th	1
6th	4
6th 8th	1
5th, 7th, 8th	1
8th	1
K-12	1
K-4	1
K-5	1
K-6	1
K-8	2
7-8	1
Middle school	1
9th	2
9th and 10th	1
10th	1
11-12	1
9-12	7

4. What subject area(s) have you been teaching?	# Responses
Biology	1
Computers	1
Core subjects	1
English language arts	1
English, creative writing, social media literacy	1
ESL Math	1
French/ ESL	1
General education	1
German	1
Math	7
Music	2
Resource ELA and math	1
Resource Math	1
School Library Media Specialist and Business	1
Spanish	5
special education - ELA and social studies	1
Special Education- Social Studies	1
Spelling, Computers	1
United States History	1

5. Please indicate how well you believe that the New Pathways program prepared you in the following aspects of your teaching (30 responses):

Field	Minimum	Maximum	Mean	Std Deviation
The program prepared me to understand how learners grow and develop and to design and implement developmentally appropriate and challenging learning experiences. [INTASC 1]	2	4	3.47	0.62
The program prepared me to understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [INTASC 2]	2	4	3.57	0.62
The program prepared me to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. [INTASC 3]	2	4	3.5	0.56
The program prepared me to understand the central concepts, tools of inquiry, and structures of my discipline(s) and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. [INTASC 4]	2	4	3.5	0.62

Field	Minimum	Maximum	Mean	Std Deviation
The program prepared me to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [INTASC 5]	1	4	3.5	0.72
My program prepared me 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	4	3.57	0.56
The program prepared me to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. [INTASC 7]	1	4	3.47	0.76
The program prepared me to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. [INTASC 8]	1	4	3.5	0.72
My program prepared me to engage in ongoing professional learning, to use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community), and to adapt my practice to meet the needs of each learner. [INTASC 9]	1	4	3.47	0.72
My program prepared me to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. [INTASC 10]	1	4	3.37	0.8

6. What were the strengths of the program?

Online classes allowed me to be able to take the courses while teaching full time and being the sole provider for my family. Flexibility helped me succeed.

Completely online Teachers post entire syllabus, so students may work at their own pace Able to begin work before semester begins (this allows us to get ahead on the work)

The convenience of the online/hybrid format was a great strength, and the communication skills and response times from the faculty was extremely helpful.

The professors were great, the comprehensiveness of the assignments and the learning materials were very helpful

I liked how you can take two courses in a semester and they would not overlap (8 weeks each). I also liked the consistency and routines that carried throughout the program regardless of who the professor was. Professors were also VERY good about getting back to me whenever I had questions.

Great instructors, peer support

It was a program that was well integrated with the job.

Dr. Rand and Ms. Martinez were very communicative. They were willing to answer questions quickly and efficiently. I was very grateful for the emails that asked if we wanted to be automatically enrolled the next course.

All online made it easy to complete assignments and still be a teacher with lesson planning and grading

variety of learning options available for all courses

Valuable feedback from fellow professionals

Dr. Rand and Dr. Morales were knowledgeable and helpful.

The professors are expert professionals always willing to work with every student. Admirable experts.

Engaging with peers that going through the same situations as yourself.

I really enjoyed and learned a lot from the program.

Program was well-diversified and the teacher were knowledgeable and supportive.

I like that the program goes hand in hand with our working experience. The program provided all the tools necessary to teach. I learned a lot from the discussion section of each course because I was able to read other teacher's experiences

The staffs members were fully prepared and were always available to help me and walk me through everything very clear and understandable.

The strength were the professors teaching the program.

7. Suggestions for improvement:

Fewer papers and more discussions... I learned the most from talking and listening to my peers.

Teachers don't seem to check blackboard messages very often Better communication between teachers and students Video lessons made by the teachers would be helpful Virtual office hours at least once a week so students may speak directly to the teacher

None.

none!

Perhaps instructors can offer to take a look at resumes or send information on job fairs since many of us candidates are at the beginning of our teaching career.

More in person edtpa sessions and guidance

Nj-edtpa needed to be done in a year not in a semester.

If someone doesn't do any work within the first week of a class someone should reach out because I was enrolled and withdrawn from a class and had to retake it but I never even knew I was in it.

Make all assignment due Tuesday night so we can have the weekend to work on the assignments and still be able to lesson plan and grade over the weekend

The teachers use the same material every semester. They should changed the due dates on blackboard and don't leave the old ones

eliminate any weekday due dates for class assignments, especially midweek discussion posts

N/A

NJCU needs to establish better communication throughout the department and school as a whole. Many miscommunications led to unneeded stress and anxiety, resulting in extra effort on my part to make up for mistakes from NJCU. Additionally, even after reaching out to several departments and persons, there were still errors in communicating costs and credit buy back options which is a serious situation which requires planning. Certification documents were also submitted late. The way in which these matters were handled was unacceptable and embarrassing for a university that serves working adults.

When we have had inquiries take long time in been solved. There's still a lot of improvement to be done in terms of organization. It is an overwhelming program, that needs more than one person to be in charge.

Have a tutoring online session at least once a week for people that need.

Interlace the program more with on-the-job teaching.

To continue with the program to help future educators to reach their goals and continue with their passion of teaching.

I would suggest to limit the changes once a student has started the program, it can be discouraging.

Not all the professors interact/engage with the students in the discussions

8. Other comments:

Lola Martinez does a FANTASTIC job communicating with students, advising them, and helping them to stay on track in the program. She has been phenomenal. Dr. Muriel Rand has also been phenomenal - she has an incredibly fast response time, and she has provided me with answers whenever my teachers did not. She has also provided valuable guidance in respect to the certification process, edTPA process, and in general. Thank you, Lola and Dr. Rand!

Thank you so much for all of your help and support!

I was issued by Standard certificate recently and very pleased with the entire process. I did not feel overwhelmed at any point and always felt supported through the discussion boards.

When I started I was told that although I was teaching Spanish my years of teaching would count for my K-6 cert, but now that I have finished the classes I found out that I can not count those years towards my standard certificate. I'm a little disappointed because I should be done but I am not.

Overall, I would not return to this university or recommend it to others. The lack of organization, communication and concern for the well being of your students is a disgrace.

*It would be nice to have some sort of Certificate of Achievement at the end of the program.

Great staff members.