

Monmouth University
Fall 2022 Exit Surveys

	EPP (n=14)	UG (n=9)	GRAD (n=5)	ELEM (n=7)	ART (N=1)	SPANISH (N=2)	P-3 (n=1)	History/S S (n=2)	TSD (n=5)
3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards. (NJPST 1,4)	4.57	4.56	4.6	4.71	4	4.5	5	4	4.6
4. Plan instruction based on learners' needs, developmental progress, and prior knowledge. (NJPST 7)	4.43	4.33	4.6	4.43	4	4.5	5	4	4.2
5. Engage in interdisciplinary unit planning. (NJPST 4)	4.43	4.22	4.8	4.43	4	4.5	5	4	4.2
6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area. (NJPST 1)	4.29	4.22	4.4	4.57	4	4	5	3	4.4
7. Identify differences in student learning styles to teach to the developmental ability of the student. (NJPST 2,3,7)	4.43	4.56	4.2	4.71	4	4.5	5	3	4.6
8. Use strategies to support the learning of ESL/bilingual students. (NJPST 3)	4.29	4.11	4.6	4.29	4	4	4	4.5	4.2
9. Use available and appropriate resources for instructional planning. (NJPST 4)	4.57	4.44	4.8	4.71	4	4	5	4.5	4.6
10. Use educational technology effectively for instruction. (NJPST 4,8)	4.57	4.44	4.8	4.71	4	4	5	4.5	4.6
11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.). (NJPST 5)	4.43	4.11	5	4.57	4	3	5	5	4.4
12. Understand assessment and measurement related issues to interpret test score data. (NJPST 5)	4.07	3.89	4.4	4.29	4	3	5	3.5	4
13. Apply strategies for effective classroom environment and climate. (NJPST 6)	4.50	4.33	4.8	4.71	4	3.5	5	4.5	4.6
14. Establish a positive classroom environment conducive to learning. (NJPST 2,6)	4.64	4.44	5	4.71	4	4	5	5	4.6
15. Motivate students to engage in learning. (NJPST 4,6)	4.64	4.44	5	4.71	4	4	5	5	4.6
16. Modify instruction to accommodate the learning needs of all students. (NJPST 3,7)	4.43	4.33	4.6	4.57	4	4	5	4	4.4
17. Interpret and implement an Individualized Education Plan (IEP). (NJPST 7)	4.07	3.89	4.4	4.29	4	2.5	5	4	4.4
18. Develop questioning techniques to stimulate critical thinking. (NJPST 2,4,8)	4.21	3.89	4.8	4.29	4	3.5	5	4	4

Please describe the positive aspects of your program at Monmouth. (Fall 2022)

All the faculty is very knowledgeable and helpful with assisting you.
I owe my success to the World Language department, specifically Dr. Barrea, Dr. Gac-Artigas, and Dr. Maginn. I feel like they are the ones that prepared me to be a successful teacher, mainly because I learned from their examples.
Monmouth's Spanish education program has been great. It has professors who are ready to help and motivate their students.
I loved Dr. Grabowski and Dr. McArthur. I felt I took away the most from their classes.
I enjoyed my courses with all of my instructors. The professors are well-informed and all made the courses enjoyable.
Even though the classes and required work was demanding, all of my professors designed their courses that allowed me to complete large projects in small steps in order for me to make sure I fully understood each section of the project before moving on. Almost all of the professors provided timely feedback on classwork in order to let me know that I was on the right track. The program was designed in such a way that I felt prepared to enter the classroom and start teaching.
The professors at Monmouth had very informative teaching experiences to help us as educators. A lot of the class content in our courses at Monmouth related to what we have experienced in the field.
The amount of different placements that MU placed me in throughout my journey in the school of education really did give me a lot of experience in multiple classroom settings which I am very grateful for. Being able to have all of those different environments on my resume as well as just "under my belt" helped with finding where I would like to be in the future!
For me, there was never a question regarding where my placement was. I had received them very quickly and I was able to do my hours at a good pace.
I enjoyed all of the education courses that I completed at Monmouth. My professors were all very kind, as well as extremely experienced and knowledgeable about their course content. It was clear to me that they are incredibly passionate about the field of education and teaching in general. They were also very supportive and accessible outside of class, and it was clear to me that my success as a teacher candidate was very important to them. I feel that they all worked very hard to help me reach my full potential as an educator.
I have really enjoyed my graduation program at Monmouth University. However, if I was able to change one thing about my time, it would be the EDTPA program. This program coupled alongside observations was truly a lot of work on my plate, and presented me with unrealistic challenges of becoming a teacher. Rather than reviewing important data, I was having to write up lengthy responses in regards to my lesson plans. These writings were often redundant, and had simply just repeated things I had previously discussed over and over again. This program had caused a great deal of anxiety and depression for me, but luckily I was able to get through this by collaborating with peers, and consulting them on ideas and such. Therefore, I say with the upmost sincerity, please try to do whatever you can to get rid of the EDTPA program, and help other future teachers for years to come.
I had a great experience with all of my clinical work while at Monmouth. I got to observe some amazing teachers and I had a positive experience overall.
Monmouth University has a wonderful education program and my special education professors were outstanding.

Please provide any suggestions for program improvement. Fall 2022

<p>The program can be confusing at times. The edTPA handbook was very confusing.</p>
<p>I think Monmouth spent so much time making us write 50-page lesson plans, while overlooking other key aspects of teaching. I have heard professors mention IEPs and 504s dozens of times, but no one actually explained what it is or what goes into creating one. I don't know what the Specialty Professional Association, and I have never used the Teacher Standards once in my lesson plans. What is ironic is that for us having to write so many lesson plans, I was still fundamentally confused as to what the language demands are. Last but not least, there needs to be professors who are familiar with the World Language requirements for the edTPA. The World Language edTPA requires information that the other edTPAs do not mention. This information is CRUCIAL to us passing.</p>
<p>I would suggest microteaching in more of the earlier education courses, not just the last education course requirement. Many of our clinical hours require us to teach a lesson to get credit in the course, but many do not know how to teach or perform in front of the class until we get to the last course.</p>
<p>I do not feel the initial observation hours (50 I think) were necessary. I feel student teaching should just be the year long experience. In the Language Arts classes, they should have a us do a mock EdTPA like Dr. Zambak does in math. I found his project to be helpful to look back on when working on the EdTPA. I found the EdTPA ELA portion to be difficult, and wish we had more practice. Actually, I wrote all of this and then remembered they are getting rid of EdTPA!</p>
<p>My only suggestion is to make it mandatory that students complete all classes prior to their full time teaching semester. Being in the classroom full-time, preparing for and submitting the EdTPA and meeting the requirements of a class was overwhelming.</p>
<p>In regards to edTPA, I think faculty members should be able to help us more with the process. We should be able to have input in some of the writing processes to make sure we are on the right track. In regards to edTPA itself, it is extremely difficult to time manage with only 3 writing days to catch up on some of the work. If there were maybe one or two more days where professors could give us some input in our prompts, and we could have just sat there for 6 hours and got a lot done, that would have been a better help. But our professors were not able to help us that much, so that really made us confused and feeling like we were not doing any of the prompts correctly.</p>
<p>I would suggest having more opportunities for classes on classroom management. I only got to take one specializing in this, and I felt that was one of my biggest goals during my student teaching experience. I would also suggest more preparation with the EdTPA assessment. Students should be made aware of what needs to be done before student teaching and 100 hours begins in order to feel prepared and not overwhelmed and confused during the student teaching semester. Also, I suggest that more feedback should be provided before the submission of the EdTPA. I think it would be beneficial for students to have more than 3 writing days, and during those writing days to have the opportunity to have individual meetings with faculty who are well versed with scoring. Completing the assessment you feel very alone and lost, and there are not many opportunities to get straightforward answers on if you are going about specific tasks correctly and efficiently.</p>
<p>Get rid of EDTPA. During the EDTPA meetings, explain the information better, it seemed a little bland and there was a lot of confusion during and after the meetings.</p>
<p>If edTPA remains a requirement for certification in New Jersey, I feel that Monmouth should provide more support to students in preparation for edTPA. I would have felt more prepared to complete edTPA if there had been a more in-depth introduction to it prior to the beginning of the full-time semester. Particularly, I feel that I would have benefited greatly from more instruction on effective responses to the commentary prompts, many of which were very wordy and at times confusing.</p>
<p>Abandoning the EDTPA program, and focusing on students observations and composition of lesson plans.</p>
<p>I wish my classes talked more about edTPA. My math class did, however it was never clearly stated that I could have used my edTPA from the previous semester.</p>

Please provide any other comments you would like to make about your program at Monmouth. Fall 2022

It's a great program overall, and I had a great experience. What I do recommend is providing more resources for Spanish education majors, especially on EdTPA.

I would recommend this teaching program.

The rubrics that the edTPA scorers use to evaluate our scores with were rarely, if ever, emphasized during our instruction of the program as well. They are also extremely general and it was not until we had to ask question after question, were we given a straight forward answer as to how the scorers would score us. We were limited to how we could answer the prompts, depending upon our student teaching circumstances. And the scorers wanted specific answers to the prompts, so this was extremely unfair. Only a few of the faculty members actually helped us with answering some of our questions.

I think certification charges being included in the Monmouth bill would have been helpful like the edTPA charges were included. I also had one professor that took off points from my grade for missing a class when my grandfather died. It was my second absence of the semester, and the first absence was due to being sick. I am not the type of student to miss class, and students should never be penalized for missing class due to a loss of a loved one.