

**Schools of Education
Learning Collaborative**



**Graduates from WPU's Advanced
Programs Reflect on Their Experiences
and Preparation Satisfaction**

Custom Report for William Paterson University of NJ

Catalog No. 102SOECRR1110
December 2010

Research Overview

The College of Education at William Paterson University of NJ (WPU) aims to prepare graduates to thrive in the education field. The COE seeks to understand its master's-level graduates' employment status, perceptions of the strengths and weaknesses of preparation, and overall satisfaction with the program. WPU is particularly interested in learning more about its alumni's perceptions, specifically as they relate to unit competencies.

The goals of this report are to deepen WPU's understanding of its alumni preparation, satisfaction, and career progression, as well as to foster discussion and review among faculty and leaders as the College of Education undergoes continuous improvement efforts.

Guiding Questions

- **How well do alumni feel their programs prepared them to enter their professional fields?**
- **How satisfied are alumni with William Paterson University and the College of Education?**
- **Are alumni finding jobs and remaining in the fields for which they were trained?**

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Overall, Alumni are Very Satisfied with Their Experience and Have Accomplished Much Since Graduation

- **There are several factors that motivated alumni to enroll in the master's programs, but William Paterson's location ultimately swayed their decision.** Alumni were also influenced by availability of the program they wanted, cost, and a prior relationship with WPU.
- **Alumni were able to use the education and training they received at WPU's COE to succeed in the education field.** The vast majority are employed and approximately two-thirds of respondents hold positions related to their training. Half of respondents did not face any obstacles to obtaining employment and many note earning professional honors and engaging in professional activities.
- **The majority of alumni are extremely satisfied with the overall program experience as well as particular program components and subject areas.** They found the curriculum and the College of Education overall very effective in preparing them to be quality education professionals. Alumni report feeling greatest satisfaction with course content and internships and receiving the most value from the field experience, faculty, and class work.

Stemming from Alumni's Responses, There are a Few Areas in Which WPU Can Improve the Experience for Current and Future Students

- **Technology Implementation:** Respondents report using technology in their classrooms, however several note that they would have liked increased instruction in how to implement newer technological tools. One-quarter of respondents indicated that they did not feel well prepared to utilize technology and a few expressed that their experience at WPU did not help them improve in this area.
- **Licensure/Certification Advising:** Almost one-third of respondents who were seeking licensure indicated that they did not feel prepared to pass their state licensure exams. As this is a very important program outcome as well as measure of student satisfaction, WPU should evaluate its advising for certification.
- **Career Advising:** Alumni are largely employed in areas related to their training at WPU, but some did note that they faced obstacles in securing jobs. Greater career advisement, especially during the economic downturn and difficult job market, is increasingly important for helping students and alumni turn their degree credentials into full-time employment.

**Further analysis of this data set can be completed upon request.
For questions or custom data cuts, contact Eduventures at khewett@eduventures.com**

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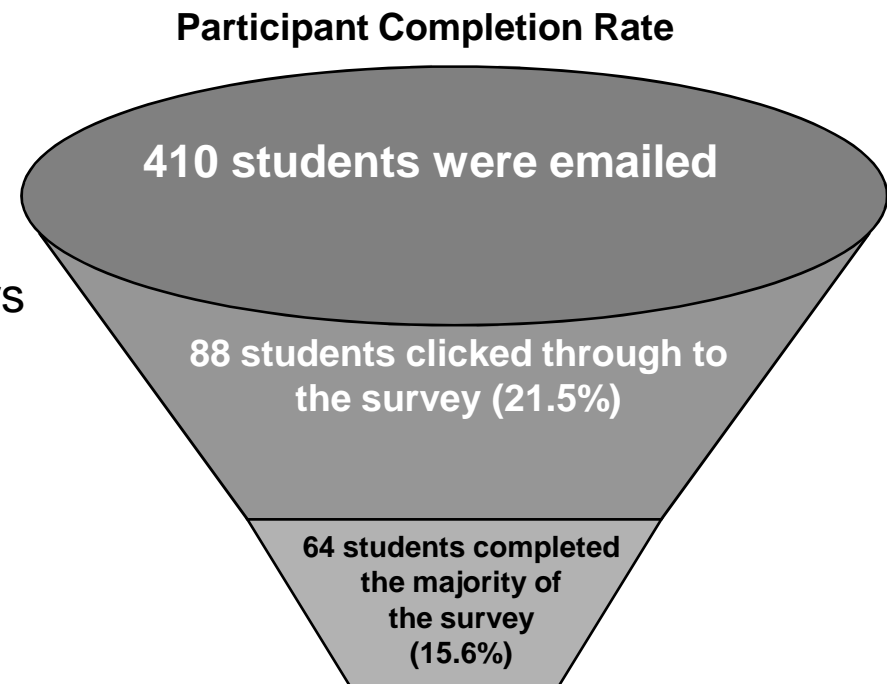
Colleges of Education are Expected to Positively Impact Professional Outcomes



This survey seeks to assess alumni perceptions of their preparation for professional success.

On Behalf of WPU, Eduventures Conducted a Survey of Recent Advanced Program Graduates (Within the Past Five Years)

- Eduventures developed a Web-based survey
- Graduates from master's-level programs were emailed an invitation to participate
- The survey was launched in October 2010 and alumni were emailed multiple reminders
- In total, 64 or 15.6% of graduates completed the survey



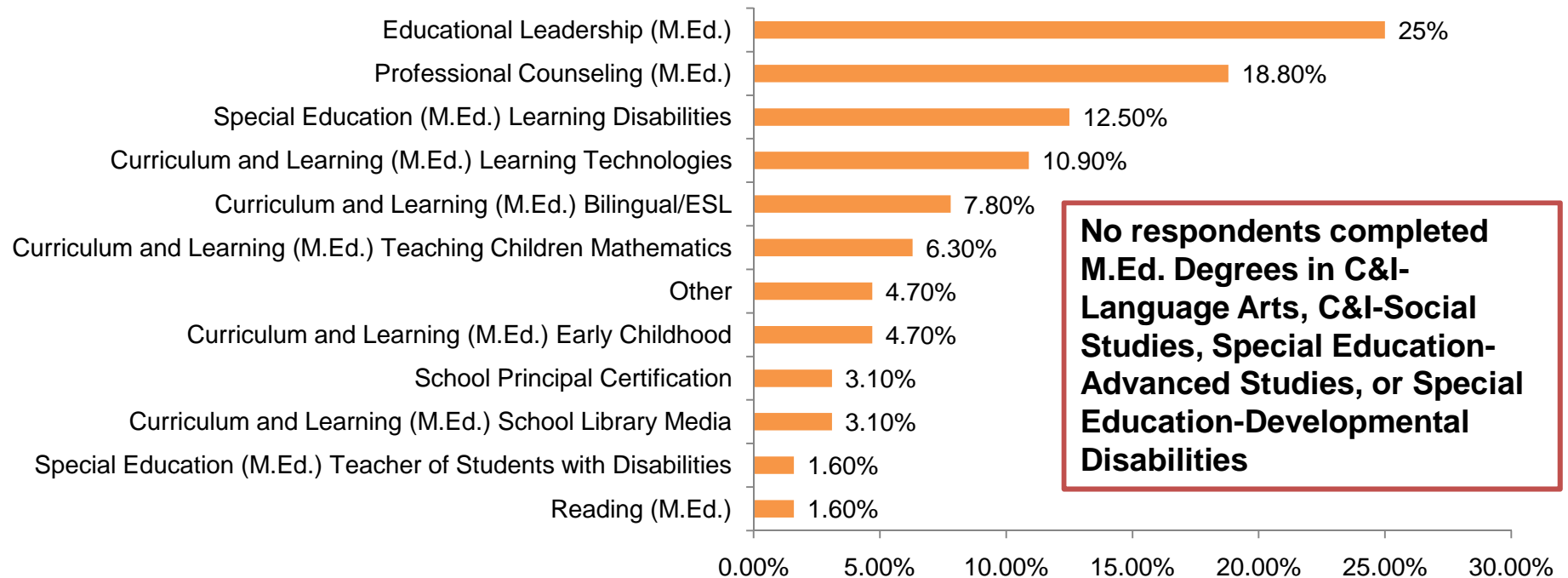
As with any survey, respondents self-select to participate. Thus, it is plausible that more individuals with a very positive affiliation with the member or conversely, very negative perceptions, are more likely to respond.

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The Typical Respondent is a White Female Who Graduated After 2008 With a Master's Degree in Educational Leadership

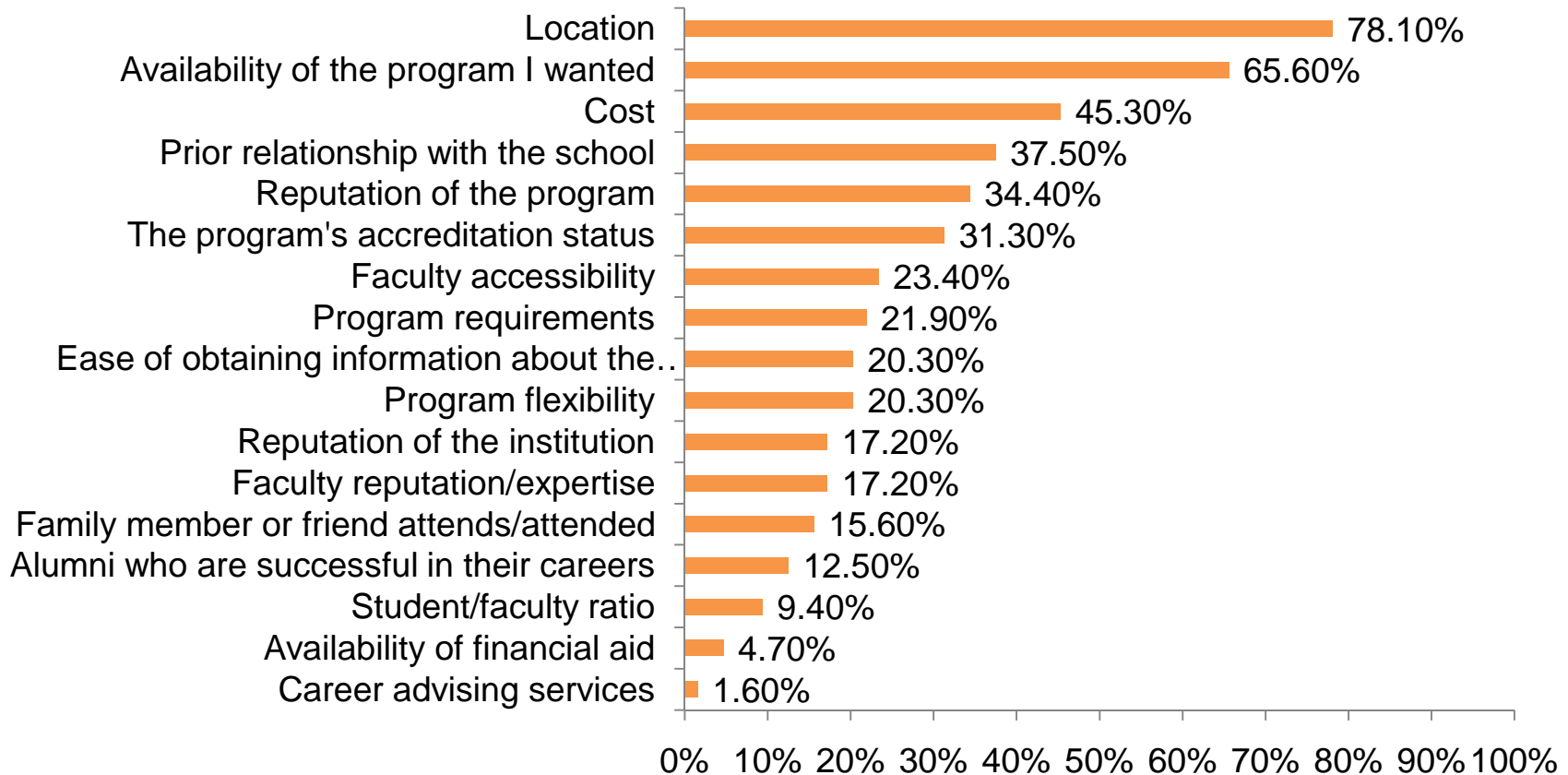
- The majority of respondents are: female (82.8%) and white (78.1%).
- Approximately 60% of respondents are under the age of 45, and the greatest percentage of respondents are in the 25-34 year-old category.
- The majority completed their degrees after 2008, and 28.1% graduated in 2010.



WPU should compare respondents' demographics with student records to understand the representativeness of this sample.

Alumni's Top Enrollment Influences Were Location, Availability of the Program They Wanted, and Cost

Response to: "From the following list, please select the factors that influenced your decision to enroll at WPU (Select all that apply)" (N=64)



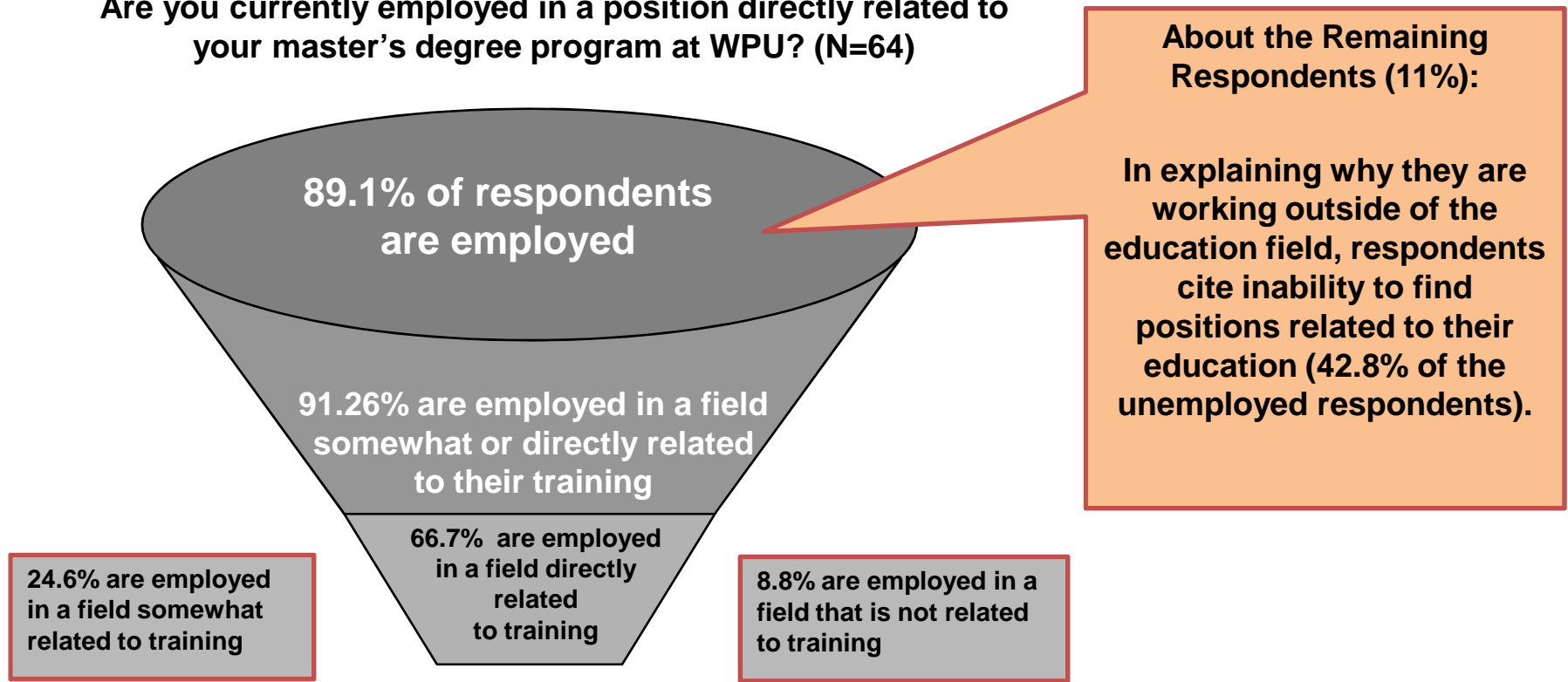
Interestingly, only 4.7% of alumni chose availability of financial aid as an enrollment influence while almost half noted cost as a very important factor in their decision.

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The Majority of Respondents (89.1%) Are Employed and Are Working in a Field Related to Their Training at WPU

Are you currently employed in a position directly related to your master's degree program at WPU? (N=64)



The fact that two-thirds of respondents were able to secure employment in their field, especially during the economic downturn, speaks to the quality of WPU's program.

Alumni are Largely Working as Teachers in P-12, Although Several Hold Other Educational Positions

Most Common Responses to “What is your current position? (Select all that apply)” (N=64)

| | N | % |
|-----------------------------------|----|-------|
| Teacher in P-12 | 15 | 23.4% |
| Other | 13 | 20.3% |
| Special education teacher in P-12 | 10 | 15.6% |
| LDT-C | 8 | 12.5% |

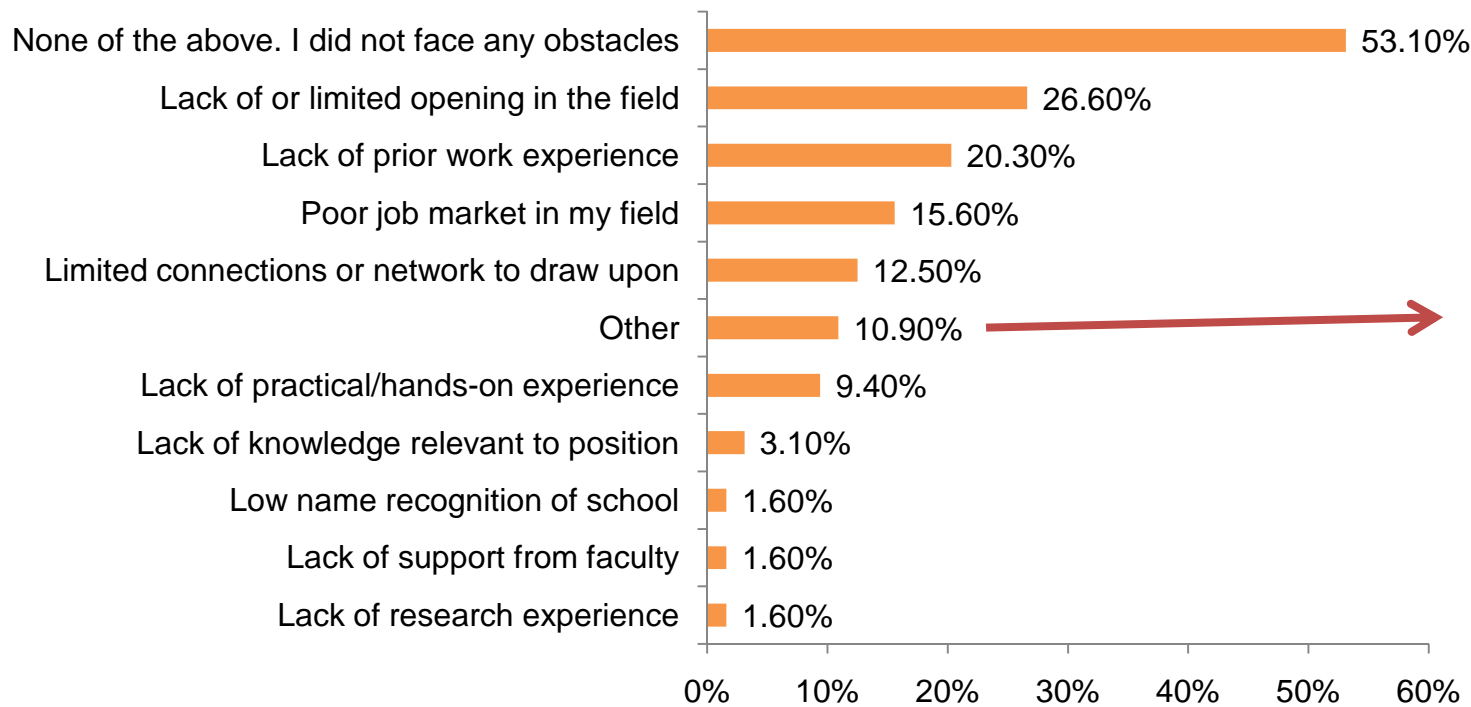


“Other, please specify:” (N=11- two blank)

| |
|---|
| Educational Director of a not-for-profit post-secondary vocational school |
| Instructional aide |
| Reading coach |
| Retail manager |
| School Librarian |
| School social worker/transition counselor |
| Special education lead teacher |
| Summer school principal |
| Tutor |
| Unemployed |
| High school teacher |
| University Staff and Faculty |

Approximately Half of Respondents Did Not Face Employment Obstacles

“What were some obstacles you faced when seeking employment related to your WPU master’s degree experience? (Select all that apply)” (N=64)



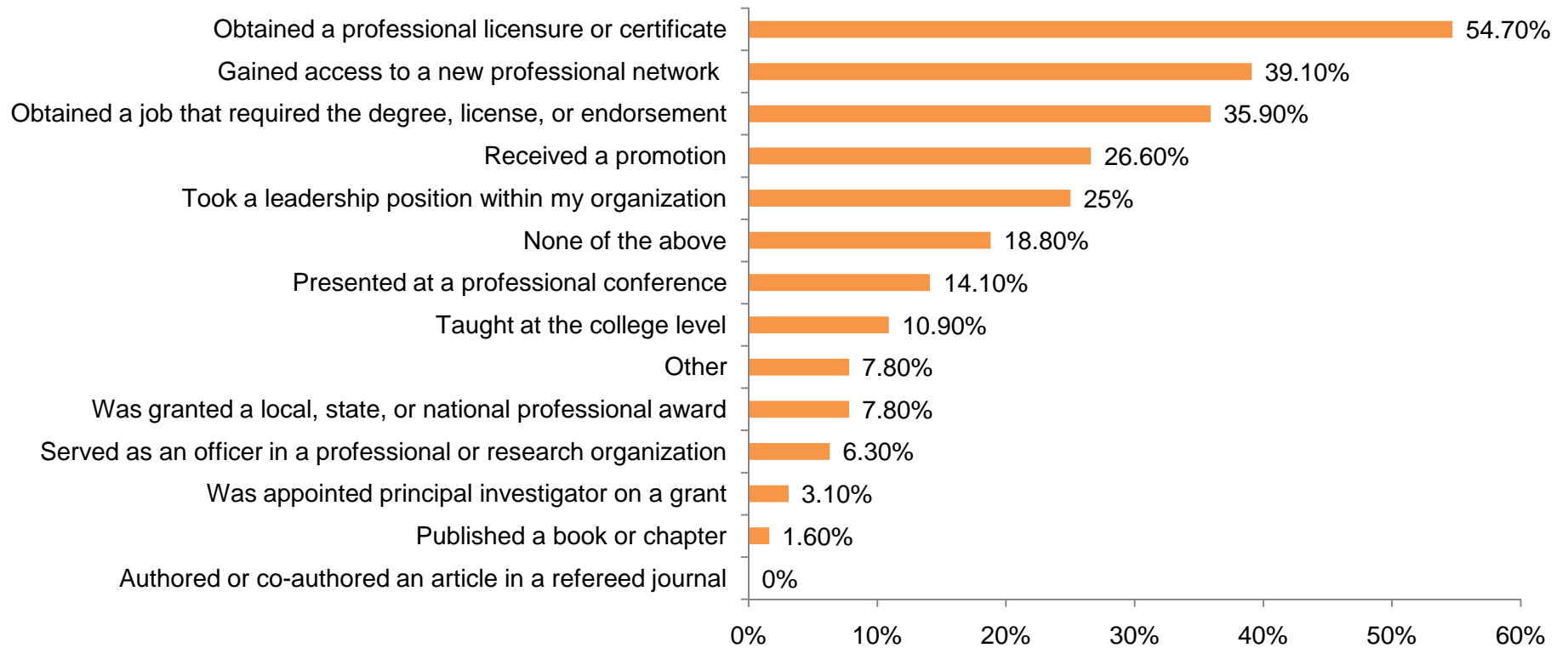
“Other, please specify:” (N=6- one blank)

- Have not sought employment related to my master’s degree
- I already had a job
- I have not yet sought out employment related to my master’s program
- Many Public schools won’t consider Charter employees
- Out of country
- Politics

Those who did have trouble finding employment cite limited openings in the field (26.6%), lack of prior work experience (20.30%), and the poor job market (15.6%) as main causes, rather than lack of preparation.

Alumni Have Been Very Busy and Successful Following Their Completion of Master's Programs at WPU

“After graduating from the WPU master's program, I have done the following: (Select all that apply)” (N=64)



Alumni are not as active in research or publishing, which may stem from the finding that only 15.6% of respondents found research experience to be one of the most valuable elements of their programs.

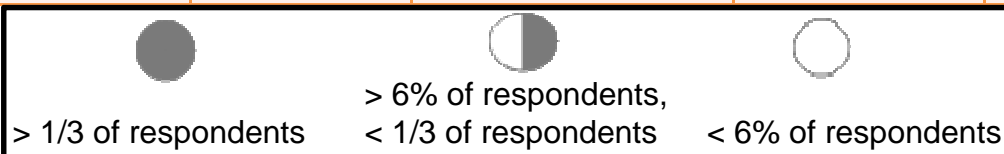
Respondents Use a Variety of Technology Tools in Their Classrooms

| Technology Tool | Percentage of Respondents Using the Tool | Applications |
|--------------------------------------|--|--|
| Internet | 78.10% | Class projects, Daily work, online read alongs, to research topics to enhance lessons |
| PowerPoint slides | 75% | Have students present, professional development sessions, board presentations, teach daily lessons |
| Computer programs | 70.30% | Kidspiration, FASTT Math, Study Island, LEXIA, Power School, Google Earth, Excel, Read180 |
| Projector | 53.10% | Presentations for faculty, staff, and students, projecting lessons |
| Smartboards | 46.90% | Classroom instruction, Math lessons, Presentations to staff and parents, Interactive tool |
| Assistive and adaptive technology | 25% | Fusion keyboards, assistive technology for students with IEPs, modify materials for different levels |
| iPods | 15.60% | Podcasting, audiobooks, faculty meetings |
| Other innovative technological tools | 12.50% | Blackboard, online surveying, clickers, eportfolios, classroom capture, mp3 player, WebCT, Libguides |
| None of the above | 9.40% | |
| iPads | 6% | Select class projects |

The majority of respondents rely on basic tools such as the internet, PowerPoint, computer programs, and projectors, however they report an increasing use of smartboards and iPods.

Respondents Primarily Use Technology Tools for Teaching

| Technology Tool | Teaching | Assessment | Leadership | Administrative | Other Work Functions |
|--------------------------------------|----------|------------|------------|----------------|----------------------|
| Smartboards | | | | | |
| Internet | | | | | |
| PowerPoint slides | | | | | |
| Projector | | | | | |
| Computer programs | | | | | |
| iPods | | | | | |
| iPads | | | | | |
| Assistive and adaptive technology | | | | | |
| Other innovative technological tools | | | | | |



Alumni Describe Their Post-Graduation Achievements and Activities, in Terms of Awards, Leadership, and Research

Degrees/Awards-

- *“Additional graduate coursework and professional development activities”*
- *“Certification in Learning Disabilities Teacher-Consultant”*
- *“Ed.D. in Educational Leadership for Social Justice, member of Educause”*
- *“I attend many workshops and seminars each year as a member of NAEYC”*
- *“I have since become a Math Coach and run all the PD for my department, school, and other schools”*

Leadership-

- *“Became Principal of my building, mentored new teachers, led workshops within and out of my school, was part of committees”*
- *“Conducted in-service workshops for preschool and kindergarten teachers”*
- *“Cooperating teacher for several student teachers”*
- *“I have joined the leadership committee in my school”*
- *“Introducing new curriculum and partnering with a local college to offer electives to our high school students taught by higher ed. staff”*

Research-

- *“All research activities have dealt with professional development and teacher/student growth. I’ve learned to enjoy research”*
- *“Doctoral dissertation was an action research investigating differences in elementary vs. middle school mathematics curriculum, instruction, and assessment”*
- *“I actually continued to conduct research on my topic in investigating discipline policies in my school”*
- *“I research topics as they pertain to needs that we have and share the information during our PLC’s which I facilitate”*

As New Jersey School Systems are Quite Diverse, It is Important for WPU Graduates to Promote Equity and Support Diversity in Their Positions

“Addressing it in class, being an active role model, finding every way possible through children’s literature, case studies, involving students to share their stories and making it a part of the class’ collective learning experience.”

“Advocate for inclusion of students with special needs in the general education setting.”

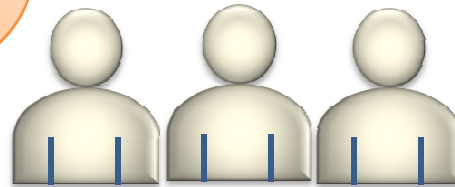
“By working with faculty, parents, and community partners in order to bring them together so our students have a greater degree of opportunity.”

“I am a member of my local union which promotes equity. Also I personally mentor other professionals who have entered my department.”

“By example. I am a strong believer that race, color, religion, gender, etc. matters, not in a person’s ability to work, create, and participate. I try to set this example for my peers and my students.”

“WPU gave me a strong sense of community and understanding from a diverse population. I especially enjoyed my second masters in Educational Leadership where I was given an excellent view of a multitude of different school communities within New Jersey.”

“Ensuring that all students have access to the same opportunities on a daily basis in every class.”



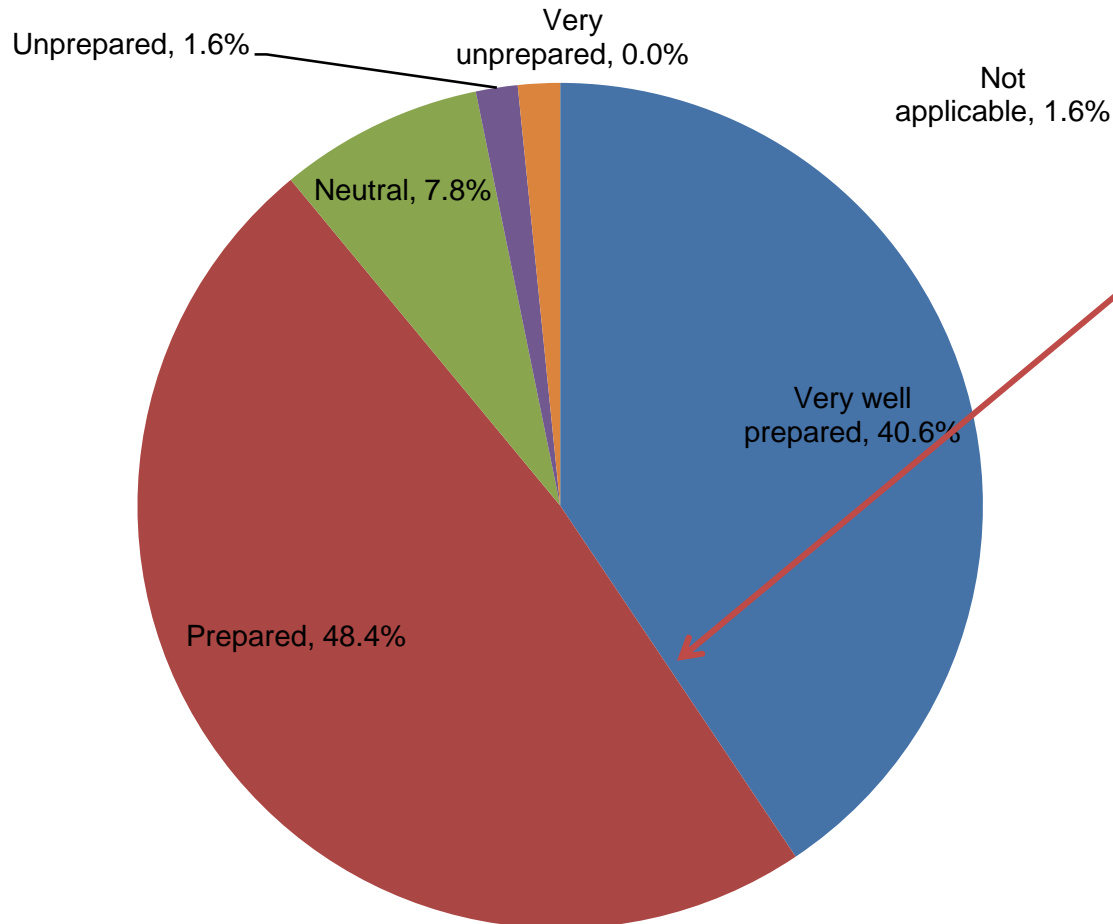
Respondents

The majority of respondents also note that they were well prepared by their programs to demonstrate respect for varied perspectives and individual differences.

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Overall, the Vast Majority (93.7%) of Respondents Were Satisfied with Their Master's Programs



Overall Preparation

- 93.8% of respondents found the master's program curriculum to be *effective or very effective*.
- 89% of respondents felt that overall, the COE prepared them to be effective or very effective education professionals.

Valuable Program Components

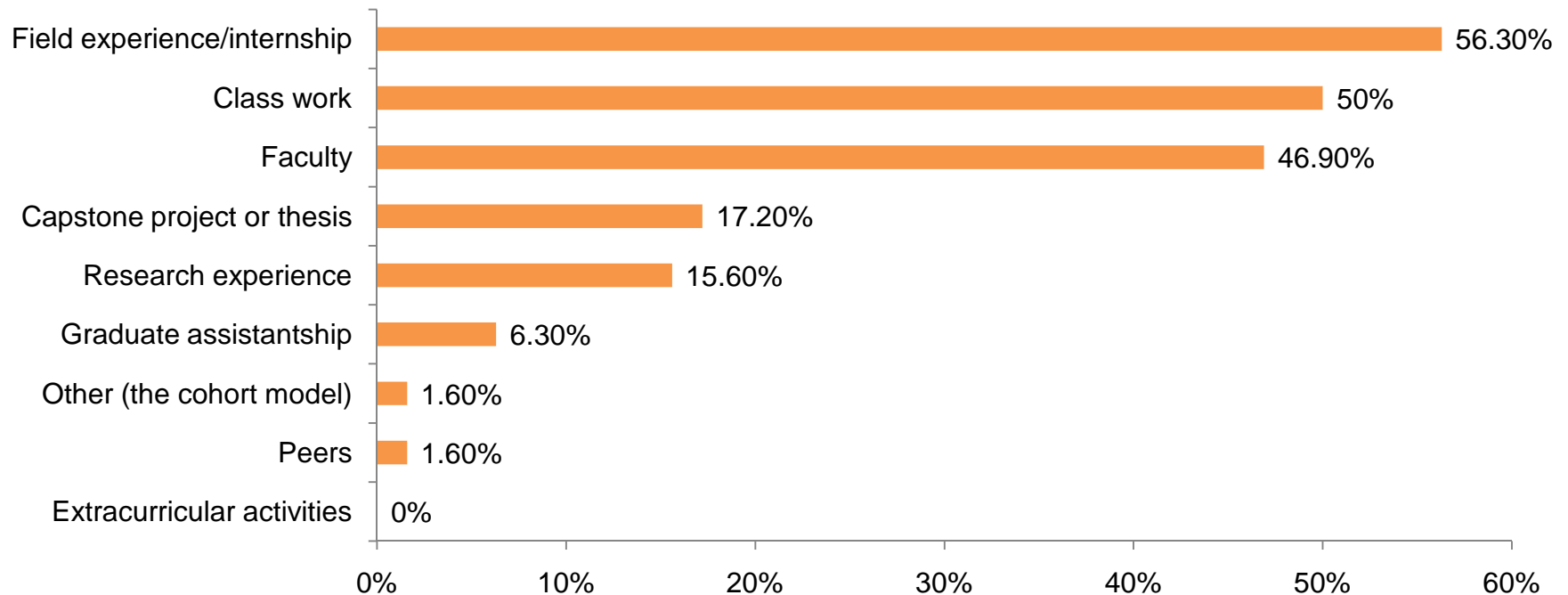
- As for specific contributors to professional development, field experience was listed as the most valuable program component by 56.3% of alumni.
- Half of respondents also noted that faculty and class work were among the most valuable components.

Respondents Felt That Their Programs Best Prepared Them to be Leaders, to Behave Professionally, and to Utilize Professional Knowledge

| | | |
|---|---|--|
| 81.30% | | To behave professionally in ways that are consistent with the ideas of fairness and the belief that all students can learn |
| 81.30% | | To effectively serve as a leader, mentor, advocate and a collaborative agent to contribute positively and effect change in my professional setting |
| 81.20% | | To utilize professional and content knowledge, including contemporary theories, research, and standards in my field |
| 79.70% | Felt prepared or well prepared to: | To apply course work to classroom and school settings in order to assess student learning, reflect on my practices, and assess program success |
| 79.70% | | To use research and observations to experiment with, reflect on, and revise my teaching |
| | | To demonstrate a commitment to high level success for all students in settings that include participants who are male and female, from different SES groups, are English Language Learners, have disabilities, and are from different ethnic/racial groups |
| 78.20% | | To demonstrate respect for varied perspectives and establish and maintain a learning environment that respects individual differences |
| 78.10% | | To conduct research, synthesize educational theories and prior research findings, and do assessment in my own classroom, school, and in my professional practices |
| 76.60% | | To work with students, families, colleagues, and communities in ways that reflect the ethical and professional dispositions delineated in professional, state, and institutional standards in my field |
| 76.50% | | |
| 75% | | To use technology to enhance instructional practices in my professional role |
| 70.4% (of those for whom the question was applicable) | | To pass state licensure exam where applicable |

Respondents Greatly Value Their Field Experiences/Internships

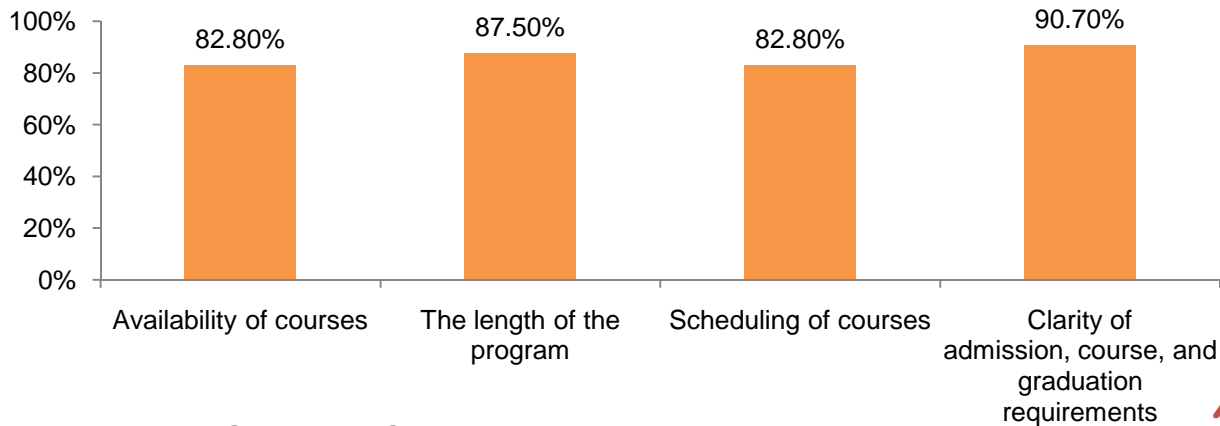
“Of the following components and experiences in your master’s program, which were the most valuable to your professional development and career preparation? (You may choose more than one).” (N=64)



As seen in the subsequent slides, alumni are also very satisfied with the quality, timing, and availability of field experiences/internships. For many colleges and universities, student satisfaction with field experiences/internships is low. WPU should continue to play to its strengths, as it stands apart in this area.

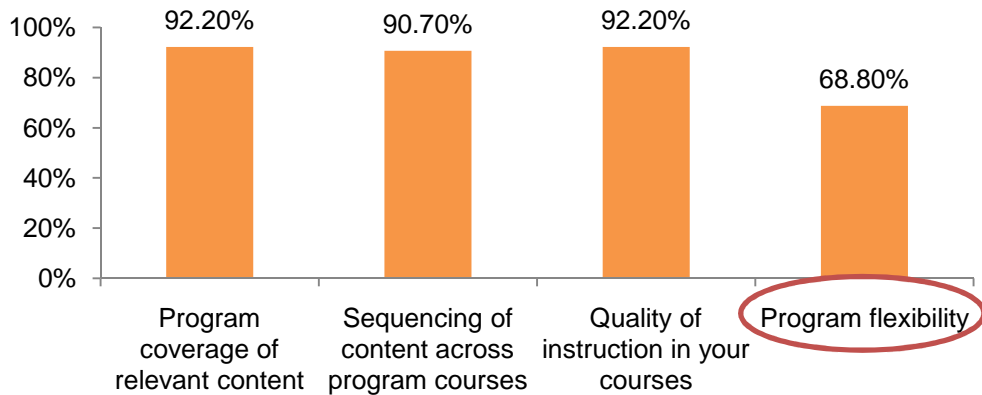
Alumni are Largely Satisfied with Specific Aspects of Their Doctoral Experience, but Their Satisfaction Varies Between Different Categories; *Course Content and Internships Receive High Ratings, However Program Flexibility and Advisement Receive Mediocre Ratings*

General Program Characteristics

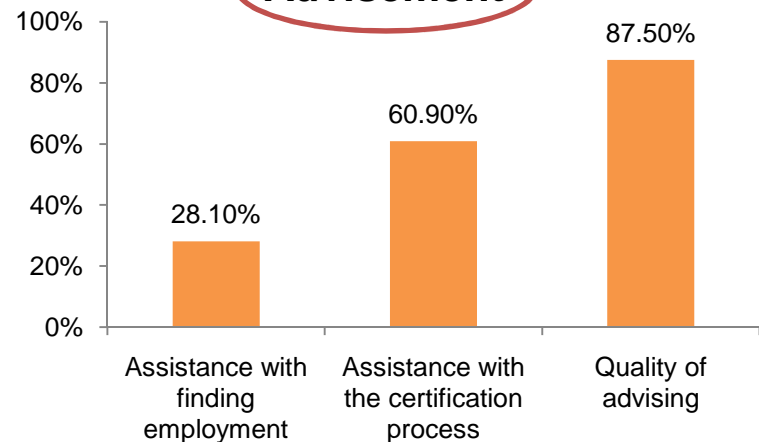


Alumni were asked to rate the level of satisfaction with various aspects of their program experience. The percentages of alumni who noted that they were *Satisfied* or *Very Satisfied* with each aspect are presented.

Course Content

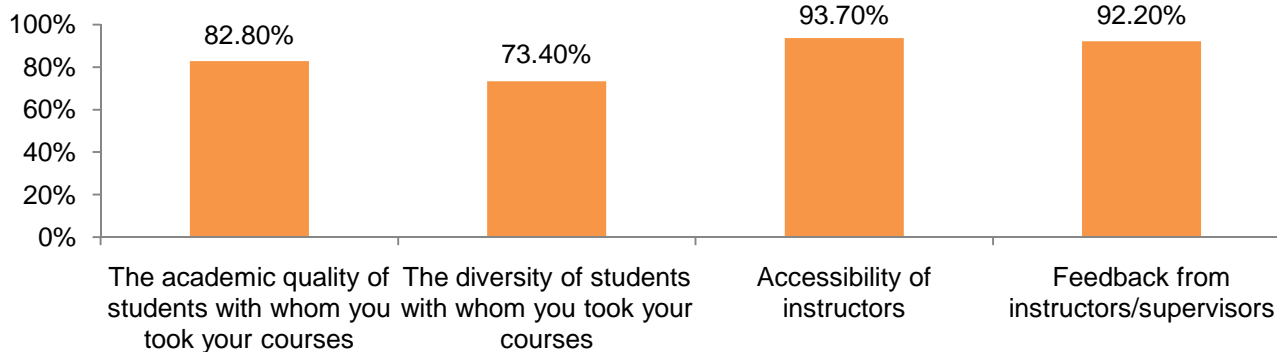


Advisement



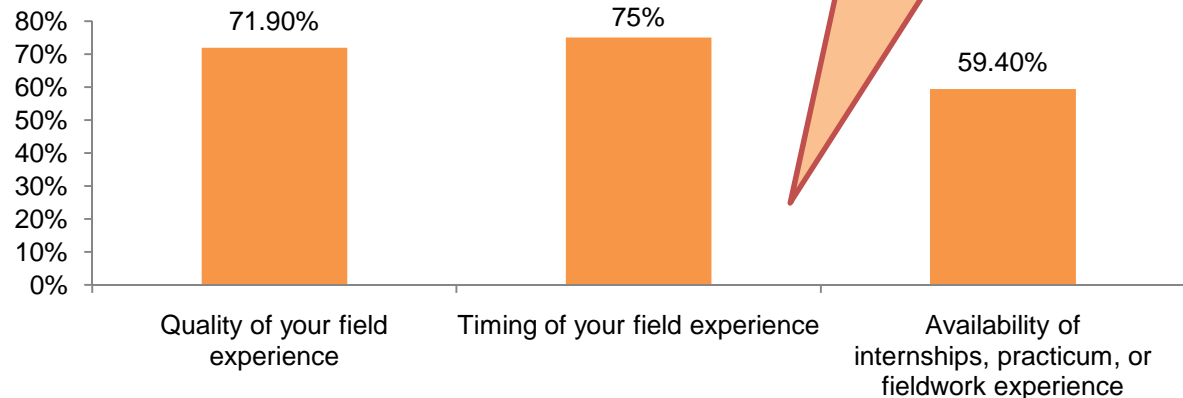
Approximately 20% of Respondents Did Not Complete Internships or Participate in Fieldwork, But Those Who Did Were Extremely Satisfied

Instructors and Classmates



Of the respondents who participated in fieldwork/internships, 90.1% were satisfied with quality, 90.5% were satisfied with timing, and 73% were satisfied with availability.

Internships



Alumni are least satisfied with the advisement they received. One-third of respondents did not find the employment advising question applicable, and another third felt either neutral or dissatisfied with their advisement. The COE at WPU should evaluate their advising services in order to address the weaknesses that alumni reported.

Alumni Express Interest in Research, However Many Indicate That They Did Not Feel That It Was a Valuable Program Component and Have Not Been Involved in Their Own Research Post-Graduation

Research was not highly valued in the WPU programs

- Although 76.6% of respondents note that they felt prepared to conduct research, only 15.6% felt that research experience was one of the most valuable components in their master's programs at WPU.

There has been low post-graduation involvement in research

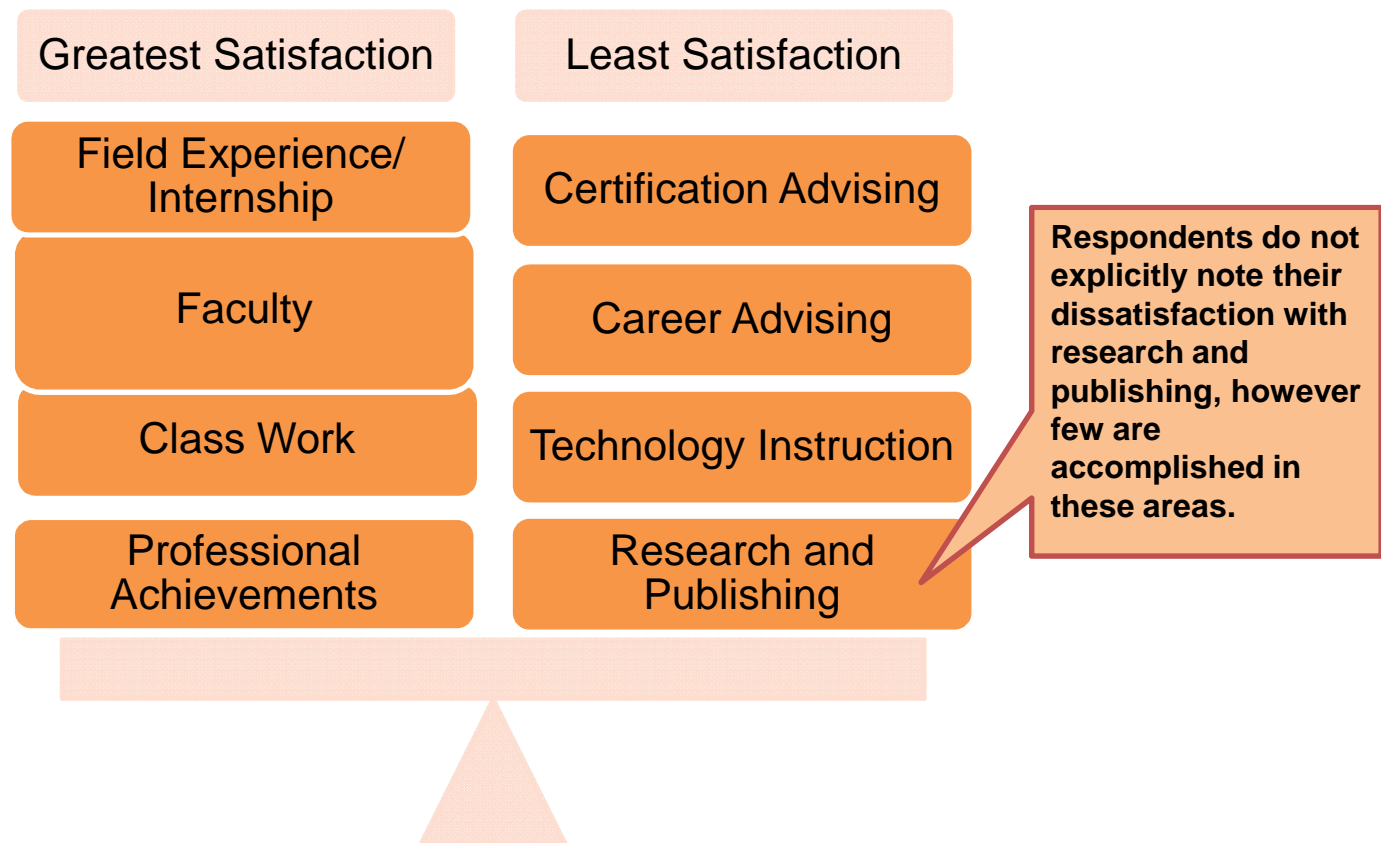
- Post-graduation, 14% of respondents have presented at professional conferences, 6.3% have become officers in research organizations, and 3% have been appointed principal investigators on grants.

In open response, 74.1% of respondents reported that they are not engaged in research

- Many express their interest, however note time constraints as the major prohibiting factor
- *"I have not had the opportunity to engage in any research activities."*
- *"I am interested in research but have not had the time or flexibility in present position as a tenure track faculty at a community college to engage in research activities."*
- *"Program didn't really focus on doing research."*
- *"Time restraints and life prevent me from deep hands-on research at this time."*

WPU could consider instructing its master's program students on how best to involve research in their careers as well as describing its value for professional success.

Alumni are Largely Positive About Experiences, But Also Describe Areas for Improvement



It is recommended that WPU read through alumni's comments and suggestions (found in the appendix) in order to gain a deeper perspective on the successes of the program as well as areas in which it can better provide for alumni and current and future students.

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The Vast Majority of Advanced Program Alumni Are Satisfied with Their COE Experience (93.7%), But There Are a Few Areas For Improvement

- Graduates feel most prepared to be leaders, to behave professionally, and to utilize professional knowledge. They feel least prepared to use technology to enhance instructional practices and to pass state licensure exams.
- Employment is high for graduates (89.1%) and they are largely employed in the fields for which they were trained (66.7%). However, approximately half faced obstacles when seeking employment. Namely, they had difficulties navigating the difficult job market.
- The master's programs at WPU are extremely well-regarded by their graduates. The field experience/internship, class work, and faculty are noted as the most valuable program components. Research experience and technology integration are two components that could be enhanced.
- To help students be even more successful after graduation, graduates point to career advising and exam preparation as areas that need to be strengthened.

In Order to Attend to Alumni's Suggestions for Program Improvements, SOE-LC Staff Suggests:

Increasing the amount of instruction on integrating technology into the classroom

- One alumnus expressed his/her dissatisfaction with technology instruction at WPU by indicating that he/she did not think that WPU prepared him/her to use and apply technology.

Focusing more on the research experience and how to integrate research into graduates' professional lives

- One alumnus described the challenge of conducting research once employed in his/her response to the question, "Have you been able to engage in any research activities since you graduated?":
 - *"No. I am interested in research but have not had the time or flexibility in present position as a tenure track faculty at a community college to engage in research activities."*

Offering more career services or making their availability known to students

- Alumni note that the job market was their biggest hindrance to finding employment. Career advisors could help them to find and secure positions.

Providing greater certification advising and possibly assisting with exam preparation

- For those alumni who were seeking certification, almost one-third did not feel well prepared to pass their state licensure exams. This represents a significant portion of graduates. WPU should consider offering additional support to ensure that its students can pass their exams.

For questions or to further discuss findings, please contact Eduventures at khewett@eduventures.com

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| Age Bracket | Percent of Respondents |
|----------------------|------------------------|
| 20-29 | 2.9% |
| 30-39 | 13.0% |
| 40-49 | 18.8% |
| 50-59 | 20.3% |
| 60-69 | 31.9% |
| 70+ | 5.8% |
| Prefer not to answer | 7.2% |

| Year of Degree Completion | Percent of Respondents |
|---------------------------|------------------------|
| Before 2005 | 7.8%% |
| 2005 | 9.4% |
| 2006 | 12.5% |
| 2007 | 9.4% |
| 2008 | 14.1% |
| 2009 | 18.8% |
| 2010 | 28.1% |

“Other” Master’s Programs

Learning Disabilities Teacher Consultant

M.Ed. In Educational Leadership and Reading

Urban Education

| Position | Percent |
|---|---------|
| Teacher in P-12 | 23.40% |
| Teacher leader in P-12 | 6.30% |
| Special education teacher in P-12 | 15.60% |
| Principal | 3.10% |
| Assistant/Vice Principal | 4.70% |
| Superintendent | 0% |
| Assistant Superintendent | 0% |
| Dean of students | 1.60% |
| Other school or district administrator | 1.60% |
| University or college administrator | 0% |
| University of college faculty/professor | 4.70% |
| LDT-C | 12.50% |
| Curriculum supervisor | 1.60% |
| Math coach | 6.30% |
| Math supervisor | 1.60% |
| Math specialist | 1.60% |
| Reading specialist | 0% |
| Education technology specialist | 4.70% |
| Counselor | 6.30% |
| Researcher | 0% |
| Policymaker | 0% |
| Human resources specialist | 0% |
| Full-time student | 0% |
| Non-education related occupation | 4.70% |
| Other | 20.30% |

| Other |
|---|
| Educational Director of a not-for-profit post-secondary vocational school |
| Instructional aide |
| Reading coach |
| Retail manager |
| School librarian |
| School social worker/transition counselor |
| Special education lead teacher |
| Summer school principal |
| Tutor |
| Unemployed |
| University staff and faculty |



Responses to “What other degrees, certificates, honors, or awards have you earned since completing your graduate degree at WPU? Also indicate workshops or other professional development activities you attended as well as professional organizations in which you participated.”

| |
|---|
| AASL |
| ALA |
| Association of Learning Consultants |
| During my studies |
| ESL k-12 cert |
| kappa delta pi, amtnj, PRISM |
| member of Educause |
| NCTM, Phi Lambda Theta |
| NJASL |
| Principal Certificate |
| Principal Certificate of Eligibility |
| Recipient of the 2009-2010 Graduate Award in Bilingual/ESL Studies from the Department of Languages and Cultures |
| Recipient of the 2009-2010 M.Ed. in Education Award from the Department of Educational Leadership and Professional Studies |
| Ruth Klein Scholarship, Dr. Betty E. Veal Scholarship, Gabriel and Evelyn Vitalone Scholarship, WPU, 2009-2010 |
| Supervisor Certificate |
| YALSA |
| 20 Education Units |
| 6 additional credits which gave me my supervisory certificate, |
| ACA, NCC, NJ State Certified School Counselor, LAC |
| Additional graduate coursework and professional development activities |
| American Counseling Association, Asperger's Training |
| BIG6 |
| Certification in Learning Disabilities Teacher-Consultant |
| Ed.D. in Educational Leadership 5/10, Standard Principal Certificate 2/10, School Business Administrator Certificate 9/2010, presented at AERA conference 4/07, published conference paper 2008. Professional orgs: NJPSA, NCTM, ASCD, NJASCD |
| Ed.D. in Educational Leadership for Social Justice |
| Educational Leadership Program - Principal's Endorsement |
| I attend many workshops, and seminars each year as a member of NAEYC. |
| I attend workshops on a regular basis. I am also a member of The Association of Learning Consultants, which offers many experiences. |

Responses to “What other degrees, certificates, honors, or awards have you earned since completing your graduate degree at WPU? Also indicate workshops or other professional development activities you attended as well as professional organizations in which you participated.”

| |
|--|
| I have attended numerous workshops given by the NJEA, WPU, PCEA, EAP and community colleges. I try to attend PD activities whenever I can. (Too time consuming to list) |
| I have since become a Math Coach and run all the PD for my department, school, and other schools. |
| I participate in 40 hours of professional development each year. |
| I received my certificates of Eligibility for ESL and K-5 |
| I received two Masters of Education degrees from William Paterson University. I enjoyed my experience there extremely and hope to one day have the opportunity to teach there as well. I am currently a member of the International Reading Association. |
| Intervention & Referral Services Training |
| LDTC |
| M.Ed. Educational Leadership |
| M.Ed. Bilingual and ESL education |
| Named a Distinguished Music Education in 2010 at Yale University. I've continued to present at NJMEA and MENC on core-content integration in arts curriculum |
| NJALC & various ALC Workshops, Workshops on Discipline, 504, Manifestation Determination |
| NJASL |
| No degrees, certificates, honors, or awards have been earned since completing my WPU degree. Have attended professional development related to collaborative teaching, and the implementation of a school to work transition program. |
| No further degrees |
| None |
| None |
| none at this moment |
| None, I just graduated a few months ago. |
| Passed the licensing exam. |
| Supervisor Certificate |
| SUPERVISOR CERTIFICATION |
| Supervisor endorsement, |
| Supervisory Certificate |
| Teacher of the year, |
| workshops and courses on infant/toddler development, curriculum. Writing, technology and information literacy at the higher ed post secondary level. Assessment of student learning at the higher ed level. |

Responses to “What professional leadership activities have you engaged in since graduating? List specific activities such as mentoring of new teachers, workshops you led, coaching activities, developing and/or selecting curriculum, serving on school or district-wide committees, and other supervisory or administrative functions.”

| |
|---|
| Acting Principal - P.G. Vroom School Bayonne, NJ 2009/2010 |
| Assistant Principal - Heywood Avenue School Orange, NJ 2010-Present |
| created and presented workshop: YOU as the Storyteller |
| curriculum mapping, curriculum development |
| Grade Level Chairperson |
| Pilot Classroom for District Wide Reading Program |
| Acting Vice Principal 2008-2009 - Dr W.F. Robinson School |
| Advisor of SADD |
| all of the above. |
| As an LDTC, I have had many opportunities to advise parents and colleagues regarding special education law as well as special education evaluation procedures. |
| Assessment Committee, UCC Committee, UCC Council, Parent Orientation Committee, Area 5 panel chair |
| Assistant Principal of Catholic Middle School, mentor new teachers, teacher observations |
| Asst. Fine Arts Dept. chairperson. |
| Became Principal of my building, mentored new teachers, led workshops within and out of my school, was part of committees conducted in-service workshops for Preschool and kindergarten teachers. Actively participated in NAEYC activities and initiatives through local affiliates. Member of the state Early childhood Policy Advisory board. Developed and run new programs and courses at the local community college to build teacher quality and professionalism at the Early childhood level. |
| cooperating teacher for several student teachers |
| Facilitating workshops and in-service trainings for staff, serving on district committees |
| Head teacher; member of child study team; member of administrative team |
| Heading up the Basic skills program in our school, |
| I am a Service & Training Manager for a large retail company. I have utilized my acquired skills in that job setting. |
| I am employed as a Literacy Coach by the district of Passaic. I am actively applying for a leadership position as a Vice Principal within and outside the district. |
| I have joined the leadership committee in my school. |
| I have led the Teacher(Librarian) work shops in my district last year and am planning to do this again this year. I took this job upon myself. I saw a need talked to my principal and head of curriculum and got approval. Prior to this the librarians were placed randomly in the various grade level meetings with no mention of library. |

Responses to “What professional leadership activities have you engaged in since graduating? List specific activities such as mentoring of new teachers, workshops you led, coaching activities, developing and/or selecting curriculum, serving on school or district-wide committees, and other supervisory or administrative functions.”

| |
|---|
| I lead & support university-wide technology initiatives such as pilot projects (iPod, Classroom Capture, iPad) & give workshops through the year to faculty on teaching with technology |
| I lead workshops in the new technologies that the school invests in and in new software products that the teachers use on a daily basis. |
| I mentor new preschool teachers. Initiate new testing programs. I also serve on an elementary school committee. |
| I work hand in hand with my principal providing input on leadership decisions; including curriculum, schedules, SBPD Committees and PLC's. |
| I decided to be the Building Representative this year. |
| In my role as Educational Director of Starting Points, Inc. I develop curriculum for college level courses for teacher aides pursuing their Associate Degree. I am also an instructor, mentor and advisor to these students as well as the supervisor of 20 instructors. |
| Instructional Leadership Committee |
| Introducing new curriculum, and partnering with a local college to offer electives to our high school students taught by higher ed. staff. I've mentored to new teachers and have taken on many of the technological administrative activities, such as NJSmart, for my school. |
| Math Curriculum committee, science curriculum committee, led workshops on math content, coached elementary teachers on math education |
| Mentor new teachers, supervise and evaluate teachers, serve on district administrative team, lead professional development, district testing coordinator, school business administrator, director of special projects |
| Mentored new teachers within the building and joined a district committee to look into random drug testing. |
| Mentoring new teachers; numerous technology workshops in the district I presently work; action research; teacher study groups |
| mentoring one new teacher |
| None |
| None |
| none |
| None, yet. |
| Pbsis Coach |
| Study Skills Workshop for SEPAC |
| Supervised NJASK after school programs as well as summer school in my district. I am now a vice principal. |
| Supervisor of The Extended School Year Program in Paterson, NJ. (For two years I have been a Summer School Principal) |
| Will be supervising a Field Experience student from PCCC this semester. |

Responses to “Have you been able to engage in any research activities since you graduated? If so, please describe them. If not, please indicate any particular challenges you faced in terms of conducting further research.”

| |
|---|
| I need more time to prepare for PHD |
| All research activities have dealt with professional development and teacher/student growth. I've learned to enjoy research. |
| Doctoral dissertation was an action research investigating differences in elementary vs. middle school mathematics curriculum, instruction, and assessment |
| financial barrier |
| Finished my Action Research |
| I actually continued to conduct research on my topic in investigating discipline policies in my school. |
| I am creating a post-graduate survey. |
| I do not yet have a classroom. I am hoping to find a job for the 2011-2012 school year. |
| I have not had the opportunity to engage in any research activities. |
| I research topics as they pertain to needs that we have and share the information during our PLC's which I facilitate. |
| I supervise my students who are assigned research projects. |
| just LDTC |
| No (x10) |
| No, time availability |
| No. I am interested in research but have not had the time or flexibility in present position as a tenure track faculty at a community college to engage in research activities. |
| None, yet. |
| Not as yet. I have not been able to find a leadership position and my school isn't exactly interested in self reflection. |
| program didn't really focus on doing research |
| Self-directed research |
| Time constraints |
| Time restraints and life prevent me from deep hands-on research at this time. |
| Very little time. |
| Yes. I examined the use of technology for communication in student-led resistance efforts |
| Yes; action research as required in Ed. Leadership program |

Responses to “How have you promoted equity and supported diversity in your work and other professional activities since graduating?”

| |
|---|
| Addressing it in class, being an active role model, finding every way possible through children's literature, case studies, involving students to share their stories and make it a part of the classes collective learning experience... |
| Advocate for inclusion of students with special needs in the general education setting. |
| advocated for various minority groups, joined a Latina group |
| Although I have been out of work for a while, I continue to approach people with the same values that I did as a teacher. |
| by ensuring appropriate assessment instruments and equal access to curriculum |
| By example. I am a strong believer that race, color, religion, gender, etc matters not in a persons ability to work, create, and participate...I try to set this example for my peers and my students. |
| BY PROMOTING COLLABORATIVE LEARNING FOR ELL STUDENTS |
| By providing materials that are unbiased |
| By realizing that fair is not always equal |
| By working with faculty, parents, and community partners in order to bring them together so our students have a greater degree of opportunity. |
| Continuing with my education, staying abreast of research; running and maintaining a supportive atmosphere for my staff; incorporating varying activities that foster camaraderie amongst staff. |
| differentiated instruction |
| Ensuring that all students have access to the same opportunities on a daily basis in every class. |
| Have not |
| Holding students and educational staff to high standards |
| I am a member of my local union which promotes equity. Also- I personally mentor other professionals who have entered my department |
| I am more open-minded and try to engage people in positive and productive conversations. |
| I do think WPU better prepared me for working with families from diverse backgrounds. |
| I have become more aware of gender equity and diversity since I graduated from William Paterson. I try to treat all of my students equally using the knowledge and information I gained from my classes at the University. |
| I have been able to expand the children's literature in our school library. I've been able to expand curriculum activities with our adult students. |
| I have encouraged a sharing among all staff members regardless of age, length of teaching or background. I have held myself and those around me to high standards equally. |
| I have supported equity and diversity at work by providing teachers with information/materials that supports diversity and equity in the classroom and through a continuous support of technology and it's various uses to provide students with diverse experiences. |

Responses to “How have you promoted equity and supported diversity in your work and other professional activities since graduating?”

| |
|---|
| I have used informal assessment tools with students to get a better idea of their abilities, rather than relying solely on their performance on standardized tests. |
| I live it |
| I make my students believe that everything is possible |
| I work in an extremely diverse city, therefore I am also integrating co-operative structures that address diverse populations and enhance acceptance. |
| I work with a multi-cultural population. |
| I work with colleagues of different races, and teach children of different races as well. I treat all with respect and equality. |
| Inclusive leadership |
| I've worked collaboratively with other administrators and teachers towards common goals for the betterment of student and teacher learning. Every interaction promotes equity and supports diversity in our school district and community |
| My current job as retail manager allows for much diversity. |
| My research has focused solely on this topic. Also currently working with a project to bring technological literacy to non-English speaking workers at the university who are mostly unfamiliar with computers |
| This happens daily as I conference, plan, and speak with parents, and evaluate there children. |
| Through positive educational practices. |
| Through teaching and showing examples and authors of diverse backgrounds |
| Through workshops, faculty meetings. |
| WPU gave me a strong sense of community and understanding from a diverse population. I especially enjoyed my second masters in Educational Leadership where I was given an excellent view of a multitude of different school communities within New Jersey. |
| Yes |
| Yes |

“Please indicate if you use these technologies for teaching, assessment, leadership, administrative, or other work functions.” (N=64)

| Technology Tool | Teaching | Assessment | Leadership | Administrative | Other Work Functions |
|--------------------------------------|----------|------------|------------|----------------|----------------------|
| Smartboards | 40.60% | 10.90% | 17.20% | 9.40% | 6.30% |
| Internet | 60.90% | 34.40% | 26.60% | 31.30% | 37.50% |
| PowerPoint slides | 57.80% | 18.80% | 28.10% | 15.60% | 31.30% |
| Projector | 48.40% | 12.50% | 15.60% | 10.90% | 14.10% |
| Computer programs | 56.30% | 43.80% | 26.60% | 34.30% | 18.80% |
| iPods | 9.40% | 4.70% | 3.10% | 1.60% | 4.70% |
| iPads | 3.10% | 1.60% | 3.10% | 4.70% | 4.70% |
| Assistive and adaptive technology | 15.60% | 9.40% | 1.60% | 1.60% | 4.70% |
| Other innovative technological tools | 12.50% | 4.70% | 4.70% | 4.70% | 3.10% |

How have you been using and applying each of these technologies? (Smartboards)

| |
|---|
| Notes |
| Review Games |
| class lectures |
| classroom activities |
| Classroom instruction |
| classroom instruction |
| daily usage; recommended use in all classes for my staff - and the school went for the expense. |
| Faculty Mtgs, Meetings with parents/community |
| For math lessons in classrooms |
| I have provided interactive decoding lessons at the primary level. |
| I use this regularly as an interactive tool with students and/or teachers. |
| In my classroom for Language Arts instruction |
| Interaction |
| Just getting started |
| Lessons in my classroom |
| presentations |
| PRESENTATIONS |
| Presentations to staff and parents in all these areas |
| Presentations, Instruction, Modeling |
| Teaching math to my Resource students |
| this is used everyday to guide instruction for all subjects. |
| to model lessons, as a teaching tool. |
| To teach my students |
| Used for implementation of daily classroom lessons |
| Using it in the classroom |
| We used these to allow the students to be more interactive in showing answers. |
| Within the classes, presentations |

How have you been using and applying each of these technologies? (Internet)

| |
|--|
| Essays/Research Papers |
| Research |
| Resume writing and job searching |
| class projects |
| classroom activities |
| classroom instruction |
| communication within school, community, and professional colleagues; research |
| daily |
| daily work |
| Faculty Mtgs, Meetings with parents/community., Research. Day to day operations |
| General usage |
| I have been placed as the Computer Lab teacher in my school. We go to educational sites, do research, and have contacted charitable organizations to participate. |
| I have used online read alongs for students to be able to access their favorite picture books independently. (Tumblebooks). I have also used brainpopjr.com as a way of introducing activities in several different subject areas as well as a part of a differentiated assessment tool. |
| I work with an intervention program that is web based. I also use the internet for research. |
| include in most unit plans at high school level |
| Internet is poor. I print the info out for the students. I only have 3 working computers. |
| Locate information related to field area |
| Many internet based websites for technology centers in classrooms |

How have you been using and applying each of these technologies? (Internet)

| |
|--|
| math web sites |
| reading |
| RESEARCH |
| Research and communication |
| Research tool |
| Research, Communication |
| Research. |
| Standard for my particular job. |
| The students use the internet |
| to access websites for virtual trips, learning activities in math, reading |
| To find lessons for my students |
| To research out of district schools. |
| to research topics to enhance lessons |
| Use to score tests and find more appropriate testing methods. |
| Used to show videos related to daily lessons and demonstrate certain concepts. |
| Variety of uses |
| Video clips |
| We look up information online and research different things and show videos. |
| wikis, blogs in the classroom; research |
| Within the classes, presentations |
| Yes |
| yes |
| Yes, but I don't think WPU prepared me to do so. |

How have you been using and applying each of these technologies? (PowerPoint slides)

| |
|--|
| Classroom tool |
| Directions |
| Distance Learning |
| Presentations |
| Review games |
| Also used to teach daily lessons, and to do review lessons with students. |
| as a presentation tool in the classroom and to create nonlinear slides which teach a concept |
| board presentations |
| Children creating PowerPoint slides |
| classroom instruction |
| Documenting the research and findings in a way that can be shared outside of the classroom. |
| Faculty Mtgs, Meetings with parents/community. Presentations to board members |
| Giving PD workshops to my peers |
| I created a presentation to introduce pbsis to the staff. |
| I now do ALL PowerPoint shows for our school...and teach the K-5 kids to use the program. |
| If I am running a Professional development session I always present through PPT. |
| include in most unit plans at high school level |
| Interactive teaching |
| lectures |
| Lessons on topics of interest and delivering professional development |

How have you been using and applying each of these technologies? (PowerPoint slides)

| |
|--|
| no |
| Notes |
| note taking |
| Presentations |
| presentations |
| PRESENTATIONS |
| Presentations for co-workers; used to make certificates for a job-shadow program involving youths. |
| Presentations for faculty, staff and students |
| Presentations to staff |
| Presentations, Memos, Notes |
| Same as above |
| several times a week |
| Staff/Parent presentations |
| Teacher in-services |
| to focus on workshop presentation |
| To present information to my students and to have them present information to me. |
| to provide visual portion of information for students, for revision, to introduce extra material |
| Used to organize notes. |
| with the aid of my collaborative teacher I incorporate slides on transition services available to our students |
| Within the classes, presentations |
| workshops |
| Yes |

How have you been using and applying each of these technologies? (Projector)

| |
|---|
| class lecture |
| classroom |
| classroom instruction |
| Faculty Mtgs, Meetings with parents/community |
| I have used a Ladibug document image camera along with a project to introduce adding with regrouping, use of touch points (Touch Math), and highlighting important key words in open ended questions. |
| include in most unit plans at high school level |
| math |
| monthly use for LA classes |
| Play videos and interactive games |
| presentations/instruction |
| Presentations |
| Presentations for faculty, staff and students |
| Presentations to staff |
| Presentations, Memos, Notes |
| Projecting lessons and pd |
| Same as above |
| see above |
| to incorporate extra material |
| To show movies related to English class and novels we have read. |
| To show power point slides, videos and smart board |
| Used in conjunction with the smartboards, internet, and PowerPoint to display information for the entire class. Projectors are mounted in each classroom. |
| Used to show whole group work. |
| Within the classes, presentations |
| workshops |

How have you been using and applying each of these technologies? (Computer programs)

| |
|---|
| all aspects of work |
| classroom instruction |
| course assignments etc. |
| daily work |
| Data entry, information needed on students |
| Day to day operations |
| FASTT Math, Study Island |
| I have used Kidspiration as a modified assessment tool for a Science/Health lesson on healthy & unhealthy foods. (sort pictures) |
| I utilized different computer programs from VMath to United Streaming, to You Tube if applicable. (also Internet based) |
| in math and reading to reinforce concepts, to enhance the classroom curriculum. |
| include in most unit plans at high school level |
| I've become more confident when using various programs to gather or store data and other information |
| LEXIA, Orchard, Parent Portal, YouTube, Google Earth, Power School |
| many of the technological projects at the school have become my responsibilities...I am learning more to do each year and am looking at my current position as an extended internship for the day a school finally answers my resume. |
| More complex use of Excel |
| Organization of personal information |
| Project Special, WWJIII, and Word. |
| research, presentations, writing |
| RESEARCH/PRESENTATIONS |
| Same as above |
| School uses the Read180 software and Study Island software to help improve students academic abilities. |

How have you been using and applying each of these technologies? (Computer programs)

| |
|---|
| school website and their programs |
| Spreadsheets, documents |
| starfall, wiggeworks, smart notebook |
| student work |
| Teaching students by using a computer and omitting pen and paper. |
| to assist children in classrooms |
| To create lessons and to teach my students. |
| To score WJIII and input scores to determine discrepancy formula |
| Variety of uses |
| various math computer programs to enhance learning |
| varying uses |
| We used a highly sophisticated timekeeping/scheduling program at my job, which I have taught others how to use. |
| Within the classes, presentations |
| Yes |
| yes |

How have you been using and applying each of these technologies?

iPods

| |
|---|
| audio exercises |
| Faculty meetings |
| Has been used to share audiobooks with classes. |
| include in most unit plans at high school level - audio books and music to enhance learning |
| MUSIC |
| podcasting |
| to create podcasts demonstrating knowledge of content area, for choral speaking |

iPads

| |
|--|
| currently exploring potential classroom uses |
| PRESENTATIONS/RESEARCH/MOVIES |
| use it for reading and select class projects |

How have you been using and applying each of these technologies?

Assistive and Adaptive Technologies

| |
|---|
| curriculum must be adapted to all students' needs. |
| fm systems |
| FOR MY STUDENTS |
| I have used Fusion keyboards for spelling tests for students with fine motor difficulties. |
| improve the learning environment for students with auditory difficulties. |
| in support of student-clients |
| leap pads, headphones w/tape player |
| My students all have IEP's and some use assistive technology to help them complete their work |
| Oder assistive technology for students |
| Servicing needs of students who are classified |
| to modify materials for different levels |
| Within the classes, presentations |

Other

| |
|--|
| classroom capture, Blackboard, online surveying, clickers (personal response system) |
| eportfolios, web-based learning applications like LMS, Libguides etc. |
| I have used an MP3 Player to play music for the class. |
| WebCT |