

EACH SUBSEQUENT SHEET CONTAINS RESPONSES TO ONE QUESTION OF THE C.E.A.S. SURVEY WHICH IS TAKEN BY THOSE WHO APPLY FOR CERTIFICATION TO TEACH IN A NEW JERSEY PUBLIC SCHOOL

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**Q1: WHICH OF THE FOLLOWING BEST DESCRIBES THE PROGRAM YOU COMPLETED TO EARN YOUR INITIAL CERTIFICATION?**

**A1:**

For 182 undergraduate teacher candidates, or 61.5% of respondents, this is the first time they have received a bachelor’s degree and completed education coursework to become certified to teach.

For 16 certificate-only teacher candidates, or 5.4% of respondents, they have previously received a bachelor’s degree then enrolled in an educator preparation program to become certified to teach.

For 98 masters-level teacher candidates, or 33.1% of respondents, they have completed education coursework to become certified to teach.

<b>Which of the following best describes the program you completed to earn your initial certification?</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Undergraduate- This is the first time I have received a bachelor’s degree and I completed education coursework to become certified to teach</b>	182	61.5%
<b>Certificate Only - I received a bachelor’s degree then enrolled in an educator preparation program to become certified to teach</b>	16	5.4%
<b>Masters – I completed education coursework to become certified to teach</b>	98	33.1%
<b>Total</b>	296	
<b>End of Worksheet</b>		

## Q2: DURING THE LAST TWO YEARS HAVE YOU BEEN A FULL-TIME OR PART-TIME STUDENT?

### A2:

Sixteen teacher candidates, or 5.4% of respondents, were at one point both a full- and part-time student.

Two hundred fifty-three teacher candidates, or 85.5% of respondents, were full-time students.

Twenty-four teacher candidates, or 8.1% of respondents, were part-time students.

For one teacher candidate, or 0.3% of respondents, this question was not applicable.

Two teacher candidates, or 0.7% of respondents, were neither a full- or part-time student.

During the last two years have you been a full-time or part-time student?		
Response	Frequency	Percent
Both	16	5.4%
Full-time	253	85.5%
Part-time	24	8.1%
N/A	1	0.3%
Neither	2	0.7%
Total	296	
End of Worksheet		

**Q3: PLEASE SELECT THE STATEMENT THAT BEST REFLECTS YOUR EMPLOYMENT AS A FULL-TIME EDUCATOR UPON COMPLETING YOUR EDUCATOR PREPARATION PROGRAM.**

**A3:**

Five teacher candidates, or 1.7% of respondents, were unsure as to whether they will apply to be a full-time educator in the next two years.

Three teacher candidates, or 1.0% of respondents, do not plan to apply to be a full-time educator within the next two years.

One hundred nineteen teacher candidates, or 40.2% of respondents, have applied to be a full-time educator.

One hundred forty-two teacher candidates, or 48.0% of respondents, have been hired or are currently working as a full-time educator.

Twenty-five teacher candidates, or 8.4% of respondents, intend to apply to be a full-time educator within the next two years.

For two teacher candidates, or 0.7% of respondents, this question was not applicable.

<b>Please select the statement that best reflects your employment as a full-time educator upon completing your educator preparation program.</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>I am unsure as to whether I will apply to be a full-time educator in the next two years</b>	5	1.7%
<b>I do not plan to apply to be a full-time educator within the next two years</b>	3	1.0%
<b>I have applied to be a full-time educator</b>	119	40.2%
<b>I have been hired/or am currently working as a full-time educator</b>	142	48.0%
<b>I intend to apply to be a full-time educator within the next two years</b>	25	8.4%
<b>N/A</b>	2	0.7%
<b>Total</b>	296	
<b>End of Worksheet</b>		

**Q4: IF YOU INTEND TO APPLY TO BE A FULL-TIME EDUCATOR WITHIN THE NEXT TWO YEARS, IN WHAT TYPE OF SCHOOL SETTING WOULD YOU PREFER TO WORK? PLEASE SELECT THE RESPONSE THAT BEST REFLECTS THE TYPE OF SCHOOL SETTING YOU ARE MOST INTERESTED IN WORKING.**

**A4:**

For 22 teacher candidates, or 7.43% of respondents, this question was not applicable.

Six teacher candidates, or 2.03% of respondents, are interested in working in a private or parochial school in New Jersey.

Fourteen teacher candidates, or 4.73% of respondents, are interested in working in a private or parochial school outside of New Jersey.

Two hundred twenty teacher candidates, or 74.32% of respondents, are interested in working in a public school (including charter schools) in New Jersey.

Seventeen teacher candidates, or 5.74% of respondents, are interested in working in a public school outside of New Jersey.

Seventeen teacher candidates, or 5.74% of respondents, are undecided where they are interested in working as a full-time educator.

<b>If you intend to apply to be a full-time educator within the next two years, in what type of school setting would you prefer to work? Please select the response that best reflects the type of school setting you are most interested in working.</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>N/A</b>	22	7.43%
<b>Private or parochial school in New Jersey</b>	6	2.03%
<b>Private or parochial school outside of New Jersey</b>	14	4.73%
<b>Public school in New Jersey (including charter schools)</b>	220	74.32%
<b>Public school outside of New Jersey</b>	17	5.74%
<b>Undecided</b>	17	5.74%
<b>Total</b>	296	
<b>End of Worksheet</b>		

**Q5: IF YOU COULD CHOOSE THE TYPE OF COMMUNITY IN WHICH TO WORK AS A FULL-TIME EDUCATOR, WHICH WOULD YOU PREFER?**

**A5:**

Twenty-two teacher candidates, or 7.4% of respondents, would prefer to work in a rural community.

Two hundred eleven teacher candidates, or 71.3% of respondents, would prefer to work in a suburban community.

Sixty-three teacher candidates, or 21.3% of respondents, would refer to work in an urban community.

<b>If you could choose the type of community in which to work as a full time educator, which would you prefer?</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Rural</b>	22	7.4%
<b>Suburban</b>	211	71.3%
<b>Urban</b>	63	21.3%
<b>Total</b>	296	
<b>End of Worksheet</b>		



Q6: IN WHICH DISTRICT OR CHARTER SCHOOL DID YOU MOST RECENTLY PERFORM YOUR STUDENT TEACHING/CLINICAL PRACTICE? PLEASE SELECT FROM THE DROP-DOWN MENU.

A:

Somerset County:

- Four teacher candidates performed their student teaching/clinical practice in Bedminster Township
- Two teacher candidates performed their student teaching/clinical practice in Bernards Township
- One teacher candidate performed their student teaching/clinical practice in Bound Brook Borough
- Two teacher candidates performed their student teaching/clinical practice in Branchburg Township
- Five teacher candidates performed their student teaching/clinical practice in Franklin Township
- Fourteen teacher candidates performed their student teaching/clinical practice in Hillsborough Township
- Eight teacher candidates performed their student teaching/clinical practice in Montgomery Township

Union County:

- One teacher candidate performed their student teaching/clinical practice in Berkeley Heights Township

Ocean County:

- One teacher candidate performed their student teaching/clinical practice in Brick Township
- One teacher candidate performed their student teaching/clinical practice in Lacey Township
- One teacher candidate performed their student teaching/clinical practice in Plumsted Township

Middlesex County:

- Three teacher candidates performed their student teaching/clinical practice in East Brunswick Township
- Two teacher candidates performed their student teaching/clinical practice in Edison Township
- One teacher candidate performed their student teaching/clinical practice in Metuchen Borough

- Ten teacher candidates performed their student teaching/clinical practice in Monroe Township
- Ten teacher candidates performed their student teaching/clinical practice in Monroe Township
- Seven teacher candidates performed their student teaching/clinical practice in New Brunswick City
- One teacher candidate performed their student teaching/clinical practice in North Brunswick Township
- Two teacher candidates performed their student teaching/clinical practice in Old Bridge Township
- One teacher candidate performed their student teaching/clinical practice in Sayreville Borough
- Sixteen teacher candidates performed their student teaching/clinical practice in South Brunswick Township

Mercer County:

- Thirteen teacher candidates performed their student teaching/clinical practice in Ewing Township
- Thirty-one teacher candidates performed their student teaching/clinical practice in Hamilton Township
- Two teacher candidates performed their student teaching/clinical practice in Hopewell Valley Regional
- Seven teacher candidates performed their student teaching/clinical practice in Lawrence Township
- One teacher candidate performed their student teaching/clinical practice in Mercer County Special Services
- Two teacher candidates performed their student teaching/clinical practice in Princeton Regional
- Ten teacher candidates performed their student teaching/clinical practice in Trenton City
- Two teacher candidates performed their student teaching/clinical practice in West Windsor Plainboro Regional

Hunterdon County:

- Two teacher candidates performed their student teaching/clinical practice in Flemington-Raritan Regional
- Two teacher candidates performed their student teaching/clinical practice in Frenchtown Borough
- One teacher candidate performed their student teaching/clinical practice in High Bridge Borough
- One teacher candidate performed their student teaching/clinical practice in Hunterdon Central Regional
- Three teacher candidates performed their student teaching/clinical practice in North Hunterdon/Voorhees Regional
- Three teacher candidates performed their student teaching/clinical practice in Readington Township

- Two teacher candidates performed their student teaching/clinical practice in South Hunterdon Regional
- One teacher candidate performed their student teaching/clinical practice in West Amwell Township

Monmouth County:

- One teacher candidate performed their student teaching/clinical practice in Freehold Regional
- One teacher candidate performed their student teaching/clinical practice in Howell Township
- Two teacher candidates performed their student teaching/clinical practice in Manalapan-Englishtown Regional
- One teacher candidate performed their student teaching/clinical practice in Millstone Township
- One teacher candidate performed their student teaching/clinical practice in Neptune Township
- One teacher candidate performed their student teaching/clinical practice in Roosevelt Borough
- One teacher candidate performed their student teaching/clinical practice in Upper Freehold Regional
- Three teacher candidates performed their student teaching/clinical practice in Wall Township

Gloucester County:

- Two teacher candidates performed their student teaching/clinical practice in Gateway Regional

Essex County:

- Two teacher candidates performed their student teaching/clinical practice in Newark City
- One teacher candidate performed their student teaching/clinical practice in Greater Newark City

Morris County:

- One teacher candidate performed their student teaching/clinical practice in Parsippany-Troy Hills Township
- One teacher candidate performed their student teaching/clinical practice in Pequannock Township

Hudson County:

- One teacher candidate performed their student teaching/clinical practice in Secaucus Township

Warren County:

- One teacher candidate performed their student teaching/clinical practice in Phillipsburg Township

Cumberland County:

- One teacher candidate performed their student teaching/clinical practice in Vineland City

In which district or charter school did you most recently perform your student teaching/clinical practice? Please select from the drop-down menu.		
Frequency	County Name	District Name
4	Somerset	Bedminster Twp
1	Union	Berkeley Heights Twp
2	Somerset	Bernards Twp
1	Somerset	Bound Brook Boro
2	Somerset	Branchburg Twp
1	Ocean	Brick Twp
3	Middlesex	East Brunswick Twp
2	Middlesex	Edison Twp
13	Mercer	Ewing Twp
2	Hunterdon	Flemington-Raritan Reg
5	Somerset	Franklin Twp
1	Monmouth	Freehold Regional
2	Monmouth	Freehold Twp
1	Hunterdon	Frenchtown Boro
2	Gloucester	Gateway Regional
31	Mercer	Hamilton Twp
1	Hunterdon	High Bridge Boro
14	Somerset	Hillsborough Twp
2	Mercer	Hopewell Valley Regional
1	Monmouth	Howell Twp
1	Hunterdon	Hunterdon Central Reg
1	Ocean	Lacey Twp
7	Mercer	Lawrence Twp
2	Monmouth	Manalapan-Englishtown Reg
1	Mercer	Mercer Co Special Service
1	Middlesex	Metuchen Boro
1	Monmouth	Millstone Twp
10	Middlesex	Monroe Twp
8	Somerset	Montgomery Twp
1	Monmouth	Neptune Twp
7	Middlesex	New Brunswick City
2	Essex	Newark City
1	Middlesex	North Brunswick Twp
3	Hunterdon	N Hunt/Voorhees Regional

2	Middlesex	Old Bridge Twp
1	Morris	Parsippany-Troy Hills Twp
1	Morris	Pequannock Twp
1	Warren	Phillipsburg Town
1	Ocean	Plumsted Twp
2	Mercer	Princeton Regional
3	Hunterdon	Readington Twp
1	Monmouth	Roosevelt Boro
1	Middlesex	Sayreville Boro
1	Hudson	Secaucus Town
16	Middlesex	South Brunswick Twp
2	Hunterdon	South Hunterdon Regional
10	Mercer	Trenton City
1	Monmouth	Upper Freehold Regional
1	Cumberland	Vineland City
3	Monmouth	Wall Twp
1	Hunterdon	West Amwell Twp
2	Mercer	W Windsor-Plainsboro Reg
1	Essex	Newark City
<b>188</b>	<b>Total</b>	

End of Worksheet

**Q7: IF OFFERED A POSITION IN THE SCHOOL WHERE YOU PERFORMED YOUR STUDENT TEACHING/CLINICAL PRACTICE AFTER COMPLETING YOUR EDUCATOR PREPARATION PROGRAM, WOULD YOU ACCEPT THIS POSITION?**

**A7:**

Ninety-seven teacher candidates, or 32.8% of respondents, would not accept a position if offered.

One hundred ninety-nine teacher candidates, or 67.2% of respondents, would accept a position if offered.

<b>If offered a position in the school where you performed your student teaching/clinical practice after completing your educator preparation program, would you accept this position?</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>No</b>	97	32.8%
<b>Yes</b>	199	67.2%
<b>Total</b>	296	
<b>End of Worksheet</b>		

**Q8: FROM THE DROP-DOWN MENU, PLEASE SELECT THE EVALUATION TOOL THAT YOUR COOPERATING TEACHER USED TO EVALUATE YOUR PERFORMANCE DURING YOUR STUDENT TEACHING/CLINICAL PRACTICE.**

**A8:**

For 20 teacher candidates, the Charlotte Danielson: The Framework for Teaching (2007 Edition) was used for evaluation.

For one teacher candidate, the Insight Core Framework was used for evaluation.

For four teacher candidates, the Marzano's Casual Teacher Evaluation Model was used for evaluation.

For three teacher candidates, the Pearson Framework for the Observation of Effective Teaching was used for evaluation.

For one teacher candidate, the Strong Teacher and Leader Effectiveness Performance System was used for evaluation.

For 12 teacher candidates, the Teacher Evaluation and Improvement Instrument was used for evaluation.

For one teacher candidate, the Charlotte Danielson: The Framework for Teaching (2011 Edition) was used for evaluation.

For one teacher candidate, the 5D+ Teacher Evaluation Rubric was used for evaluation.

For two teacher candidates, the College Ready Promise Teaching Framework (CRPTF) was used for evaluation.

For five teacher candidates, the New Jersey LoTi Teacher Evaluation was used for evaluation.

For 124 teacher candidates, a different tool was used for evaluation.

For 73 teacher candidates, this question was not applicable.

For 26 teacher candidates, the Charlotte Danielson: The Framework for Teaching (2013 Edition) was used for evaluation.

For 11 teacher candidates, the Charlotte Danielson: The Framework for Teaching, Instructionally Focused Edition (2013) was used for evaluation.

For two teacher candidates, the Classroom Assessment Scoring System (CLASS) was used for evaluation.

For three teacher candidates, the Classroom Strategies Scale Model was used for evaluation.

For two teacher candidates, the H.E.A.T./Danielson Teacher Evaluation Instrument was used for evaluation.

For one teacher candidate, the IMPACT: The DCPS Effectiveness Assessment System for School-Based Personnel was used for evaluation.

From the drop-down menu, please select the evaluation tool that your cooperating teacher used to evaluate your performance during your student teaching/clinical practice.	
Frequency	Evaluation Instrument
20	Charlotte Danielson: The Framework for Teaching (2007 edition)
1	Insight Core Framework
4	Marzano's Causal Teacher Evaluation Model
3	Pearson Framework for the Observation of Effective Teaching
1	Stronge Teacher and Leader Effectiveness Performance System
12	Teacher Evaluation and Improvement Instrument
1	Charlotte Danielson: The Framework for Teaching (2011 Edition)
1	The 5D+ Teacher Evaluation Rubric
2	The College Ready Promise Teaching Framework(CRPTF)
5	The New Jersey LoTi Teacher Evaluation



124	Different Tool Used
73	N/A
26	Charlotte Danielson: The Framework for Teaching (2013 Edition)
11	Charlotte Danielson: The Framework for Teaching, Instructionally Focused Edition (2013)
2	Classroom Assessment Scoring System (CLASS)
3	Classroom Strategies Scale Model
2	H.E.A.T./Danielson Teacher Evaluation Instrument
1	IMPACT: The DCPS Effectiveness Assessment System For School Based Personnel
<b>292</b>	<b>Total</b>
End of Worksheet	

**Q9: HOW OFTEN DID YOUR COOPERATING TEACHER USE AN OBSERVATION TOOL TO EVALUATE YOU WHILE IN THE CLASSROOM AS A STUDENT TEACHER/CLINICAL INTERN?**

**A9:**

Thirty-one teacher candidates, or 10.5% of respondents, reported that their cooperating teacher used an observation tool for evaluation more than two times per week.

Seventy-four teacher candidates, or 25% of respondents, reported that their cooperating teacher used an observation tool for evaluation one to two times per week.

Forty-two teacher candidates, or 14.2% of respondents, reported that their cooperating teacher used an observation tool for evaluation more than two times per month.

One hundred twenty teacher candidates, or 40.5% of respondents, reported that their cooperating teacher used an observation tool for evaluation one to two times per month.

Twenty-nine teacher candidates, or 9.8% of respondents, reported that their cooperating teacher never used an observation tool for evaluation.

<b>How often did your cooperating teacher use an observation tool to evaluate you while in the classroom as a student teacher/clinical intern?</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>More than 2 times per week</b>	31	10.5%
<b>1 to 2 times per week</b>	74	25.0%
<b>More than 2 times per month</b>	42	14.2%
<b>1 to 2 times per month</b>	120	40.5%
<b>Never</b>	29	9.8%
<b>Total</b>	296	
<b>End of Worksheet</b>		

**Q10: HOW OFTEN DID YOU RECEIVE FEEDBACK FROM YOUR COOPERATING TEACHER DURING YOUR STUDENT TEACHING/CLINICAL INTERNSHIP THAT WAS USEFUL IN IMPROVING INSTRUCTION?**

**A10:**

Two hundred one teacher candidates, or 67.9% of respondents, reported that they received useful feedback more than two times per week.

Fifty-six teacher candidates, or 18.9% of respondents, reported that they received useful feedback one to two times per week.

Eleven teacher candidates, or 3.7% of respondents, reported that they received useful feedback more than two times per month.

Twenty-two teacher candidates, or 7.4% of respondents reported that they received useful feedback one to two times per month.

Six teacher candidates, or 2% of respondents, reported that they never received useful feedback.

How often did you receive feedback from your cooperating teacher during your student teaching/clinical internship that was useful in improving instruction?		
Response	Frequency	Percent
More than 2 times per week	201	67.9%
1 to 2 times per week	56	18.9%
More than 2 times per month	11	3.7%
1 to 2 times per month	22	7.4%
Never	6	2.0%
<b>Total</b>	296	
<b>End of Worksheet</b>		

**Q11: FROM THE DROP-DOWN MENU, PLEASE SELECT THE EVALUATION TOOL THAT YOUR EDUCATOR PREPARATION PROGRAM SUPERVISOR USED TO EVALUATE YOUR PERFORMANCE DURING YOUR STUDENT TEACHING/CLINICAL PRACTICE.**

**A11:**

For 20 teacher candidates, the Charlotte Danielson: The Framework for Teaching (2007 Edition) was used for evaluation.

For two teacher candidates, the Marzano's Casual Teacher Evaluation Model was used for evaluation.

For nine teacher candidates, the Pearson Framework for the Observation of Effective Teaching was used for evaluation.

For ten teacher candidates, the Teacher Evaluation and Improvement Instrument was used for evaluation.

For one teacher candidate, the Charlotte Danielson: The Framework for Teaching (2011 Edition) was used for evaluation.

For two teacher candidates, the College Ready Promise Teaching Framework (CRPTF) was used for evaluation.

For five teacher candidates, the New Jersey LoTi Teacher Evaluation was used for evaluation.  
For 136 teacher candidates, a different tool was used for evaluation.

For 55 teacher candidates, this question was not applicable.

For 26 teacher candidates, the Charlotte Danielson: The Framework for Teaching (2013 Edition) was used for evaluation.

For 15 teacher candidates, the Charlotte Danielson: The Framework for Teaching, Instructionally Focused Edition (2013) was used for evaluation.

For four teacher candidates, the Classroom Assessment Scoring System (CLASS) was used for evaluation.

For two teacher candidates, the Classroom Strategies Scale Model was used for evaluation.

For two teacher candidates, the H.E.A.T./Danielson Teacher Evaluation Instrument was used for evaluation.

For one teacher candidate, the IMPACT: The DCPS Effectiveness Assessment System for School-Based Personnel was used for evaluation.

From the drop-down menu, please select the evaluation tool that your educator preparation program supervisor used to evaluate your performance during your student teaching/clinical practice.	
Frequency	Evaluation Instrument
20	Charlotte Danielson: The Framework for Teaching (2007 edition)
2	Marzano’s Causal Teacher Evaluation Model
9	Pearson Framework for the Observation of Effective Teaching
10	Teacher Evaluation and Improvement Instrument
1	Charlotte Danielson: The Framework for Teaching (2011 Edition)
2	The College Ready Promise Teaching Framework(CRPTF)
5	The New Jersey LoTi Teacher Evaluation
136	Different Tool Used
55	N/A
26	Charlotte Danielson: The Framework for Teaching (2013 Edition)
15	Charlotte Danielson: The Framework for Teaching, Instructionally Focused Edition (2013)
4	Classroom Assessment Scoring System (CLASS)
2	Classroom Strategies Scale Model

2	H.E.A.T./Danielson Teacher Evaluation Instrument
1	IMPACT: The DCPS Effectiveness Assessment System For School Based Personnel
290	<b>Total</b>

End of Worksheet

**Q12: HOW OFTEN DID YOUR EDUCATOR PREPARATION PROGRAM SUPERVISOR USE AN OBSERVATION TOOL TO EVALUATE YOU WHILE IN THE CLASSROOM AS A STUDENT TEACHER/CLINICAL INTERN?**

**A12:**

Eight teacher candidates, or 2.7% of respondents, reported that their educator preparation program supervisor used an observation tool for evaluation more than two times per week.

Forty-seven teacher candidates, or 15.9% of respondents, reported that their educator preparation program supervisor used an observation tool for evaluation one to two times per week.

One hundred twenty teacher candidates, or 40.5% of respondents, reported that their educator preparation program supervisor used an observation tool for evaluation more than two times per month.

One hundred sixteen teacher candidates, or 39.2% of respondents, reported that their educator preparation program supervisor used an observation tool for evaluation one to two times per month.

Five teacher candidates, or 1.7% of respondents, reported that their educator preparation program supervisor never used an observation tool for evaluation.

How often did your educator preparation program supervisor use an observation tool to evaluate you while in the classroom as a student teacher/clinical intern?		
Response	Frequency	Percent
More than 2 times per week	8	2.7%
1 to 2 times per week	47	15.9%
More than 2 times per month	120	40.5%
1 to 2 times per month	116	39.2%
Never	5	1.7%
<b>Total</b>	296	
End of Worksheet		

**Q13: HOW OFTEN DID YOU RECEIVE FEEDBACK FROM YOUR EDUCATOR PREPARATION PROGRAM SUPERVISOR DURING YOUR STUDENT TEACHING/CLINICAL INTERNSHIP THAT WAS USEFUL IN IMPROVING INSTRUCTION?**

**A13:**

Seventeen teacher candidates, or 5.7% of respondents, reported that they received useful feedback more than two times per week.

Seventy-four teacher candidates, or 25% of respondents, reported that they received useful feedback one to two times per week.

Ninety-nine teacher candidates, or 33.4% of respondents, reported that they received useful feedback more than two times per month.

One hundred teacher candidates, or 33.8% of respondents, reported that they received useful feedback one to two times per month.

Six teacher candidates, or 2% of respondents, reported that they never received useful feedback.

<p><b>How often did you receive feedback from your educator preparation program supervisor during your student teaching/clinical internship that was useful in improving instruction?</b></p>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>More than 2 times per week</b>	17	5.7%
<b>1 to 2 times per week</b>	74	25.0%
<b>More than 2 times per month</b>	99	33.4%
<b>1 to 2 times per month</b>	100	33.8%
<b>Never</b>	6	2.0%
<b>Total</b>	296	
<b>End of Worksheet</b>		



**Q14: IF YOU RECEIVED INSTRUCTION ON SPECIAL EDUCATION IN YOUR EDUCATOR PREPARATION PROGRAM, PLEASE SELECT THE OPTION THAT DESCRIBES THE MANNER IN WHICH THIS CONTENT WAS DELIVERED.**

**A14:**

Sixty-six teacher candidates, or 22.3% of respondents, had an entire course on the topic of special education.

Sixty-two teacher candidates, or 20.9% of respondents, reported that special education content was embedded in their program.

Eighty-nine teacher candidates, or 30.1% of respondents, had an entire course on the topic of special education and also reported that special education content was embedded in their program.

Six teacher candidates, or 2% of respondents, entered their educator preparation program with special education preparation already completed.

Seventy-three teacher candidates, or 24.7% of respondents, never received instruction on special education.

If you received instruction on special education in your educator preparation program, please select the option that describes the manner in which this content was delivered.		
Response	Frequency	Percent
I had an entire course on the topic of special education	66	22.3%
Special education content was embedded in my program	62	20.9%
Both A and B	89	30.1%
I entered my educator preparation program with special education preparation already completed	6	2.0%
Never received	73	24.7%
Total	296	
End of Worksheet		

**Q15: WE WANT YOU TO REFLECT UPON COURSEWORK IN YOUR EDUCATOR PREPARATION PROGRAM. PLEASE SELECT FROM THE RESPONSE SCALE, YOUR LEVEL OF AGREEMENT AS TO HOW WELL YOUR EDUCATOR PREPARATION PROGRAM HAS PREPARED YOU FOR THE FOLLOWING ELEMENTS OF INSTRUCTION.**

**A15:**

Two hundred fourteen teacher candidates strongly agree that the courses taken within the educator preparation program increased their confidence in their ability to plan a lesson in a classroom.

Seventy-five teacher candidates agree that the courses taken within the educator preparation program increased their confidence in their ability to plan a lesson in a classroom.

Eight teacher candidates neither agree or disagree that the courses taken within the educator preparation program increased their confidence in their ability to plan a lesson in a classroom.

One teacher candidate disagrees that the courses taken within the educator preparation program increased their confidence in their ability to plan a lesson in a classroom.

Two hundred three teacher candidates strongly agree that the courses taken within their educator preparation program increased their confidence in their ability to deliver a lesson in the classroom.

Eighty-five teacher candidates agree that the courses taken within their educator preparation program increased their confidence in their ability to deliver a lesson in the classroom.

Six teacher candidates neither agree or disagree that the courses taken within their educator preparation program increased their confidence in their ability to deliver a lesson in the classroom.

Three teacher candidates disagree that the courses taken within their educator preparation program increased their confidence in their ability to deliver a lesson in the classroom.

One teacher candidate strongly disagrees that the courses taken within their educator preparation program increased their confidence in their ability to deliver a lesson in the classroom.

One hundred eighty-two teacher candidates strongly agree that the courses taken within their educator preparation program increased their confidence in their ability to assess a lesson in the classroom.

One hundred seven teacher candidates agree that the courses taken within their educator preparation program increased their confidence in their ability to assess a lesson in the classroom.

Six teacher candidates neither agree or disagree that the courses taken within their educator preparation program increased their confidence in their ability to assess a lesson in the classroom.

Two teacher candidates disagree that the courses taken within their educator preparation program increased their confidence in their ability to assess a lesson in the classroom.

One teacher candidate strongly disagrees that the courses taken within their educator preparation program increased their confidence in their ability to assess a lesson in the classroom.

Two hundred thirteen teacher candidates strongly agree that the courses taken within their educator preparation program increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

Seventy-eight teacher candidates agree that the courses taken within their educator preparation program increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

Six teacher candidates neither agree or disagree that the courses taken within their educator preparation program increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

One teacher candidate disagrees that the courses taken within their educator preparation program increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

We want you to reflect upon coursework in your educator preparation program. Please select from the response scale, your level of agreement as to how well your educator preparation program has prepared you for the following elements of instruction.

Likert Response	Courses taken within my educator preparation program increased my confidence in my ability to plan a lesson in a classroom	Courses taken within my educator preparation program increased my confidence in my ability to deliver a lesson in the classroom	Courses taken within my educator preparation program increased my confidence in my ability to assess a lesson in the classroom	Courses taken within my educator preparation program increased my confidence in my ability to reflect upon a lesson delivered in the classroom
Strongly agree	214	203	182	213
Agree	75	85	107	78
Neither agree or disagree	8	6	6	6
Disagree	1	3	2	1
Strongly disagree		1	1	
<b>Total</b>	<b>298</b>	<b>298</b>	<b>298</b>	<b>298</b>
End of Worksheet				

**Q16: WE WANT YOU TO REFLECT UPON STUDENT TEACHING PRACTICE IN YOUR EDUCATOR PREPARATION PROGRAM. PLEASE SELECT FROM THE RESPONSE SCALE, YOUR LEVEL OF AGREEMENT AS TO HOW WELL YOUR STUDENT TEACHING PRACTICE PREPARED YOU FOR THESE ELEMENTS OF INSTRUCTION.**

**A16:**

Two hundred twenty-nine teacher candidates strongly agree that their experience as a student teacher/clinical intern increased their confidence in their ability to plan a lesson in a classroom.

Sixty-two teacher candidates agree that their experience as a student teacher/clinical intern increased their confidence in their ability to plan a lesson in a classroom.

Four teacher candidates neither agree or disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to plan a lesson in a classroom.

Two teacher candidates disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to plan a lesson in a classroom.

One teacher candidate strongly disagrees that their experience as a student teacher/clinical intern increased their confidence in their ability to plan a lesson in a classroom.

Two hundred forty teacher candidates strongly agree that their experience as a student teacher/clinical intern increased their confidence in their ability to deliver a lesson in the classroom.

Fifty-one teacher candidates agree that their experience as a student teacher/clinical intern increased their confidence in their ability to deliver a lesson in the classroom.

Four teacher candidates neither agree or disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to deliver a lesson in the classroom.

Two teacher candidates disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to deliver a lesson in the classroom.

One teacher candidate strongly disagrees that their experience as a student teacher/clinical intern increased their confidence in their ability to deliver a lesson in the classroom.

Two hundred eleven teacher candidates strongly agree that their experience as a student teacher/clinical intern increased their confidence in their ability to assess a lesson in the classroom.

Seventy-eight teacher candidates agree that their experience as a student teacher/clinical intern increased their confidence in their ability to assess a lesson in the classroom.

Seven teacher candidates neither agree or disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to assess a lesson in the classroom.

One teacher candidate disagrees that their experience as a student teacher/clinical intern increased their confidence in their ability to assess a lesson in the classroom.

One teacher candidate strongly disagrees that their experience as a student teacher/clinical intern increased their confidence in their ability to assess a lesson in the classroom.

Two hundred thirty-eight teacher candidates strongly agree that their experience as a student teacher/clinical intern increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

Fifty-five teacher candidates agree that their experience as a student teacher/clinical intern increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

Two teacher candidates neither agree or disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

Two teacher candidates disagree that their experience as a student teacher/clinical intern increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

One teacher candidate strongly disagrees that their experience as a student teacher/clinical intern increased their confidence in their ability to reflect upon a lesson delivered in the classroom.

We want you to reflect upon student teaching practice in your educator preparation program. Please select from the response scale, your level of agreement as to how well your student teaching practice prepared you for these elements of instruction.

Likert Response	My experience as a student teacher/clinical intern increased my confidence in my ability to plan a lesson in a classroom	My experience as a student teacher/clinical intern increased my confidence in my ability to deliver a lesson in the classroom	My experience as a student teacher/clinical intern increased my confidence in my ability to assess a lesson in the classroom	My experience as a student teacher/clinical intern increased my confidence in my ability to reflect upon a lesson delivered in the classroom
Strongly agree	229	240	211	238
Agree	62	51	78	55
Neither agree or disagree	4	4	7	2
Disagree	2	2	1	2
Strongly disagree	1	1	1	1
<b>Total</b>	<b>298</b>	<b>298</b>	<b>298</b>	<b>298</b>
End of Worksheet				

**Q17: PLEASE SELECT THE OPTION THAT BEST DESCRIBES HOW LIKELY YOU WOULD BE TO RECOMMEND YOUR EDUCATOR PREPARATION PROGRAM TO SOMEONE WHO IS CONSIDERING BECOMING A TEACHER.**

**A17:**

Two hundred forty-eight teacher candidates, or 83.8% of respondents, are very likely to recommend their educator preparation program to someone who is considering becoming a teacher.

Thirty-seven teacher candidates, or 12.5% of respondents, are likely to recommend their educator preparation program to someone who is considering becoming a teacher.

Eight teacher candidates, or 2.7% of respondents, are neutral to recommend their educator preparation program to someone who is considering becoming a teacher.

Three teacher candidates, or 1% of respondents, are unlikely to recommend their educator preparation program to someone who is considering becoming a teacher.

Please select the option that best describes how likely you would be to recommend your educator preparation program to someone who is considering becoming a teacher.		
Response	Frequency	Percent
Very Likely	248	83.8%
Likely	37	12.5%
Neutral	8	2.7%
Unlikely	3	1.0%
Very Unlikely		
Total	296	
End of Worksheet		



**Q18: PLEASE SELECT AN OPTION IN THE RESPONSE SCALE BELOW THAT BEST REFLECTS YOUR OPINION ABOUT HOW WELL YOUR EDUCATOR PREPARATION PROGRAM HAS PREPARED YOU TO DEMONSTRATE MASTERY OF THESE PROFESSIONAL STANDARDS FOR TEACHERS IN THE STATE OF NEW JERSEY.**

**A18:**

Two-hundred twenty-four teacher candidates responded “very good” to their ability developmentally appropriate learning experiences based upon their knowledge of how students grow and develop.

Seventy teacher candidates responded “good” to their ability developmentally appropriate learning experiences based upon their knowledge of how students grow and develop.

Four teacher candidates responded “fair” to their ability developmentally appropriate learning experiences based upon their knowledge of how students grow and develop.

Two hundred twenty-two teacher candidates responded “very good” to their ability to create an inclusive learning environment built upon their knowledge of diverse cultures and communities.

Seventy-four teacher candidates responded “good” to their ability to create an inclusive learning environment built upon their knowledge of diverse cultures and communities.

Two teacher candidates responded “fair” to their ability to create an inclusive learning environment built upon their knowledge of diverse cultures and communities.

Two hundred forty-one teacher candidates responded “very good” to their ability to collaborate with other personnel to create a positive learning environment for students where they feel engaged.

Fifty-three teacher candidates responded “good” to their ability to collaborate with other personnel to create a positive learning environment for students where they feel engaged.

Four teacher candidates responded “fair” to their ability to collaborate with other personnel to create a positive learning environment for students where they feel engaged.

Two hundred eight teacher candidates responded “very good” to their ability to make links between their knowledge of content within their discipline to the New Jersey Student Learning Standards so students learn content in an accessible way.

Eighty-seven teacher candidates responded “good” to their ability to make links between their knowledge of content within their discipline to the New Jersey Student Learning Standards so students learn content in an accessible way.

Two teacher candidates responded “fair” to their ability to make links between their knowledge of content within their discipline to the New Jersey Student Learning Standards so students learn content in an accessible way.

One teacher responded “poor” to their ability to make links between their knowledge of content within their discipline to the New Jersey Student Learning Standards so students learn content in an accessible way.

One hundred ninety-two teacher candidates responded “very good” to their ability to connect concepts in the classroom to engage learners in critical thinking related to local and global issues.

Ninety-two teacher candidates responded “good” to their ability to connect concepts in the classroom to engage learners in critical thinking related to local and global issues.

Eleven teacher candidates responded “fair” to their ability to connect concepts in the classroom to engage learners in critical thinking related to local and global issues.

Three teacher candidates responded “poor” to their ability to connect concepts in the classroom to engage learners in critical thinking related to local and global issues.

Two hundred seventeen teacher candidates responded “very good” to their ability to use multiple methods of assessment to monitor learner progress.

Seventy-two teacher candidates responded “good” to their ability to use multiple methods of assessment to monitor learner progress.

Nine teacher candidates responded “fair” to their ability to use multiple methods of assessment to monitor learner progress.

Two hundred ten teacher candidates responded “very good” to their ability to plan instruction that supports all students to meet rigorous learning goals by using their knowledge of content areas.

Eighty-one teacher candidates responded “good” to their ability to plan instruction that supports all students to meet rigorous learning goals by using their knowledge of content areas.

Six teacher candidates responded “fair” to their ability to plan instruction that supports all students to meet rigorous learning goals by using their knowledge of content areas.

One teacher candidate responded “poor” to their ability to plan instruction that supports all students to meet rigorous learning goals by using their knowledge of content areas.

Two hundred thirteen teacher candidates responded “very good” to their ability to execute a variety of instructional strategies that encourages students to develop deep understandings of content areas.

Eighty teacher candidates responded “good” to their ability to execute a variety of instructional strategies that encourages students to develop deep understandings of content areas.

Five teacher candidates responded “fair” to their ability to execute a variety of instructional strategies that encourages students to develop deep understandings of content areas.

Two hundred twenty-nine teacher candidates responded “very good” to their ability to engage in professional learning that leads to improved learning for students.

Sixty-three teacher candidates responded “good” to their ability to engage in professional learning that leads to improved learning for students.

Six teacher candidates responded “fair” to their ability to engage in professional learning that leads to improved learning for students.

One hundred sixty-eight teacher candidates responded “very good” to their ability to develop high quality student assessments.

One hundred twelve teacher candidates responded “good” to their ability to develop high quality student assessments.

Fourteen teacher candidates responded “fair” to their ability to develop high quality student assessments.

Three teacher candidates responded “poor” to their ability to develop high quality student assessments.

Please select an option in the response scale below that best reflects your opinion about how well your educator preparation program has prepared you to demonstrate mastery of these professional standards for teachers in the state of New Jersey.

Likert Response	I am able to create developmentally appropriate learning experiences based upon my knowledge of how students grow and develop	I can create an inclusive learning environment built upon my knowledge of diverse cultures and communities	I can collaborate with other personnel to create a positive learning environment for students where they feel engaged	I am able to make links between my knowledge of content within my discipline to the New Jersey Student Learning Standards so students learn content in an accessible way	I can connect concepts in the classroom to engage learners in critical thinking related to local and global issues
Very Good	224	222	241	208	192
Good	70	74	53	87	92
Fair	4	2	4	2	11
Poor				1	3
Very Poor					
<b>Total</b>	<b>298</b>	<b>298</b>	<b>298</b>	<b>298</b>	<b>298</b>
End of Workweek					
I can use multiple methods of assessment to monitor learner progress	I can plan instruction that supports all students to meet rigorous learning goals by using my knowledge of content areas	I am able to execute a variety of instructional strategies that encourages students to develop deep understandings of content areas	I am able to engage in professional learning that leads to improved learning for students	I am able to develop high quality student assessments	
217	210	213	229	168	
72	81	80	63	112	
9	6	5	6	14	
	1			3	
<b>298</b>	<b>298</b>	<b>298</b>	<b>298</b>	<b>297</b>	

**Q19: WHICH TERM BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH THE HIGH SCHOOL YOU GRADUATED FROM WAS LOCATED?**

**A19:**

Thirty-two teacher candidates, or 10.8% of respondents, graduated from high school in a rural community.

Two hundred forty-seven teacher candidates, or 83.4% of respondents, graduated from high school in a suburban community.

Seventeen teacher candidates, or 5.7% of respondents, graduated from high school in an urban community.

<b>Which term best describes the type of community in which the high school you graduated from was located?</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Rural</b>	32	10.8%
<b>Suburban</b>	247	83.4%
<b>Urban</b>	17	5.7%
<b>Total</b>	296	
<b>End of Worksheet</b>		

## Q20: DID YOU GRADUATE FROM A PUBLIC HIGH SCHOOL IN NEW JERSEY?

### A20:

Sixty-four teacher candidates, or 21.6% of respondents, did not graduate from a public high school in New Jersey.

Two hundred thirty-two teacher candidates, or 78.4% of respondents, graduated from a public high school in New Jersey.

Did you graduate from a public high school in New Jersey?		
Response	Frequency	Percent
No	64	21.6%
Yes	232	78.4%
Total	296	
End of Worksheet		

**Q21: IF YOU GRADUATED FROM A PUBLIC HIGH SCHOOL IN NEW JERSEY, PLEASE SELECT THE DISTRICT OR CHARTER FROM WHICH YOUR HIGH SCHOOL WAS LOCATED.**

**A21:**

**Ocean County:**

- Two teacher candidates graduated from a high school in Barnegat Township.
- Four teacher candidates graduated from a high school in Brick Township.
- Two teacher candidates graduated from a high school in Jackson Township.
- Two teacher candidates graduated from a high school in Lacey Township.
- One teacher candidate graduated from a high school in Pinelands Regional.
- Two teacher candidates graduated from a high school in Point Pleasant Borough.
- Five teacher candidates graduated from a high school in Toms River Regional.

**Hudson County:**

- One teacher candidate graduated from a high school in Bayonne City.
- One teacher candidate graduated from a high school in Kearny Township.
- One teacher candidate graduated from a high school in Secaucus Township.

**Union County:**

- One teacher candidate graduated from a high school in Berkeley Heights Township.
- One teacher candidate graduated from a high school in Hillside Township.
- One teacher candidate graduated from a high school in New Providence Borough.
- Two teacher candidates graduated from a high school in Scotch Plains-Fanwood Regional.
- One teacher candidate graduated from a high school in Springfield Township.
- One teacher candidate graduated from a high school in Westfield Township.

**Somerset County:**

- One teacher candidate graduated from a high school in Bernards Township.
- Four teacher candidates graduated from a high school in Bridgewater-Raritan Regional.
- Two teacher candidates graduated from a high school in Franklin Township.
- Ten teacher candidates graduated from a high school in Hillsborough Township.
- One teacher candidate graduated from a high school in Somerset Hills Regional.
- One teacher candidate graduated from a high school in Somerville Borough.
- Two teacher candidates graduated from a high school in Watchung Hills Regional.

**Morris County:**

- One teacher candidate graduated from a high school in Butler Borough.
- One teacher candidate graduated from a high school in Jefferson Township.
- Two teacher candidates graduated from a high school in Kinnelon Borough.
- Two teacher candidates graduated from a high school in Morris County Vocational.
- One teacher candidate graduated from a high school in Morris Hills Regional.

- One teacher candidate graduated from a high school in Morris School District.
- One teacher candidate graduated from a high school in Mountain Lakes Borough.
- Three teacher candidates graduated from a high school in Parsippany-Troy Hills Township.
- Three teacher candidates graduated from a high school in Randolph Township.
- Four teacher candidates graduated from a high school in West Morris Regional.

Essex County:

- One teacher candidate graduated from a high school in Caldwell-West Caldwell.
- One teacher candidate graduated from a high school in Cedar Grove Township.
- One teacher candidate graduated from a high school in Glen Ridge Borough.
- Four teacher candidates graduated from a high school in Livingston Township.
- One teacher candidate graduated from a high school in Newark City.

Passaic County:

- Three teacher candidates graduated from a high school in Clifton City.
- Three teacher candidates graduated from a high school in Wayne Township.

Hunterdon County:

- Two teacher candidates graduated from a high school in Delaware Valley Regional.
- Eight teacher candidates graduated from a high school in Hunterdon Central Regional.
- Six teacher candidates graduated from a high school in North Hunterdon/Voorhees Regional.

Middlesex County:

- One teacher candidate graduated from a high school in East Brunswick Township.
- Two teacher candidates graduated from a high school in Edison Township.
- Two teacher candidates graduated from a high school in Monroe Township.
- Three teacher candidates graduated from a high school in Piscataway Township.
- Two teacher candidates graduated from a high school in Sayreville Borough.
- Three teacher candidates graduated from a high school in South Brunswick Township.
- One teacher candidate graduated from a high school in South Plainfield Borough.
- Two teacher candidates graduated from a high school in Spotswood Borough.

Mercer County:

- One teacher candidate graduated from a high school in East Windsor.
- Seven teacher candidates graduated from a high school in Hamilton Township.
- Two teacher candidates graduated from a high school in Hopewell Valley Regional.
- Three teacher candidates graduated from a high school in Lawrence Township.
- Two teacher candidates graduated from a high school in Princeton Regional.
- Three teacher candidates graduated from a high school in Robbinsville Township.
- Five teacher candidates graduated from a high school in West Windsor-Plainsboro Regional.

Monmouth County:



- Twelve teacher candidates graduated from a high school in Freehold Regional.
- One teacher candidate graduated from a high school in Manasquan Borough.
- One teacher candidate graduated from a high school in Middletown Township.
- One teacher candidate graduated from a high school in Monmouth County Vocational.
- One teacher candidate graduated from a high school in Ocean Township.
- One teacher candidate graduated from a high school in Rumson-Fair Haven Regional.
- Two teacher candidates graduated from a high school in Shore Regional.
- One teacher candidate graduated from a high school in Upper Freehold Regional.
- One teacher candidate graduated from a high school in Wall Township.

Sussex County:

- Two teacher candidates graduated from a high school in Hill Point Regional.
- One teacher candidate graduated from a high school in Kittatinny Regional.
- One teacher candidate graduated from a high school in Newton Township.
- One teacher candidate graduated from a high school in Sparta Township.

Gloucester County:

- One teacher candidate graduated from a high school in Kingsway Regional.
- One teacher candidate graduated from a high school in Washington Township.

Warren County:

- Two teacher candidates graduated from a high school in Pillipsburg Township.

Cumberland County:

- Two teacher candidates graduated from a high school in Vineland City.

If you graduated from a public high school in New Jersey, please select the district or charter from which your high school was located.		
Frequency	County Name	District Name
2	Ocean	Barnegat Twp
1	Hudson	Bayonne City
1	Union	Berkeley Heights Twp
1	Somerset	Bernards Twp
4	Ocean	Brick Twp
4	Somerset	Bridgewater-Raritan Reg
1	Morris	Butler Boro
1	Essex	Caldwell-West Caldwell
1	Essex	Cedar Grove Twp
3	Morris	Sch Dist Of The Chathams

3	Passaic	Clifton City
2	Hunterdon	Delaware Valley Regional
1	Middlesex	East Brunswick Twp
1	Mercer	East Windsor Regional
2	Middlesex	Edison Twp
2	Somerset	Franklin Twp
12	Monmouth	Freehold Regional
1	Essex	Glen Ridge Boro
7	Mercer	Hamilton Twp
2	Sussex	High Point Regional
10	Somerset	Hillsborough Twp
1	Union	Hillside Twp
2	Mercer	Hopewell Valley Regional
8	Hunterdon	Hunterdon Central Reg
2	Ocean	Jackson Twp
1	Morris	Jefferson Twp
1	Hudson	Kearny Town
1	Gloucester	Kingsway Regional
2	Morris	Kinnelon Boro
1	Sussex	Kittatinny Regional
2	Ocean	Lacey Twp
3	Mercer	Lawrence Twp
1	Union	Linden City
4	Essex	Livingston Twp
1	Monmouth	Manasquan Boro
1	Monmouth	Middletown Twp
1	Monmouth	Monmouth Co Vocational
2	Middlesex	Monroe Twp
2	Morris	Morris County Vocational
1	Morris	Morris Hills Regional
1	Morris	Morris School District
1	Morris	Mountain Lakes Boro
1	Union	New Providence Boro
1	Essex	Newark City
1	Sussex	Newton Town
6	Hunterdon	N Hunt/Voorhees Regional
1	Essex	Nutley Town

1	Monmouth	Ocean Twp
3	Morris	Parsippany-Troy Hills Twp
2	Warren	Phillipsburg Town
1	Ocean	Pinelands Regional
3	Middlesex	Piscataway Twp
2	Ocean	Point Pleasant Boro
2	Mercer	Princeton Regional
3	Morris	Randolph Twp
1	Monmouth	Rumson-Fair Haven Reg
2	Middlesex	Sayreville Boro
2	Union	Scotch Plains-Fanwood Reg
1	Hudson	Secaucus Town
2	Monmouth	Shore Regional
1	Somerset	Somerset Hills Regional
1	Somerset	Somerville Boro
3	Middlesex	South Brunswick Twp
1	Middlesex	South Plainfield Boro
1	Sussex	Sparta Twp
2	Middlesex	Spotswood Boro
1	Union	Springfield Twp
5	Ocean	Toms River Regional
1	Monmouth	Upper Freehold Regional
2	Cumberland	Vineland City
1	Monmouth	Wall Twp
1	Gloucester	Washington Twp
3	Mercer	Robbinsville Twp
2	Somerset	Watchung Hills Regional
3	Passaic	Wayne Twp
4	Morris	West Morris Regional
5	Mercer	W Windsor-Plainsboro Reg
1	Union	Westfield Town
<b>174</b>	<b>Total</b>	

End of  
Worksheet

**Q22: PLEASE SELECT THE DOLLAR RANGE THAT BEST REPRESENTS THE TOTAL AMOUNT OF STUDENT LOAN DEBT YOU CURRENTLY HAVE.**

**A22:**

Thirty-five teacher candidates, or 11.8% of respondents, currently have \$1-\$9,999 worth of student loan debt.

Twenty-seven teacher candidates, or 9.1% of respondents, currently have \$10,000-\$19,999 worth of student loan debt.

Fifty-two teacher candidates, or 17.6% of respondents, currently have \$20,000-\$29,999 worth of student loan debt.

One hundred five teacher candidates, or 35.5% of respondents, currently have \$30,000 or more worth of student loan debt.

For seventy-seven teacher candidates, or 26% of respondents, this question was not applicable.

Please select the dollar range that best represents the total amount of student loan debt you currently have.		
Response	Frequency	Percent
\$1- \$9,999	35	11.8%
\$10,000-\$19,999	27	9.1%
\$20,000-\$29,999	52	17.6%
\$30,000 or more	105	35.5%
N/A	77	26.0%
<b>Total</b>	296	
<b>End of Worksheet</b>		