

Part B: Statement of Objectives Essay

The essay, in which you present your reasons for your proposed graduate studies, is an important component of the admission decision process, and applications will not be reviewed without it. Choose from options 1, 2, or 3 below based on the program to which you are applying. Please submit a typed, double-spaced essay with your name and Social Security/Student ID number clearly indicated.

Students applying to the Masters of Arts in Teaching and any of the Initial Instructional Certification programs MUST construct an essay based on the “Portrait of a Teacher” given below, in option III.

1. This essay is required for all programs, except MAT or Initial Instructional Certification and Advanced Counseling and School Counseling certificate programs.

Please write an essay providing a response to each of the following questions:

1. What are your goals for graduate study and your future career?
 2. In what ways do your academic background and your professional experiences provide evidence of your potential for success in the program you selected and in your eventual career? Please give specific examples of relevant coursework and/or experience.
 3. Is there any further information we should consider in assessing your candidacy?
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2. This essay is required only for the Advanced Counseling and School Counseling Certificate programs.

Please write an essay (1-2 pages) on your long term professional goals, addressing the following questions:

1. How has your Master's in Counseling degree influenced your current position as a counseling professional or intern?
 2. What population(s) do you plan to work with in your professional discipline, and what special knowledge will this certificate afford you?
 3. If this certificate will enable you to change your professional direction in terms of setting/population, please explain why you desire this change? (For example, if you have a Master's in School Counseling and would like to gain an LPC).
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3. This essay is required for Masters of Arts in Teaching (MAT) or Initial Instructional Certification programs.

A major goal of Montclair State University's teacher education program is to educate teachers who understand how to prepare their students for democratic citizenship. Democratic citizenship includes the ability to think critically and to play an active role in improving our society.

Please review the “Portrait of a Teacher” on the next page and note that several of the standards in the Portrait focus on this important goal. In a cohesive essay of **three to four double-spaced, typed pages**, please write about item numbers 5 or 6 from the “Portrait of a Teacher” addressing the following questions:

- *In your life as a citizen, student, and future teacher of this society, what experiences are reflective of this standard? Additionally, what experiences in your life have conflicted with this standard?*
- *Envision yourself as a teacher. How would you foster a classroom climate that would promote this standard in your discipline? You might begin by reflecting on some of your own classroom experiences as a student. Which things would you do differently and which would you emulate in creating such as classroom climate?*

**Montclair State University
PORTRAIT OF A TEACHER**

The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well-being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.
12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.