title **II** higher education act

2017 **TITLE II REPORTS**
National Teacher Preparation Data

NJ | **Montclair State University**
Traditional Report AY 2015-16
New Jersey

⬤ REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1 Normal Avenue

CITY

Montclair

STATE

New Jersey ▼

ZIP

07043

SALUTATION

Mrs. ▼

FIRST NAME

Charity

LAST NAME

Dacey

PHONE

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

◉ Yes
○ No

If yes, provide the following:

AWARD YEAR

2009

GRANTEE NAME

Montclair State University

PROJECT NAME

Teacher Quality Partnersip Grants

GRANT NUMBER

U336S090031

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

Newark Public Schools

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ● **Residency**
- ○ **Pre-baccalaureate**
- ○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Urban Teacher Residency Math and Science P-12	Yes	
Urban Teacher Residency P-3, K-6 & Students with Disabilities	Yes	
Teacher Certification in Art P-12, BA	No	
Teacher Certification in Art P-12, MAT	No	
Teacher Certification in Art P-12, Post-Ba	No	
Teacher Certification in Art P-12, Students w Disabilities & MAT	No	
Teacher Certification in Art P-12, Students w Disabilities Combined BA & MAT	No	
Teacher Certification in Biological Science P-12, MAT	No	
Teacher Certification in Biology P-12, BA	No	
Teacher Certification in Biology P-12, Post-Ba	No	
Teacher Certification in Biology P-12, Students w Disabilities Combined BA & MAT	No	
Teacher Certification in Biology P-12, Teacher of Students with Disabilities, MAT	No	
Teacher Certification in Chemistry P-12, BA	No	

Total number of teacher preparation programs: 88

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teacher Certification in Chemistry P-12, MAT	No	
Teacher Certification in Chemistry P-12, Post-Ba	No	
Teacher Certification in Chemistry P-12, Students w Disabilities Combined BA & MAT	No	
Teacher Certification in Chemistry P-12, Students with Disabilities, MAT	No	
Teacher Certification in Dance P-12, BA	No	
Teacher Certification in Earth Science P-12 & MAT	No	
Teacher Certification in Earth Science P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Earth Science P-12, BA	No	
Teacher Certification in Earth Science P-12, Post-Ba	No	
Teacher Certification in Earth Science P-12, Students w Disabilities Combined BA & MAT	No	
Teacher Certification in English P-12 & Students w Disabilities Combined BA & MAT	No	
Teacher Certification in English P-12 & MAT	No	
Teacher Certification in English P-12 & Students w Disabilities, MAT	No	
Teacher Certification in English P-12, BA	No	
Teacher Certification in English P-12, Post-Ba	No	
Teacher Certification in French P-12 & Students w Disabilities, MAT	No	
Teacher Certification in French P-12 & MAT	No	
Teacher Certification in French P-12 & Students w Disabilities, Combined BA & MAT	No	
Teacher Certification in French P-12, BA	No	
Teacher Certification in French P-12, Post-Ba	No	
Teacher Certification in Health & Physical Education P-12 & MAT	No	
Teacher Certification in Health & Physical Education P-12 & Teacher of Students w Disabilities, MAT	No	
Teacher Certification in Health & Physical Education P-12& Students w Disabilities,Combined BA & MAT	No	
Teacher Certification in Health & Physical Education P-12, BA	No	

Total number of teacher preparation programs: 88

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teacher Certification in Health & Physical Education P-12, Post-Ba	No	
Teacher Certification in Health Education P-12, Post-Ba	No	
Teacher Certification in Health P-12 & Students with Disabilities, MAT	No	
Teacher Certification in Italian P-12, BA	No	
Teacher Certification in Italian P-12, Post-Ba	No	
Teacher Certification in K-6 & Students w Disabilities & MAT	No	
Teacher Certification in K-6 & Students w Disabilities, Combined BA & MAT	No	
Teacher Certification in K-6, BA	No	
Teacher Certification in K-6, MAT	No	
Teacher Certification in K-6, Post-BA	No	
Teacher Certification in Latin P-12, BA	No	
Teacher Certification in Latin P-12, Post-Ba	No	
Teacher Certification in Math P-12 & Students w Disabilities & Combined BA & MAT	No	
Teacher Certification in Math P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Math P-12 & MAT	No	
Teacher Certification in Math P-12, BA	No	
Teacher Certification in Math P-12, Post-Ba	No	
Teacher Certification in Music P-12 & MAT	No	
Teacher Certification in Music P-12 & Students w Disabilities & MAT	No	
Teacher Certification in Music P-12 & Students w Disabilities, Combined BA & MAT	No	
Teacher Certification in Music P-12, BA	No	
Teacher Certification in Music P-12, Post-Ba	No	
Teacher Certification in P-3 & Students w Disabilities, MAT	No	
Teacher Certification in P-3 & MAT	No	
Teacher Certification in P-3, Students w Disabilities Combined BA & MAT	No	
Teacher Certification in P-3, BA	No	

Total number of teacher preparation programs: 88

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teacher Certification in P-3, Post-Ba	No	
Teacher Certification in Physical Education P-12 & MAT	No	
Teacher Certification in Physical Education P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Physical Education P-12, Post-Ba	No	
Teacher Certification in Physical Science P-12 & Students w Disabilities, Combined BA & MAT	No	
Teacher Certification in Physical Science P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Physical Science P-12, BA	No	
Teacher Certification in Physical Science P-12, MAT	No	
Teacher Certification in Physical Science P-12, Post-Ba	No	
Teacher Certification in Physics P-12, BA	No	
Teacher Certification in Physics P-12, Post-Ba	No	
Teacher Certification in Social Studies P-12 & MAT	No	
Teacher Certification in Social Studies P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Social Studies P-12, BA	No	
Teacher Certification in Social Studies P-12, Post-Ba	No	
Teacher Certification in Spanish P-12 & MAT	No	
Teacher Certification in Spanish in P-12 & Students w Disabilities, MAT	No	
Teacher Certification in Spanish P-12 & Students w Disabilities Combined BA & MAT	No	
Teacher Certification in Spanish P-12, BA	No	
Teacher Certification in Spanish P-12, Post-Ba	No	
Teacher Certification in Teaching English as a Second Language P-12 & MAT	No	
Teacher Certification in Teaching English as a Second Language P-12 & Post-Ba	No	
Teacher Certification in Teaching English as a Second Language P-12, BA	No	
Teacher Certification in Teaching English as a Second Language P-12, Students w Disabilities, MAT	No	

Total number of teacher preparation programs: 88

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teacher Certification in Teaching English as Second Language&Students w Disabilities,Combined BA&MAT	No	
Total number of teacher preparation programs: 88		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year ▼

If Other, please specify:

Graduate

2. Does your initial teacher certification program conditionally admit students?

● Yes
○ No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://cehs.montclair.edu/academic/cop/teacher/undergrad.shtml

4. Please provide any additional information about or exceptions to the admissions information provided above:

There are five (5) possible outcomes of the application process at the undergraduate level: 1. Full Acceptance Full acceptance into the Teacher Education Program is required before Fieldwork/Clinical I. 2. Provisional Acceptance Provisional acceptance requires satisfying the conditions identified within a period of two successive semesters or else a student may be withdrawn from the program. 3. Supplemental Status Students whose overall GPA is between 2.75 and 3.00 may be considered for admission through the Supplemental Application process. The academic GPA requirement for admission to the Teacher Education Program at Montclair State University is a 2.75 (on a 4.0 scale and with no failing grades). Candidates with an overall and/or major grade point average that is .25 below the required minimum may be considered for admission through the Supplemental Admission Process. 4. Not Accepted Based on careful review of the student's application, the criteria for admission to the Teacher Education Program have not been met and the student is not accepted into the Program. In most cases students are permitted to re-apply in a subsequent semester. 5. Not Eligible Based on careful review of the student's written application prior to the interview, the criteria for admission to the Teacher Education Program have not been met and the student is not accepted into the program. Students may re-apply the following semester if they successfully meet the conditions for acceptance at that time. PLEASE NOTE: Dual Degree/Dual Certification Inclusive Education Program requires a 3.25 GPA required (overall and major). There are three matriculation statuses available to graduate students: 1. Full Matriculation Students are granted full matriculation if they meet all admission requirements for the University and their graduate programs. If they have already taken graduate level classes at Montclair State University as a non-degree student or as part of another graduate program, they must have a graduate grade point average greater than a 2.75 at the time of admission. They have five years for (teacher certification), six years (for MAT programs)to complete their programs. 2. Deferred Matriculation Students are granted deferred matriculation if they meet all the standard university requirements for admission but do not have the academic background required for full matriculation. Generally these students take undergraduate prerequisite courses to build the equivalency of an undergraduate major in their subject. For instance an applicant has a very strong application (good undergraduate grades, test scores, letters of recommendation, etc.), but he received his undergraduate degree in English and now wants to get a masters degree in Physical Education. He needs to take four courses to prepare for admission to the program. He is granted deferred matriculation status. He must complete the courses identified by his graduate advisor on his/her deferred matriculation acceptance letter with a minimum grade point average of 2.75. Deferred matriculated students

have three semesters (excluding summers) to complete the prerequisite courses. 3. Conditional Matriculation Students are granted conditional matriculation when it is determined that they do not meet the standards for full matriculation for any or all of the following reasons: 1. Undergraduate grades overall or in specific courses are below standard 2. Scores of GRE or other examinations are below standard 3. Program wants to assess their level of competency in courses prior to full matriculation 4. Student was dismissed from another graduate program at Montclair State University 5. Writing proficiency is below standard Students are required to take a few (2-3) courses identified by the graduate advisor and listed in the Conditional Matriculation acceptance letter. They must complete these courses with a minimum grade point average of 3.0. Conditionally matriculated students have three semesters (excluding summers) to complete the conditional matriculation.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Praxis I is required or ACT of 23 or SAT of 1660 can exempt a student	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.52

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.645

6. Please provide any additional information about the information provided above:

The Teacher Education Program is overseen by the Center of Pedagogy. Students typically apply for admission to the Program during the second semester of the sophomore year or first semester of the junior year. The admissions process is separate from admission to the University or to a major. Applicants are required to submit the following items: transcripts from all universities attended, essay(s), letter(s) of recommendation, resume & cover letter, and passing PRAXIS I or SAT/ACT scores. Additionally, student must participate in an "Impromptu Writing Sample" hosted by the academic department, an Information Session, an In-person interview, and New Admit Orientation. Students in subject area certification programs (everything except Early Childhood and Elementary) work toward certification that is valid for grades P-12. Dance, Art, Music, and Physical Education/Health students may wish to teach in any of these grade levels, but students in the other subject areas (e.g., English, Social Studies) usually intend to teach a specific subject in grades 7 or higher. Students in the Early Childhood Program work toward certification for Pre-Kindergarten through Grade 3 (P-3). Students in the Elementary Program work toward certification for grades Kindergarten through Grade 6 (K–6). Early Childhood and Elementary candidates usually intend to teach all or most academic subjects for one class of students. Students in the Dual Degree/Dual Certification Inclusive Education Program (DD/DC) work toward certification in a content area (P-3, K-6, or subject area) AND Teacher of Students with Disabilities. Students in this program earn a Bachelor's degree in the major and a Master of Arts in Teaching (MAT).Dual Degree/ Dual Certification Inclusive Education Program (DD/DC) requires a 3.25 overall and 3.25 major GPA. Students who plan to apply for a subject area program must earn a 3.0 or better overall GPA and major GPA requirements vary by department. English Education and Social Studies Education requires a 3.25 major GPA. The following pre-requisite courses are required: ___EDFD 200 Psychological Foundations of Education (satisfies Gen Ed K3. Social Science) ___EDFD 220 Philosophical Orientation to Education (satisfies Gen Ed F2. Philosophy/Religion) ___EDFD 221 Historical Foundations of American Education (satisfies Gen Ed K1. American/European History) ___SASE 210 Public Purposes of Education: Democracy and Schooling (satisfies L. Gen Ed elective; Sophomore status or higher) ___9 CREDITS OF MAJOR COURSEWORK* (see major GPA requirements) ___PRAXIS I (PPST Basic Skills Test) or equivalent SAT/ACT Score *Math majors must have completed 11 credits including Calculus I and II and a course that requires Calculus II as a prerequisite. Students applying for social studies must have completed 15 credits of history coursework. Student who plan to apply for the Early Childhood (P-3) or Elementary (K-6) Program, must successfully complete the following pre-requisite courses: ___CMST 101 Fundamentals of Speech (satisfies Gen Ed C2. Communication) ___PSYC 101 General Psychology (satisfies Gen Ed K3. Social Science) ___FCST 214 Child Development I (prerequisite PSYC101) ___ECEL 200 Perspectives in Early Childhood Elementary Education in a Democracy (satisfies L. Gen Ed elective; must have sophomore status or higher) ___9 CREDITS OF MAJOR COURSEWORK* (see major GPA requirements) ___PRAXIS I (PPST Basic Skills Test) or equivalent SAT/ACT Score *Family & Child Studies majors must successfully complete 6 credits of major courses as well as FCST 214. P-3 and K-6 applicants must also take at least two courses in each of the four content areas taught in P-3/K-6 school settings: Math, Science, Social Studies, and English and receive a grade of B- or higher in each. Only students who have met this requirement may be fully admitted to the Program; those who are still working on the requirement may be provisionally admitted. Students who plan to apply for the DD/DC Early Childhood (P-3) or DD/DC Elementary (K-6) Program, must successfully complete (C- or better) the following pre-requisite courses: ___CMST 101 Fundamentals of Speech (satisfies Gen Ed C2. Communication) ___PSYC 101 General Psychology (satisfies Gen Ed K3. Social Science) ___FCST 214 Child Development I (prerequisite PSYC 101) ___ECEL 200 Perspectives in Early Childhood Elementary Education in a Democracy (satisfies L. Gen Ed elective; must have sophomore status or higher) ___EDFD 220 Philosophical Orientation to Education (satisfies Gen Ed F2 Philosophy/Religion) ___ 9 CREDITS OF MAJOR COURSEWORK* ___PRAXIS I (PPST Basic Skills Test) or equivalent SAT/ACT Score *Family & Child Studies majors must successfully complete 6 credits of major courses as well as FCST 214. DD/DC P-3 and DD/DC K-6 applicants must also take at least two courses in each of the four content areas taught in P-3/K-6 school settings: Math, Science, Social Studies, and English and receive a grade of B- or higher in each. Only students who have met this requirement may be fully admitted to the Program; those who are still working on the requirement may be provisionally admitted. *TRANSFER EXCEPTION Students seeking subject certification who transfer to MSU with 60 or more credits may apply to the Program immediately if they have completed 9 credits of major courses at their previous college or MSU and if they have completed or are enrolled in SASE 210 Public Purposes of Education: Democracy and Schooling. Math majors must have completed the 11 credits listed above. Please note: Students with an AA or AS degree from a NJ two-year institution are waived from having to take EDFD 220 and EDFD 221. Students seeking Early Childhood (P-3) or Elementary (K-6) certification who transfer to MSU with 60 or more credits may apply to the Program immediately if they have completed 9 credits of major courses at their previous college or MSU, and if they have completed or are enrolled in ECEL 200 Perspectives in Early Childhood & Elementary Education in a Democracy and/or Child Development I. Provisionally or fully accepted students are permitted to enroll in the first semester of the Professional Sequence. A review of student progress in major, general education, elective and Professional Sequence courses is conducted each semester to ensure students are on track to do the Professional Year field experiences (Clinical I and Clinical II for P-3 and K-6 candidates, Fieldwork and Student Teaching for subject area candidates). Students must pass all required Praxis II exam(s) in order to student teach. Students in single certification programs must maintain a minimum overall G.P.A. of 3.00 as well as the minimum G.P.A. required specifically for the major(s) in order to complete the Program successfully.

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the postgraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Praxis I is required or ACT of 23 or SAT of 1660 can exempt a student	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.29

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.91

6. Please provide any additional information about the information provided above:

Montclair State University offers nearly 100 graduate programs, with a significant portion geared for future teachers. The Graduate School offers three levels of programs for certification; Master of Arts in Teaching (M.A.T.), Master of Arts in Teaching - Dual Certification (M.A.T. Dual Cert), and Initial Teacher Certification. Master of Arts in Teaching (M.A.T.):Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) and teaching certification simultaneously. Additional undergraduate course work in the content area may be required to meet certification standards. Teaching (M.A.T.) Content Areas Teaching (M.A.T.) Early Childhood P-3 Teaching (M.A.T.) Elementary K-6 Master of Arts in Teaching - Dual Certification (M.A.T. Dual Cert):Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) Dual Certification. Additional undergraduate course work in the content area may be required to meet certification standards. Dual Certification: M.A.T. Content Areas and Teacher of Students with Disabilities Dual Certification: M.A.T. Early Childhood P-3 and Teacher of Students with Disabilities Dual Certification: M.A.T. Elementary K-6 and Teacher of Students with Disabilities Teacher Certification: Students with a baccalaureate degree and interest in teaching may earn teacher certification only. Additional undergraduate course work in the content area may be required to meet certification standards. Post-Baccalaureate Program in Content Areas Post-Baccalaureate Program in Early Childhood P-3 Post-Baccalaureate Program in Elementary K-6 The Teacher Education Admissions & Retention Department oversees admissions, retention, and program completion for undergraduate and graduate students in the Teacher Education Program. We are dedicated to preparing knowledgeable and committed teachers who develop a set of strong commitments to equity and diversity, critical thinking, social responsibility, and critical reflection. We believe that instilling teachers with such attitudes and dispositions, found in the Portrait of a Teacher, lays the foundation for sustaining a political and social democracy. As a result, in making decisions about admission to the Program, the Portrait is used as a guideline in order to select students whose commitments match those of the Program. The Portrait is also used for ongoing assessment of students as they progress through the Program. Candidates for admission to the Post-baccalaureate and M.A.T. programs must submit materials such as: an official transcript* from every college attended, two references, and, for the M.A.T. program, GRE scores (general test). In addition, applicants to the M.A.T. and Post-baccalaureate Programs may be required to take the appropriate Praxis II Subject Assessment prior to being admitted into the Program. Full matriculation requires passing the Praxis. In addition to transcripts and GRE and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language. In selecting students for the graduate level Initial Instructional Certification Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The Portrait of a Teacher is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the Portrait of a Teacher. Montclair State University's Teacher Education Program has been continually accredited by the National Council for Accreditation in Teacher Education (NCATE) since 1954 and is affiliated with national networks committed to the simultaneous renewal of P-12 schools and teacher education. Upon successful completion of the Program, students are recommended to the New Jersey Department of Education for certification.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	43
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	642
Number of students in supervised clinical experience during this academic year	507

Please provide any additional information about or descriptions of the supervised clinical experiences:

The final two semesters of an undergraduate or graduate level student's course of study in the Teacher Education Program are when the two most significant clinical internships take place. In the penultimate semester, subject area students take Fieldwork and a corresponding class, Teaching for Learning I. Early childhood and elementary candidates take Clinical I and a corresponding class, Seminar I. In the final semester, subject area students take Student Teaching and Teaching for Learning II while early childhood and elementary candidates take Clinical II and Seminar II. The primary objective of the Fieldwork/Clinical I experience is to provide students with concrete, hands-on opportunities to prepare for student teaching in the following semester. During Fieldwork/Clinical I student become acquainted with the cooperating teacher's full range of responsibilities and style of teaching, the school's operating procedures and culture, and the pupils with whom he or she will be working. Although purposeful observation is important, the great majority of time spent in the school involves active participation in the class/school and direct interactions with pupils. In the 15-16 academic year Fieldwork students were required to complete 60 hours in their placement while early childhood/elementary students were required to complete 120 hours in their placement. In order to ensure that students gain a broad base of knowledge and experiences in preparation for student teaching, the hours in the field placement were allocated as follows: Observing students: 15% of time at placement Examining teacher materials: 15% of time at placement Teaching/tutoring students: 30% of time at placement Conversing with Staff and students: 10% of time at placement Performing other teacher-related activities: 20% of time at placement Observing other teachers/classes : 10% of time at placement Students taking Fieldwork/Clinical I in the 15-16 academic year typically taught a complete lesson by the 40-hour mark. Students ideally taught a "mini unit" of 3-5 lessons by the end of the Fieldwork/Clinical I experience. In fall 2017, Fieldwork will be called Clinical I for subject area candidates and will be 120 hours. Clinical I for P-3 and K-6 candidates will increase to 175 hours. Based upon successful completion of Fieldwork/Clinical I, students are typically assigned to the same school for Student Teaching. This structure provides students with a deeper connection to a school and a richer understanding of school and classroom dynamics. However, accepting a student for Fieldwork/Clinical I does not obligate the district to accept him/her for Student Teaching; this ensures that if a positive relationship does not develop during Fieldwork/Clinical I the student can be placed elsewhere. At the end of Fieldwork/Clinical I, the cooperating teacher completes an Assessment of Student Performance form. This form, along with a manual internal audit of each student, determines students' eligibility to move on to student teaching. Other factors that are considered for student readiness for student teaching include: passing score on required Praxis II tests; GPA standard met for overall GPA as well as major GPA; completion of all teacher education coursework; and completion of all major coursework. Student Teaching (Clinical II for early childhood and elementary students) is the culminating clinical internship in the Teacher Education Program. It is a full semester, full-time experience in a classroom in the student's certification area. Students who are working towards certification that may be used in the full P-12 spectrum, such as art, music, and physical education, are required to do half a semester in a lower grade setting and half a semester in an upper grade setting. All other students have one placement and as mentioned above, typically it is the placement where Fieldwork/Clinical I was completed. Student teachers are observed every other week by a University-appointed supervisor and are also formally observed and evaluated by the cooperating teacher at least three times during the semester. Successful completion of student teaching is based on the supervisor/cooperating teacher formative and summative evaluations. Student teaching is taken with a corresponding course – Teaching for Learning II or Seminar II – where students discuss their experiences and complete assignments that enhance their field-based experience in the classroom.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16	804
Unduplicated number of males enrolled in 2015-16	169
Unduplicated number of females enrolled in 2015-16	635

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2015-16	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	116
Race	

2015-16	Number Enrolled
American Indian or Alaska Native	0
Asian	37
Black or African American	63
Native Hawaiian or Other Pacific Islander	3
White	499
Two or more races	14

2015-16	Number Enrolled

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2015-16**

CIP Code	Subject Area	Number Prepared
13.01	**Education - General**	
13.10	**Teacher Education - Special Education**	187
13.1210	**Teacher Education - Early Childhood Education**	80
13.1202	**Teacher Education - Elementary Education**	200
13.1203	**Teacher Education - Junior High/Intermediate/Middle School Education**	2
13.1205	**Teacher Education - Secondary Education**	
13.1206	**Teacher Education - Multiple Levels**	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	22
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	41
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	31
13.1312	Teacher Education - Music	32
13.1314	Teacher Education - Physical Education and Coaching	54
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	19
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	13
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	3
13.1325	Teacher Education - French	4
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	24
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Italian	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2015-16

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	17
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	24
13.1314	Teacher Education - Physical Education and Coaching	48
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	3
13.1325	Teacher Education - French	11
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	6
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	13
42	Psychology	49
45.01	Social Sciences	
45.02	Anthropology	1
45.06	Economics	5
45.07	Geography and Cartography	1
45.10	Political Science and Government	1
45.11	Sociology	17
50	Visual and Performing Arts	18
54	History	25
16	Foreign Languages	9
19	Family and Consumer Sciences/Human Sciences	133
23	English Language/Literature	51
38	Philosophy and Religious Studies	1
01	Agriculture	
09	Communication or Journalism	13
14	Engineering	1

CIP Code	Academic Major	Number Prepared
26	Biology	9
27	Mathematics and Statistics	16
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	1
40.06	Geological and Earth Sciences/Geosciences	2
40.08	Physics	
52	Business/Business Administration/Accounting	14
11	Computer and Information Sciences	
99	Other Specify: American St, Animal, Art, Athletic, Cinematic, Criminal,Pharm, Gender, Exercise, Comparative,Ne…	19

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2015-16	531
2014-15	540
2013-14	561

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

›› Annual Goals - Mathematics

›› Annual Goals - Science

›› Annual Goals - Special Education

›› Annual Goals - Instruction of Limited English Proficient Students

›› Assurances

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- ⦿ Yes
- ◯ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

> 20

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- ⦿ Yes
- ◯ No
- ◯ Not applicable

4. Description of strategies used to achieve goal, if applicable:

The increase in the cut score for the Praxis II Mathematics Exam (5161) has provided challenging for many of our mathematics students. As a result, the Mathematics Department in conjunction with the Center of Pedagogy has collaboratively developed Praxis II mathematics review sessions, peer study sessions and a one credit review course that utilizes the on-campus mathematics learning lab as well as an instructor for individualized assistance. This should help stabilize the number of students completing our program on time.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 15

9. Provide any additional comments, exceptions and explanations below:

> Generally our enrollments and number of students completing in the area of high need subject of mathematics nation-wide, our students are struggling with the higher cut score on the 5161 Praxis II exam so it is likely that we will have a lower completion rate among out students in future years.

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

> 20

12. Provide any additional comments, exceptions and explanations below:

> Montclair State University just received a Robert Noyce Scholarship Program grant to offer scholarships to students that major in mathematics and obtain a K-6 teaching certificate. This grant enables students to receive $13,000 per year for two years in exchange for completing two years of teaching in a high need school district for each year of support.

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in science in 2015-16?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2015-16?

15

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

1. While we have developed the Noyce Teacher Scholarship Program dedicated to recruiting, preparing, and supporting new science teachers for New Jersey's high-need K-12 school districts, the grant is in it's last year of operation. This project is funded by the National Science Foundation and offers two years of scholarships equal to the amount of New Jersey in-state tuition and fees, as well as an annual stipend of $3000 to undergraduate chemistry, physics, earth science, and biology majors admitted into the MSU Teacher Education Program. The Noyce Teacher Scholarship Program (NTSP) involves three key features: - Financial support for two years of undergraduate teacher preparation. -A series of professional experiences designed to support high-quality science teaching. -Intensive and well-supervised school-based field experiences. Students will study and conduct their fieldwork experiences in cohorts. Specific sections of courses in the professional sequence help Noyce Scholars form a community in which they can develop the knowledge and understanding necessary for successful science teaching and learning in high need districts. In addition, the Noyce program has established partnerships with several school sites that collaborate fully in the education of new teachers. The NTSP is open to undergraduate students at Montclair State University who are preparing to teach science at the middle or high school level (6-12), and who have been admitted to the Teacher Education Program. Students apply to the Teacher Education and NTSP programs at the same time, and students transferring from two-year institutions are encouraged to apply. In addition to meeting requirements for admission to the Teacher Education Program, scholarship recipients must have a minimum grade point average (GPA) of 2.75 in the major and a demonstrated commitment to teach in an urban or otherwise high-needs district. Programs for Noyce scholars focuses on preparing science teachers for today's diverse classrooms. Noyce Scholars will benefit from programmatic support for a wide variety of professional experiences such as attending the NJ Science Convention and working with science educators at the NJ School of Conservation. The summer Science Career Survey Experience, which is coordinated with university partners in local biotechnology, pharmaceutical, and manufacturing industries is designed to enable Noyce Scholars to develop a robust knowledge of the range of science-related careers for the benefit of their future students. Noyce Scholars belong to a small, supportive learning community. They take many of the teacher education courses as a cohort, participate in their school experiences in cooperative groups, and collaborate on projects throughout the program. The Noyce faculty and staff provide students enriched advisement and support. Cooperating teachers, mentors, and community internship supervisors are carefully selected and work collaboratively with Montclair State faculty and staff to create the best possible learning situations for Noyce Scholars. Scholars receive ongoing support during the first year in the classroom with high-quality mentors.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

11

9. Provide any additional comments, exceptions and explanations below:

We anticipate a decrease in science students prepared as a few of our major grant initiatives are coming to conclusion. 2. Woodrow Wilson - In partnership with the Woodrow Wilson Foundation, Newark Public Schools, and Orange Public Schools, Montclair State University (MSU) has offered the Woodrow Wilson NJ Teaching Fellowship (WWTF) Program, MSU's urban teacher residency program. The WWTF Program is an innovative 13-month, apprenticeship-based program for individuals with a deep commitment to teaching mathematics or science in a high-need school district. Working from

the model of medical residencies, the program provides on-site graduate education, intensive classroom experiences with a master teacher, and three years of mentoring and professional development in the schools where they teach. Resident Fellows will work with faculty in both the College of Education and Human Services as well as the College of Science and Mathematics. Those who successfully complete the program will earn their MAT degree and teacher certification simultaneously. Graduates then make a three-year commitment to teach in one of the partner school districts. Based on research about successful programs, the Residency Fellowship: -embeds Resident Fellows from day one in schools, focusing their master's degree coursework on classroom experiences; -provides on-site all the coursework needed for a twelve-month Master of Arts in Teaching (MAT) and state certification; -matches the Resident Fellow with a school-based collaborating teacher; -provides Resident Graduates intensive induction support, mentoring, and professional development through the first three years of teaching; -provides additional professional development support to the master teachers and school leaders to reinforce the school's focus on learning and continuous improvement at all levels; -offers invaluable support of a cohort of individuals who are passionate about science and math education for urban school districts. Participants in this program also benefit from the following: - A $30,000 stipend during the residency year - A $10,000 tuition credit -Lifelong membership in a national network of Woodrow Wilson Fellows, intellectual leaders in education This grant is also in its final phase.

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

10

12. Provide any additional comments, exceptions and explanations below:

We anticipate a lower number of students prepared in science in the coming years but plan to incorporate lessons learned and best practices from Woodrow Wilson, NMUTR, and Noyce.

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2015-16?

80

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- ● Yes

○ No

○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We plan to continue our targeted programs preparing teachers through our Dual Degree Dual Certification (DD/DC) Programs, our Dual Degree Dual Certification Programs at the MAT level, which have flourished in the past three years given direct attention to recruitment strategies as well as increasing the number of faculty hires in Disability Studies.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

While the Dual Certification MAT Program with a focus on Inclusive iSTEM Education is wrapping up efforts, the Newark-Montclair Urban Teacher Residency (NMUTR) is also still matriculating students in Early Childhood education and Teacher of Students with Disabilities certification.

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

● Yes

○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2016-17?

80

9. Provide any additional comments, exceptions and explanations below:

We plan to continue expansion of our targeted programs preparing teachers through our Dual Degree Dual Certification (DD/DC) Programs, our Dual Degree Dual Certification Programs at the MAT level, which has gained popularity.

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

● Yes

○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

200

12. Provide any additional comments, exceptions and explanations below:

Interest has continued to steadily increase in the Bachelor's/MAT Dual-Certification Inclusive Education Program provides students with the opportunity to receive both a bachelor's and Master of Arts in Teaching (MAT) degree with teacher certification in both general education and special education. The program is designed to help teachers develop competencies needed to teach students who have disabilities along with those who do not. In this program, students complete general education and major requirements and an initial set of coursework in education as undergraduates. As graduate students, they will complete the coursework in education and conduct their fieldwork and student teaching. Similarly,interest has increased in the Master of Arts in Teaching Program in Elementary Education and Teacher of Students with Disabilities. It is a 48 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach Kindergarten through sixth grade (K-6) and certification to teach students with disabilities in K-6 settings. Students who apply to this program must hold a bachelor's degree in a liberal arts field (minimum 60 liberal arts credits). In addition, applicants must provide evidence of substantial and meaningful experience with groups of children, including children with special

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

> 6

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We made available TESL coursework offerings for 2015-16 fall and spring semesters to accommodate UG students in the DD/DC program who have increasingly enrolled in TESL coursework given their professional sequence time frame that extends a year into a graduate sequence of teacher education coursework.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Additionally, the first cohort of 12 TELL minor students completed their coursework and degrees. The TELL minor will provide candidates planning to teach in general education or inclusive education classrooms with the specialized knowledge and skills to work effectively with students who are English Language Learners. Through a series of 6 classes taken alongside your Early Childhood (P-3), Elementary Education (K-6), Dual Degree/Dual Certification Inclusive Education, or P-12 Subject Area certification courses, students learn: How children in early childhood and elementary education settings acquire English as a second language and how to support this process using developmentally appropriate teaching practices How to support literacy development and meet the rigorous Common Core English Language Arts standards with young bilingual students How to teach academic content in English in ways that build success across the early childhood and elementary curriculum How to bridge cultural differences and build strong partnerships with ELL families The TELL minor can be taken with any approved P-3, K-6, Dual Degree Dual Certification or Subject Area teacher education major.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

> 8

9. Provide any additional comments, exceptions and explanations below:

In addition to the first cohort of TELL students completing their minors, since today's early childhood and elementary classrooms are more diverse than ever there is growing interest in these courses among newly admitted undergraduate students. Nearly 1 in 5 students in New Jersey's public schools comes from a home where a language other than English is spoken. Many of these students are in the process of learning English as a second language and require expert teacher support to achieve their potential in school. School districts are seeking teachers with this expertise.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

> 20

12. Provide any additional comments, exceptions and explanations below:

In addition to a growing interest in TELL, students are increasingly interested and pursuing the Dual Degree Dual Certification program is a 5-year program that leads to teacher certification in English as a Second Language (grades P-12), teacher certification in Teacher of Students with Disabilities, a baccalaureate degree and a master's degree. Students must successfully complete the undergraduate portion of the program in order to be admitted to the Graduate School and complete the one-year master's portion of the program.

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ● Yes
- ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ● Yes
- ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
- No
- Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

MSU is committed to serving the educational needs of NJ with programs characterized by academic rigor and currency in knowledge development and application. MSU offers a wide range of baccalaureate, master's, and certificate programs and a focused portfolio of doctoral programs. MSU recruits faculty with exceptional academic or professional credentials and commitment to pursuing their development as teachers and scholars. MSU admits students with potential for high achievement, diligence in pursuit of education, and high aspirations for using their education. MSU is committed to maintenance of a learning community that reflects NJ's diverse population. University programs seek to develop students' abilities to discover, create, evaluate, apply, and share knowledge in a climate of tolerance and openness. Curricular and co-curricular programs cultivate the ability to think critically, act ethically, and become informed citizen-participants prepared to assume leadership roles in a democracy. MSU seeks to ensure that all students develop an understanding of global issues and their responsibilities as world citizens. MSU seeks to focus the professional activities of faculty and the educational endeavors of students on the enduring disciplines that continue to constitute the knowledge base of an educated citizenry, as well as on more specific and changing areas of study that have particular relevance to the region. MSU plays a role beyond the campus community, partnering and collaborating at local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to use knowledge in constructive ways in the world, and to share a rich array of intellectual and cultural resources. Candidates major in academic disciplines and take 30 credits of education coursework in the College of Education and Human Services (CEHS); there is no education major. All eight departments in CEHS and in the Colleges of Science & Mathematics, Humanities & Social Sciences, and The Arts offer majors and play roles in preparing educators, coordinated by CEHS. The core elements of the CEHS Mission are to provide programs for traditional and non-traditional students; develop professionals who will achieve the College's academic goals and meet professional standards; support and engage in service and scholarship that add to knowledge and practice; and collaborate with field-based professionals to support their continued learning and foster the simultaneous renewal of the preparation of professionals and of their professions. The University offers 19 initial teacher preparation programs (P-3, K-6, &17 disciplinary programs), 15 of which allow additional Teacher of Students with Disabilities certification. Certification programs are approved by the NJ DOE and are aligned with NJ Professional Teaching Standards. Programs with Specialized Program Associations (SPAs) submitted program reports in spring 2012; those not fully recognized submitted revised reports in 3/15 or will submit revisions in 9/15. Art, Dance, Music, and Counseling programs are accredited by other agencies (NSASD, NASD, NASM, and CACREP, respectively). To prepare general education teachers who can teach students with disabilities effectively, Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: "Inclusion in Middle and Secondary Schools," "Inclusive Classrooms Middle/Secondary," "Building Programs and Community in Inclusive Classrooms," " Strengthening Partnerships with Families of Children with Disabilities," "Literacy Strategies for the Inclusive Elementary Classroom," "Pedagogy in Inclusive Elementary Education," "Sociocultural Contexts of Disability and Inclusive Education," "Observation and Assessment of Elementary Age Children with Disabilities," "Learning and Development in Elementary Age Children With and Without Disabilities," "Clinical Experience I: Inclusive Early Childhood and Elementary Classrooms," "Seminar I: Inclusive Early Childhood and Elementary Classrooms," "Clinical Experience II: Inclusive Early Childhood and Elementary Education Settings," "Seminar II: Inclusive Early Childhood and Elementary Classrooms," "Content Integration and Assessment in Inclusive Early Childhood Classrooms." These courses expose teacher candidates to the central issues in the inclusion of students with disabilities in U.S. elementary, middle and secondary schools. Best practices for providing access to the general education curriculum for students with disabilities in inclusive settings are presented. In addition, the students learn the use of best practices and the role of teachers, paraprofessionals, and special service providers in an inclusive setting. Strategies and methods for differentiating instruction and adapting materials and presentations for inclusive settings are also presented. The courses to prepare general educators to teach limited English proficient students ("Educating English Language Learners," "Meeting the Needs of English Language Learners," and/or "Initial Inquiry into Literacy Development") ensure that teacher education candidates know the central issues pertinent to the education of English language learners in U.S. schools. These courses help our students learn about best practices in educating English language learners. Issues addressed in the courses include principles of second language acquisition and academic content instruction for English language learners. The Teaching English Language Learners in Early Childhood and Elementary Settings (TELL) provides undergraduate teacher education candidates

seeking initial certification in P-3 or K-6 education the opportunity to obtain a minor in Teaching English Language Learners. Focused on the characteristics and instructional needs of preschool and elementary school English Language Learners (ELLs), this minor provides candidates who will begin their teaching careers in general education or inclusion classrooms (as opposed to bilingual or ESL classrooms) with a much-in-demand area of expertise in New Jersey public schools. This minor complements the second certification in ESL offered in the MSU Linguistics Department, which focuses primarily on preparing ESL teachers for teaching in self-contained and pull-out ESL programs. For students preparing to become P-3 or K-6 teachers, this minor offers a program of study focused largely on supporting the success of ELLs in the context of the general education early childhood and elementary classrooms in which the vast majority of ELL students are taught. Because the language and learning contexts, needs, and developmental imperatives are very different for children of different ages, early childhood and elementary teachers need preparation designed specifically for teaching younger ELL children. This program addresses that need. To prepare general education teachers who can teach students who can provide instruction to students from low-income families and effectively teach students in urban, suburban and rural communities Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: "Public Purposes of Education: Democracy and Schooling," "Historical Foundations of Education," "Perspectives on Early Childhood/Elementary Education in a Democracy," "Cultural and Social Contexts of Families and Communities," "Working with Diverse Families and Children," "Teaching For Equity and Diversity," "Socio-Cultural Perspectives Teaching/Learning," "Teaching, Democracy, and Schooling," "Sociocultural Contexts of Disability and Inclusive Education," and "Curriculum Development and Assessment in Diverse Elementary Classrooms." In these courses students inquire into the role of schools in fostering the development of democratic principles and practices and examine various curriculum designs and pedagogical strategies from historical, political, social, and cultural perspectives. Students critically analyze issues influencing our current public education system to determine their impact on schools, teachers, children, families, and society. They examine how our education systems reflect and respond to the changing needs, knowledge, and dispositions of our democratic society. Students also learn about and explore the main issues stemming from efforts to teach democratically in public schools with low income students. They also complete up to 30 hours of field experiences in an assigned high-performing urban school, which provides a context for these explorations.

Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	166	14	82
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	16	168	16	100
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	25	168	25	100
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	21	174	21	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	166	17	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	16	166	16	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	166	15	100
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	84	173	78	93
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	39	173	39	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	51	174	51	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	59	174	59	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	27	169	22	81
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	12	165	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	65	166	65	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	198	173	174	88
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	94	172	94	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	14	172	13	93
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	16	163	12	75
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	46	176	46	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	131	175	129	98
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	192	168	164	85
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	94	168	94	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	13	167	13	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	16	173	14	88
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	46	181	46	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	131	177	129	98
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	184	165	146	79
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	94	169	94	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	14	172	13	93
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	16	167	14	88
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	46	173	46	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	131	169	128	98
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	77	170	77	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	190	162	145	76
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	94	165	94	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	14	162	13	93
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	16	165	12	75
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	46	168	46	100
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	131	166	128	98
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	11	178	11	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	44	176	44	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	39	180	38	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	32	179	32	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	34	175	34	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	168	21	95
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	13	164	13	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	26	167	26	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	21	164	21	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	54	167	48	89
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	37	169	37	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	17	168	17	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	45	161	45	100
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	76	162	76	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	46	161	30	65
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	22	166	21	95
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	11	169	11	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	27	153	27	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	25	168	23	92
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	30	168	30	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	35	168	35	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	25	167	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	4			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	5			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	8			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	158	10	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	27	169	23	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	18	166	18	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	32	168	32	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	24	166	24	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	6			

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	372	371	100
All program completers, 2014-15	466	461	99
All program completers, 2013-14	467	466	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

1. Is your teacher preparation program currently approved or accredited?

- ⦿ Yes
- ◯ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ◯ Yes
- ⦿ No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    ● Yes
    ○ No

    b. **use technology effectively to collect data to improve teaching and learning**

    ● Yes
    ○ No

    c. **use technology effectively to manage data to improve teaching and learning**

    ● Yes
    ○ No

    d. **use technology effectively to analyze data to improve teaching and learning**

    ● Yes
    ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

    The ADP Center for Learning Technologies functions as a hub for innovation in pedagogy, curriculum and instructional planning, educational technology and professional development at Montclair State University. The ADP Center mission is to improve the quality of education for teacher education students, faculty, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools and post-secondary education by providing access to more than 30,000 curriculum, assessment & instructional technology resources both in a physical library and online, highly mediated instructional spaces, educational computing laboratories, an online learning design studio, educational media publishing tools as well as the requisite support and professional development in using them to improve education. More specifically, the ADP Center receives approximately 10,000 teacher education student visits each year to our curriculum resource collection where they utilize various print and electronic resources that support learning in their critical content area and methods coursework and approximately 35,000 visits each year to our classrooms of the future and Instructional technology design laboratories , through both their coursework and by attending professional development workshops, where they are exposed to and practice emerging methods of using digital teaching tools to design and facilitate interactive student-centered data-informed instruction and assessment. The ADP Center, a beacon for innovation in teaching and learning for K-12 schools across New Jersey, serves the curriculum, instruction, educational technology and professional development needs of more than 52,000 patrons each year, including university faculty, staff and students and practicing educators from the Montclair State University Network for Educational Renewal- a network of 31 public school districts

including Newark. Over 11,000 patrons accessed the resources located in the Curriculum Resource Collection while we host and support an annual average of nearly 2400 university classes, professional development workshops, conference sessions, professional meetings, camps for children and other events requiring access to the digital teaching and learning tools found in both our instructional technology labs and classrooms of the future. To prepare teachers who can teach students using technology effectively, Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: "Technology Integration in the Classroom," "Integrating Technology Across the Curriculum," "Explorations: Science, Math, and Technology in the Elementary Classrooms;" students may elect to take "Methods: Technology Education." These courses introduce pre-service teachers to the dimensions of educational technology for teaching and learning. Students focus on the pedagogical and practical implementation of educational technologies, youth technology culture, and emerging technologies. It enables the students to draw upon field-based experiences to plan instructional technology environments that are student-centered, collaborative, and inquiry-based; that emphasize critical thinking; and that support specific curricular goals as articulated in institutional, state and national standards for technology in education. The more advanced elective course includes application of technological literacy such as planning a course of instruction (unit plans, lesson plans, technology learning activities); laboratory management, equipment, and safety; record keeping and assessment. Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels to learn about collecting, managing, and analyzing data to improve student achievement and to use universal design for learning: "Assessment of Learning," and "Inclusion in Middle and Secondary Schools;" "Integrating Elementary Curriculum and Assessment for Equity and Diversity;" and "Content Integration and Assessment in Inclusive Early Childhood Classrooms." The courses provide hand-on practice using different assessment methods, evaluating performance, and using assessment data to adjust and improve in-class instruction and student learning. Students learn the elements of good assessment and evaluation practices, as well as how to use assessments as tools for learning and instructional decision-making: i.e. using test data to drive instruction, curriculum based measurement, transparent based criteria for student evaluation. Finally, these courses examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data to inform learning activities. MSU has performance assessment systems in place for its teacher preparation programs. The assessments are aligned with the MSU Institutional Standards, the INTASC Standards, the NJ Professional Teaching Standards, and, as relevant, Standards of the respective SPAs. These standards to which the assessments align address content knowledge, diversity, culturally responsive instruction, and the understanding and belief that all children and adolescents can learn. Multiple assessments are used at key transition points throughout the programs—(1) at admission, (2) after most coursework but before the culminating clinical practice or culminating activity semester, and (3) after all requirements have been completed. MSU assessments require candidates to demonstrate knowledge and proficiencies by creating a product (e.g., a unit plan) or performing a task (teach a lesson) that is evaluated according to performance criteria aligned with MSU standards and articulated in rubrics delineating levels of performance (unacceptable/does not meet expectations, acceptable/meets expectations, exceptional/exceeds expectations). Data analyses show how students are progressing through programs and ways the programs are successful and/or require review and improvement. Audits for each candidate are performed before and after student teaching to determine whether the candidate has met all of the requirements to proceed to the next phase—student teaching or program completion, respectively. "Digital Backpacks" Program for Teachers Eight years ago, The ADP Center for Learning Technologies created the nationally recognized "Digital Backpacks" Program for Teachers. This first ever "Bring Your Own" technology program provided practicing K-12 educators with a backpack full of instructional technology tools and resources as well as the wrap-around professional development and technical support needed for them to have a positive impact on teaching and learning. Over the past eight years and through various grants and donations, the ADP Center has designed, assembled, disseminated and supported 250 backpacks for teachers working in Newark, East Orange, Caldwell-West Caldwell, Summit and Plainfield Public Schools. The "Digital Backpacks" concept has been replicated at colleges of education across the United States and in several school districts including Montclair's Public Schools. Partnership with the New Jersey Educational Computing Cooperative (NJECC) The ADP Center for Learning Technologies is a partner and the home of the New Jersey Educational Computing Cooperative (NJECC), a professional network of 100 school districts interested in transforming education through the use of technology. Each year, the ADP Center plans, hosts and facilitates the NJECC monthly meetings for 75-100 K-12 school leaders responsible for educational technology in their respective school districts. These meetings focus on topics ranging from optimal school network configuration to which apps best prepare a student to become a fluent reader and everything in between. The ADP Center plans, hosts and facilitates, in collaboration with NJECC, the annual NJ Educational Technology Conference. This conference is the largest and oldest K-12 educational technology in New Jersey and is attended by nearly 1,000 educators each year over three days. The 21st Century Teacher Professional Development In addition to the almost 100 free after-school, summer and online professional development workshops facilitated for nearly 1000 educators and teacher education students each year, The ADP Center for Learning Technologies designs and facilitates an innovative hybrid (face-to-face and online) professional development workshops for practicing K-12 educators and teacher candidates interested in building their 21st Century teaching skills so that they may better use the technologies available to meet the changing learning needs of students growing up in the digital age. Topics include Interactive Whiteboards, Google Apps in Education, Media in the Classroom, Coding in the Classrooms and Presentation Innovations. International Influence The ADP Center for Learning Technologies has hosted several visitors from K-12 schools and colleges of education across the globe over the past six years who are interested in learning more about how we work with teacher education students, faculty and practicing educators in the K-12 schools to prepare them for teaching in the digital age. Visitors have come from South Korea, China, Russia, Israel and Scotland. In addition, we have hosted and facilitated several virtual conferences from our Classrooms of the Future, connecting our teacher education faculty with educators from Asia, Europe, South America, Africa and Australia. In the Spring of 2017, the ADP Center hosted an e-Diplomacy course where students collaborate weekly through video conferencing with the University of Hungary.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

   c. **teach students who are limited English proficient effectively**

   ● Yes
   ○ No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   To prepare general education teachers who can teach students with disabilities effectively, Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: "Inclusion in Middle and Secondary Schools," "Inclusive Classrooms Middle/Secondary," "Building Programs and Community in Inclusive Classrooms," "Strengthening Partnerships with Families of Children with Disabilities," "Literacy Strategies for the Inclusive Elementary Classroom," "Pedagogy in Inclusive Elementary Education," "Sociocultural Contexts of Disability and Inclusive Education," "Observation and Assessment of Elementary Age Children with Disabilities," "Learning and Development in Elementary Age Children With and Without Disabilities," "Clinical Experience I: Inclusive Early Childhood and Elementary Classrooms," "Seminar I: Inclusive Early Childhood and Elementary Classrooms," "Clinical Experience II: Inclusive Early Childhood and Elementary Education Settings," "Seminar II: Inclusive Early Childhood and Elementary Classrooms," and "Content Integration and Assessment in Inclusive Early Childhood Classrooms." These courses expose teacher candidates to the central issues in the inclusion of students with disabilities in U.S. elementary, middle and secondary schools. Best practices for providing access to the general education curriculum for students with disabilities in inclusive settings are presented. In addition, the students learn the use of best practices and the role of teachers, paraprofessionals, and special service providers in an inclusive setting. Strategies and methods for differentiating instruction and adapting materials and presentations for inclusive settings are also presented. The courses to prepare general educators to teach limited English proficient students ("Educating English Language Learners," "Meeting the Needs of English Language Learners," and/or "Initial Inquiry into Literacy Development") ensure that teacher education candidates know the central issues pertinent to the education of English language learners in U.S. schools. These courses help our students learn about best practices in educating English language learners. Issues addressed in the courses include principles of second language acquisition and academic content instruction for English language learners. The Teaching English Language Learners in Early Childhood and Elementary Settings (TELL) provides undergraduate teacher education candidates seeking initial certification in P-3 or K-6 education the opportunity to obtain a minor in

Teaching English Language Learners. Focused on the characteristics and instructional needs of preschool and elementary school English Language Learners (ELLs), this minor provides candidates who will begin their teaching careers in general education or inclusion classrooms (as opposed to bilingual or ESL classrooms) with a much-in-demand area of expertise in New Jersey public schools. This minor complements the second certification in ESL offered in the MSU Linguistics Department, which focuses primarily on preparing ESL teachers for teaching in self-contained and pull-out ESL programs. For students preparing to become P-3 or K-6 teachers, this minor offers a program of study focused largely on supporting the success of ELLs in the context of the general education early childhood and elementary classrooms in which the vast majority of ELL students are taught. Because the language and learning contexts, needs, and developmental imperatives are very different for children of different ages, early childhood and elementary teachers need preparation designed specifically for teaching younger ELL children. This program addresses that need.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

   b. **participate as a member of individualized education program teams**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

   c. **teach students who are limited English proficient effectively**

   - ● Yes
   - ○ No
   - ○ Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All special education teachers in N.J. must have dual certification in general education (P-3, K-6, or Content Area) and special education (Teacher of Students with Disabilities). To prepare special education teachers to teach students with disabilities effectively, Montclair State University offers three graduate dual certification programs in general education and special education: P-3, K-6, and P-12 and Teacher of Students with Disabilities. The Master of Arts in Teaching Program in Early Childhood Education and Teacher of Students with Disabilities is a 48 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach preschool through third grade (P-3) and certification to teach students with disabilities in P-3 settings. Courses in this program include "Early Learning and Development in Young Children With and Without Disabilities," Strengthening Partnerships with Families of Children with Disabilities," Communication, Collaboration, and Consultation in Inclusive Early Childhood Contexts," and "Integrating Math/Science/ Technology in Inclusive Early Childhood Classrooms." The Master of Arts in Teaching Program in Elementary Education and Teacher of Students with Disabilities is a 48 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach Kindergarten through fifth grade (K-6) and certification to teach students with disabilities in K-6 settings. Courses in this program include "Language-Based Learning Strategies for Use in Inclusive Settings," "Instructional Planning for Students with Disabilities in Inclusive Settings I," "Assessment and Evaluation in the Inclusive Classroom," and "Promoting Pro-social Behaviors in Inclusive Settings." The Master of Arts in Teaching Program in Subject Area and Teacher of Students with Disabilities is a 48-51 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach in a subject area (P-12) and certification to teach students with disabilities in those settings. Courses in this program include "Special Education for Students with Disabilities," "Assessment and Evaluation in the Inclusive Classroom," Technology for Inclusive Classrooms," "Transition Services for Students with Disabilities." Applicants who do not hold general education certification may also obtain advanced teacher certification in P-3, K-6, or Content Area and special education certification (Teacher of Students with Disabilities). The program emphasis is on inclusive education. All programs to prepare special education teachers include the following courses to effectively teach students who are limited English proficient: "Perspectives on Early Childhood and Elementary Education in a Diverse Society," "Language-Based Learning Strategies for Use in Inclusive Settings," "Language and Early Literacy Development," and "Meeting the Needs of English Language Learners." In fall 2011, Montclair State University began a 120 credit Dual Degree and Dual Certification Programs for P-3, K-6, and P-12 Subject Area and Teacher of Students with Disabilities. These dual certification programs allow teacher education candidates to receive both a BA or BS and an MAT degree with teacher certification in both general education and special education. The program is designed to be consistent with the "best practice" of educating children with disabilities in inclusive environments and to enable teachers to develop competencies needed to teach students who have disabilities along with those who do not. Many of the courses in these programs are the same as those in the general education professional sequences (listed above). New Courses in the BA-BS/MAT programs include "Theories and Models of Inclusive Education," "Building Programs & Inclusive Classrooms," Assessment and Evaluation in the Inclusive Classrooms," "Teaching Organization and Study Skills for the Inclusive Classroom," and "Issues Trends, and Research in Inclusive Education." The Department of Early Childhood, Elementary and

Literacy Education (ECELE) has recently updated and revitalized its M.Ed. in Inclusive Early Childhood Education. First, the ECELE department changed the nomenclature of the program to M.Ed. in Inclusive Education. Second, the ECELE department established the existing sequence of courses as the Concentration in Early Childhood. Next, the ECELE department designed a second concentration option titled the Concentration in Early Childhood Autism. Lastly, the ECELE department designed a third concentration option titled the Concentration in Elementary Education. The newly altered 36-credit M.Ed. in Inclusive Education prepares graduate level candidates who hold an initial general education certification in Early Childhood (P-3) or Elementary Education (K-6) and wish to obtain the Teacher of Students with Disabilities (TSD) certification and a master's degree. Candidates who enroll in the M.Ed. in Inclusive Education have the option to choose among three concentrations, based upon their initial certification: · Early Childhood (P-3); · Early Childhood (P-3) Autism; or · Elementary Education (K-6).

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

For over 100 years, the history of Montclair State University has been one of growth and distinction. A comprehensive, public teaching university Montclair has a total enrollment of over 20,000 students. Located in the metropolitan New York/New Jersey area, Montclair State's 250-acre campus has a suburban/urban flavor. The student population is diverse, in that among those who provided information about their race/ethnicity, 49 percent of the undergraduate population is self-described as white, non-Hispanic; 28 percent Hispanic/Latino; 12 percent African American; and 6 percent as Asian/Pacific Islander. Two percent of the students are non-resident foreign-born, while 4 percent of students indicated they were of two or more races. Eighty-nine percent of undergraduates are full-time students. The average class size is 23; student to teacher ratio is 17:1. The University consists of 5 colleges and two schools. This year, Montclair State University met the criteria set forth by the U.S. Department of Education to be recognized as a Hispanic-Serving Institution (HSI), highlighting the University's successful commitment to providing diverse populations access to high quality education. The HSI status is reserved for Institutions of higher education that have full-time equivalent undergraduate students that's is at least 25 percent Hispanic. Ranked for more than 15 consecutive years in Hispanic Outlook in Higher Education Magazine's "Top 100 Colleges for Hispanics," MSU reached No. 51 in the 2015 rankings. Montclair State's Mission Statement reflects its role as a center for the creation of new knowledge, and for the development of innovative applications of existing knowledge, and as a center for pedagogical and artistic excellence and creativity. Now in its second century, the University continues to: provide expanded opportunities to students within a richly diverse setting; seek to focus the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry; provide the facilities, equipment and funding to support the University's expansion; embrace the pervasive and transforming use of technology; be a center for global study and understanding; foster a vibrant sense of community in which each student is challenged to attain her or his full potential; and serve as an important resource for local, regional, national and international communities. The Carnegie Classification of Institutions of Higher Education, for the first time, recognized Montclair State University as a Research Doctoral University in January 2016. This change recognized the substantial growth at MSU in doctoral-level education and research activity. Examples of important faculty research initiatives at the University include projects to: understand how urban students can come to think of themselves as mathematicians, understand the sociodemographic factors contributing to racial and ethnic disparities in cancer prevention, and evaluating the effectiveness of the portfolio management model being utilized in urban elementary schools. These contributions to knowledge and the offering of advanced higher education programs are reflective of Montclair State University's contribution to New Jersey. The College of Education and Human Services (CEHS) offers a wide range of outstanding undergraduate and graduate programs to 4,398 students in seven academic departments. Within the College is the Center of Pedagogy, the formal structure charged with coordinating teacher education, whereby faculty from arts and sciences, education and the public schools are equal partners in the ongoing work of preparing and sustaining teachers. A well-articulated vision for teaching and learning in a democratic society, the Agenda for Education in a Democracy, guides teacher education. Embedded in this Agenda is a belief in the transformative power of public education as a vehicle for social justice, equity, and the betterment of persons in our society. The Teacher Education Program is nationally recognized, cited for excellence in several areas—coherence of vision, rigorous subject matter preparation, attention to issues of diversity, and partnership with the public schools and community-based organizations. The College of Education and Human Services is dedicated to: - Providing quality undergraduate and graduate programs for both traditional and non-traditional students; developing professionals who will achieve the College's goals and meet requisite professional standards; and making available several learning opportunities. -Supporting and engaging in service and scholarship (including local, national, and international collaborations) which add to the bodies of knowledge and practice in the disciplines represented in the College and which address the consequential issues faced by local, national, and global communities. - Collaborating with field-based professionals-based on parity, trust and mutual interests-to support the continued learning of experienced professionals and foster the simultaneous renewal of the preparation of professionals and of the professions and communities in which they serve. Our academic programs are committed to preparing professionals: • Who have the requisite knowledge and skills to be excellent practitioners; • Who engage in critical reflection, inquiry, critical thinking, and life-long learning; • Who are committed to the moral and ethical dimensions and standards of their professions, and pursuit of social justice; • Who promote learning and growth for all, and respect social, cultural, economic, and individual differences; • Who are stewards of best practice within their profession; • Who engage in supporting individuals and groups to be active and critical participants in our political and social democracy. The College accomplishes these goals through its commitment to the simultaneous renewal of the preparation of professionals and of the professions in which they will serve. Institutional Structures Supporting Excellence in Teacher Preparation In addition to outstanding faculty who design innovative curriculum and learning

experiences within its academic departments, the College of Education and Human Services has developed institutional structures to support excellence in preparing the next generation of educators. Center of Pedagogy Montclair State University was the first university in the nation to create a formal structure, the Center of Pedagogy, in which faculty from arts and sciences, education and the public schools are equal partners in the ongoing work of teacher education. Undergirding this work is the belief that in order for teacher education to support and sustain the critical place of schooling in a political and social democracy, school renewal and teacher education renewal must be simultaneous. The Center of Pedagogy is charged with initiating and coordinating all aspects of teacher education. Montclair State's Center of Pedagogy was cited as an example of best practice by the U.S. Department of Education in a publication entitled Eliminating Barriers to Improving Teaching (2002). In addition, the Teacher Education Program won the American Association of Colleges for Teacher Education (AACTE) 2002 Award for Best Practice in Support of Diversity, and was the recipient of the National Network for Educational Renewal (NNER) 2005 and 2009 Richard W. Clark Award for Exemplary Partner School Work. In 2008, the Montclair State University Teacher Education Program was identified as one of the ten leading Teacher Education preparation programs in the nation by the George Lucas Educational Foundation. U.S. News & World Report's 2017 edition of Best Graduate Schools has recognized Montclair State University as one of the top education programs in the country, reaching No. 93. Each year, U.S. News & World Report provides independent assessments of the country's top professional school programs in education, basing its ratings on a combination of expert opinions of program excellence and statistical data that measure the quality of a school's faculty, research and students. Montclair State jumped 17 spots in the new rankings, moving up from 110 in 2016. This marks the fourth year the institution has moved up in the results; the University ranked 135 in 2015, and 149 in 2014. Additionally, the University's graduate programs in secondary teacher education and elementary teacher education were each ranked 14th in the county. Montclair State received the Wisniewski Award from the Society of Professors of Education at the 2010 Annual Meeting of AERA (American Educational Research Association). The award recognizes an institution that has made "singularly significant contributions to the theory and practice of teacher education. It does so by practicing progressive traditions in social foundations of education and by fostering forward-thinking, active relationships between schools and society." In 2010, the University was selected by the Woodrow Wilson Fellowship Foundation as one of 27 host institutions where Woodrow Wilson-Rockefeller Brothers Aspiring Teachers of Color Fellows may pursue MAT degrees. These 27 institutions were selected from among 159 invited applications. Montclair State University and the Newark Public School District were selected by The Council of the Great City Colleges of Education to receive the 2010 Dr. Shirley S. Schwartz Urban Education Impact Award. This award recognizes the Newark Public Schools-Montclair State University Partnership for Instructional Excellence and Quality (PIE-Q) as an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning. In 2011, the Academy for Educational Development's National Institute for Work and Learning recognized Montclair State University's teacher preparation program in its report, "Pursuing Excellence in Teacher Preparation: Evidence of Institutional Change from TNE Learning Network Universities." The report documents Montclair State and eight other institutions across the United States for having exemplary models of clinical practice, school district partnerships, and the ability of graduates to have a positive impact on their P-12 students. In 2013, AACTE's Professional Education Data System (PEDS) recognized Montclair State University's teacher preparation program in its report, citing one of the contributing factors to the success to the preparation programs is that they revolve around clinical experiences and the collaboration with Newark Public Schools on an initiative called Partnership for Instructional Excellence and Quality (PIE-Q). Montclair State University's teacher preparation program was also recognized in the Fhi 360 and TNE publication, "Partnering to Prepare Tomorrow's Teachers," in which Montclair State University's teacher education programs, especially the Newark-Montclair Urban Teacher Residency, are prominently featured as exemplars of best practice. Montclair State University's teacher preparation program's Portrait of a Teacher is also cited for being jointly written by faculty from the university and its partner schools. Montclair State University Network for Educational Renewal The Montclair State University Network for Educational Renewal (MSUNER) promotes the simultaneous renewal of the schools and the education of educators through collaboration between and among Montclair State University, its 30 school districts, and several community-based organizations as equal partners. Teachers and administrators in member districts can apply for Clinical Faculty status, whereby they are officially appointed by the Dean of the College of Education and Human Services. As clinical faculty, they may serve as cooperating teachers, on-site education mentors, co-facilitators of workshops, co-teachers of seminars, and adjunct faculty for other courses on campus. The MSUNER offers an array of professional development opportunities for member school districts including after-school mini courses, a Summer Conference, Teachers As Scholars program, funding for Teacher Study Groups, and other grant-funded professional development programs. The MSUNER has over 1500 Clinical Faculty members in its partnership and provides access to professional development activities for all teachers and administrators (over 11,000) in nearly 30 school districts. The Portrait of a Teacher The embodiment of the vision and mission of the work of the Center of Pedagogy is the "Portrait of a Teacher," a statement of knowledge skills, and dispositions that provides the standards for admissions, curriculum, selection of school-based faculty to serve as clinical faculty, assessment of student teachers' performances and the assessment of the program. The Portrait evolved through the collaborative efforts of the faculty from education, the arts and sciences, and the public schools and is constantly open for review and revision. 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. Through all of these institutional

structures and mechanisms, Montclair State University has been able to enact its shared vision and to articulate, reflect upon, and create supports for achieving excellence in all aspects of its teacher education program.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **804**.

Number of program completers from Section I: Program Information, Program Completers is **531**.

For a total enrollment of **1335**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Suzanne McCotter

TITLE:

Associate Dean

Certification of review of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Suzanne McCotter

TITLE:

Associate Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	1101	804	-26.98%
Male Enrollment	267	169	-36.70%
Female Enrollment	834	635	-23.86%
Hispanic/Latino Enrollment	170	116	-31.76%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	51	37	-27.45%
Black or African American Enrollment	97	63	-35.05%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	2	3	50.00%
White Enrollment	640	499	-22.03%
Two or more races Enrollment	19	14	-26.32%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	43	43	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	676	642	-5.03%
Number of students in supervised clinical experience during this academic year	660	507	-23.18%
Total completers for current academic year	540	531	-1.67%
Total completers for prior academic year	561	540	-3.74%
Total completers for second prior academic year	534	561	5.06%