CENTER OF PEDAGOGY 2013-2014 TEACHER EDUCATION PROGRAM HANDBOOK: POLICIES, GUIDELINES & RESOURCES

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Montclair State University Network for Educational Renewal (MSUNER) Partner Districts

Belleville
Bloomfield
Caldwell-West Caldwell
Cedar Grove
Clifton
East Orange
Elizabeth
Englewood
Fair Lawn
Glen Ridge
Hawthorne
Hillside
Kearny
Little Falls
Livingston
Maywood
Montclair
Newark
Nutley
Parsippany - Troy Hills
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Passaic Valley Regional
Randolph
Ridgewood
Rockaway Township
South Orange - Maplewood
Teanek
Tenafl
West Orange

An Equal Opportunity / Affirmative Action Institution

AFFIRMATIVE ACTION STATEMENT

In support of the Center of Pedagogy mission and the tenets illustrated by The Portrait of a Teacher, the following statement affirms the Center’s commitment to Equal Education Opportunity as well as civil rights compliance:

Recognizing the rich diversity of people living in Northern New Jersey, the Center of Pedagogy is proud of a program in teacher education that provides equal opportunities for all students regardless of race, color, creed, religion, gender, national origin, sexual orientation, disability, social or economic background.

Second edition, February 2014
Pedagogy: (pəˈdæɡəˌdʒi, -ˈdʒi′)

The art or profession of teaching.

The Center of Pedagogy, which is responsible for overseeing teacher education at MSU, enjoys the distinction of being the first agency in the country to focus its resources on the direction and coordination of the renewal of teacher education both in the university and in the public schools. Although many may think of the Center as simply a place located on campus run by university faculty and staff, it is in fact more all-encompassing. The Center is comprised of the three groups that have the most critical impact on teacher education: the University, its partner school districts and the community.
About This Handbook

The goal of the Teacher Education Program at Montclair State University is to help students develop into outstanding future educators and to provide growth and renewal opportunities for current educators. Achieving this goal requires having clear and detailed structures, policies and procedures – and ensuring that everyone who plays a role in teacher education at Montclair State University is familiar with them. The pages that follow will provide you with an introduction and overview to the Teacher Education Program as well as more detailed information to refer to throughout your experience as a student or teacher educator at Montclair State University. All stakeholders are expected to read this Handbook and are responsible for following the policies stated herein.

The Center of Pedagogy Mission Statement

The mission of the Center of Pedagogy is the continuing development of educators who promote students’ critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center’s members recognize their roles and moral responsibilities in the enculturation of students into our emerging political and social democracy.

The Center provides a vehicle for collaboration in an environment where all members can participate as equals. The Center facilitates the ongoing simultaneous renewal of the education of educators and the educational programs of the University and the public schools. The Center encourages a wide range of scholarship, especially the scholarship of pedagogy and its application. The Center is characterized by shared governance and open communication involving all interested parties.
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INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Program at Montclair State University...

- Provides a sequence of professional courses and field experiences leading to teacher certification. Students engage in these experiences while/after majoring in a particular field or discipline. When all requirements have been met, the graduate is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource M, p. 78).

- Reflects a balance of a liberal education and professional preparation. The program synthesizes general education, subject matter specialization, and professional teaching. The professional component addresses four broad areas: 1) student development and learning, 2) the classroom and the school, 3) the curriculum, and 4) effective teaching skills.

- Has a spirit and intent that is best embodied in *The Portrait of a Teacher*, which appears on pages 8-9.

- Is unique and dynamic. Our sequence of professional courses and field experiences emphasizes teaching for critical thinking and culturally responsive teaching. The field experiences emphasize the simultaneous renewal of teacher education and schools through collaboration between the university and a network of partner school districts. These select districts are active participants in the Montclair State University Network for Educational Renewal (MSUNER) and they represent communities near Montclair State that share our vision and mission. The MSUNER, in turn, is one of twelve original settings selected from across the nation to be a member of the National Network for Educational Renewal (NNER), based at the University of Washington.

- Is coordinated by the Center of Pedagogy. Dedicated to the art and science of teaching and learning, the Center of Pedagogy enjoys the distinction of being the first formal structure in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. Although the Center includes a staff and units on campus, the Center is actually comprised of three groups, known as the Tripartite: the University, our partner school districts, and the community.

- Is considered a national model for other colleges and universities and has continuously been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954. In 2008, the George Lucas Educational Foundation named Montclair State as one of the ten leading teacher education programs in the nation. In 2005 and again in 2009, the Program was named the recipient of the Richard W. Clark Award for Exemplary Partner School Work. In 2009, the College was awarded a $6.3 million five-year grant, the largest in University history, from the U.S. Department of Education to establish the Newark-Montclair Urban Teacher Residency to prepare teachers in mathematics, science, or early childhood/elementary/special education. In 2010, the Teacher Education Program received the Wisniewski Award for Teacher Education from the Society for Professors of Education for making “singly significant contributions to the theory and practice of teacher education.” In spring 2011, Montclair State University’s graduate programs in secondary teacher education and elementary teacher education were ranked in the top 20 in the U.S. News and World Report rankings of America’s Best Graduate Schools. In Fall 2012, Montclair State University was selected as a site for the prestigious Woodrow Wilson Teaching New Jersey Fellowship to attract and prepare strong candidates for careers in teaching in math and science for New Jersey public schools.

The Teacher Education Program Mission

The mission of teacher education at Montclair State University, derived from the moral imperatives of education, is to prepare teachers who:

- Provide access to knowledge for all children and youth.
- Forge a caring and effective connection between themselves and their students.
- Foster in the young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy.
- Exercise responsible stewardship of our schools.
IMPORTANT CHANGES IN POLICIES AND PROCEDURES

The 2013-2014 Teacher Education Program Handbook has several significant updates. Below is a list of recent and upcoming changes in the Program that are described in greater detail in later pages. **The breadth and scope of changes and the complexity of some of the policies/procedures are one of many reasons why students in the Program or planning to apply to the Program are required to meet with at least one academic advisor each semester.**

**DID YOU KNOW?**
Insufficient grades and/or GPAs are the #1 cause of students being unable to progress as planned in the Teacher Education Program. See pages 70-72 for the exact grade and GPA requirements that apply to you based on your program of study and start date in the Teacher Education Program.

- Effective retroactively and for all current and future Elementary certification candidates, the State has changed the K-5 certification to K-6 certification. K-5 certification no longer exists and the Registrar has made the appropriate changes in WESS to reflect the change to K-6 for all past, current and future Elementary candidates. No changes in the actual program students take have been made.
- As of fall 2012, undergraduate students seeking K-6 Elementary certification are able to major in Women's and Gender Studies (other majors already available are noted on page 14).
- Effective September 1, 2012, the Elementary Praxis II test changed to a new test with a new test code. Students who need to take this test should consult the Center of Pedagogy Blackboard site for detailed testing information. (Those who passed the test before this date are grandfathered as long as their scores are under 5 years old at the time of graduation.)
- Effective fall 2012, students must complete the Physiology and Hygiene requirement prior to Student Teaching/Clinical II. See Resource H on page 73 for details.
- Effective spring 2012, undergraduate dual degree dual certification programs in P-3, K-6, or P-12 content area and Teacher of Students with Disabilities became available to students ready to apply to the Teacher Education Program. Applications are accepted in spring semesters only. See page 15 for details.
- Beginning with undergraduate students who started the teacher education professional sequence in fall 2012, students admitted to the Teacher Education Program must receive a B- or better in all professional sequence courses (including methods courses).
- Effective fall 2013, students in all TESL certification programs (initial or 2nd cert) must submit Advanced Mid scores on the OPI and WPT in order to obtain Full Acceptance status in the Teacher Education Program.
- Effective spring 2014, all applicants to the Teacher Education Program in all certification areas must have a 3.0 overall GPA to be admitted fully to the Teacher Education Program and must have a 3.0 overall GPA to successfully complete the Program.
- Effective spring 2014, all applicants to the Teacher Education Program must either provide SAT scores or Praxis I scores that meet new State requirements that will be going into place—see page 69 for details.
Sharing a Common Vision of Pedagogy

Central to accomplishing the mission of the Center of Pedagogy is the development of teachers who combine instructional expertise with social awareness. *The Portrait of a Teacher* reflects the commitment of the Teacher Education Program’s faculty and staff, as well as the members of the Montclair State University Network for Educational Renewal, to the preparation of skillful and humane teachers. The creation and implementation of *The Portrait* is coordinated by the Agenda for Education in a Democracy, a unit of the Center of Pedagogy described below and on page 11.

*The Portrait of a Teacher* was the basis for the development of the MSU Standards, which articulate the learning outcomes—including knowledge, skills, and dispositions—we expect candidates to demonstrate proficiency by the time they complete the MSU Teacher Education Program. These Standards guide the design, implementation, and evaluation of curriculum and field experiences for candidates as well as the assessment of candidates throughout the program. The Standards can be found in Resource C (p. 63-64).

**Agenda for Education in a Democracy**

The office of the Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds University faculty/staff, public schools, and the community as they undertake their common work. The vision that drives the work has evolved from a number of sources, including the work of the Goodlad Institute and the National Network for Educational Renewal, founded by John Goodlad. A central purpose of the Goodlad Institute, the Center for Educational Renewal and the hundreds of participants at the various settings of the National Network for Educational Renewal is to restore the links between education and democracy and to ground the work of the public schools in the moral and political ideals of democratic life. That is why this restorative work is called the Agenda for Education in a Democracy. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States.
The 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 the ethical and enculturating responsibilities of educators, to ensuring equal learning opportunities for every student, to serving as agents of change and stewards of best practice, and to critical reflection, inquiry, critical thinking, and lifelong learning.

Revised 9/2003
The Teacher Education Program is the central focus of the Center of Pedagogy. Therefore, most of the campus units and services overseen by the Center of Pedagogy are related to the Teacher Education Program. Below is an overview of each unit and service that is under the auspices of the Center of Pedagogy. The main reception area for the Center is located in University Hall Suite 1180.

Main number: 973-655-4262
Email: pedagogy@mail.montclair.edu

OFFICES AND ORGANIZATIONS

Teacher Education Admissions and Retention Office
Ext. 7976  UN 1160

This office oversees admission to the Teacher Education Program and the retention of all Teacher Education students. For undergraduates applying to a single certification program (with or without TESL certification), there are two opportunities each year – fall and spring – to apply to the Teacher Education Program. For undergraduates applying to a dual degree/dual certification program (P-3, K-6, or content area and Teacher of Students with Disabilities), applications are accepted in the spring semester only. Undergraduate students seeking formal admission to the Teacher Education Program should obtain an application online at taurus.montclair.edu and return it by the second Monday in September if seeking admission for the following spring semester or by the fourth Monday in January if seeking admission for the following fall semester. Students are encouraged to apply for admission during the second semester of sophomore year or first semester of junior year after they complete the prerequisite courses listed in the “Teacher Education Program” section of this Handbook (beginning on page 14).

For graduate students, application to the Teacher Education Program (Post-BA or MAT) is processed through the Graduate School (http://www.montclair.edu/graduate). Graduate admissions decisions are made on a rolling basis.

Office of Field Experiences
Ext. 4262  UN 1180

This office coordinates the Field Experiences Application and assignments of students enrolled in Teacher Education Program courses that involve clinical field experiences. Students complete these field experiences in school districts that are partners in the Montclair State University Network for Educational Renewal. For more information on the Network, see below. Students must complete an online application for field experiences at the beginning of the semester prior to the one in which they plan to take Clinical I (P-3/K-6) or Fieldwork (subject areas). This process is separate from and precedes registration. Students planning to enroll in Fieldwork or Clinical Experience I in the spring must apply online by October 1st. Students planning to enroll in Fieldwork or Clinical I in the fall must apply by March 1st. Due to the collaborative and time-sensitive work involved, students cannot seek their own placements and late applications cannot be accepted. The application is located at taurus.montclair.edu. Detailed information about field experiences can be found starting on page 30 of this handbook.

The Montclair State University Network for Educational Renewal
Ext. 5231  UN 1180

The Montclair State University Network for Educational Renewal (MSUNER) promotes the simultaneous renewal of schools and the education of educators through collaboration between and among Montclair State University and member school districts as equal partners. Through an emphasis on critical thinking, the MSUNER strives to provide the best possible education for all students, enabling them to make good judgments and to become contributing citizens in a social and political democracy. The MSUNER has 3 primary goals:

Goal 1: We will move forward in our commitment to teaching for critical thinking as an educational ideal.

Goal 2: We will consider what it means to make a commitment for all teachers to work to enculturate the young as participants in our political and social democracy and to examine the moral implications of teaching.

Goal 3: We will work to prepare teachers who see themselves as stewards of best practice and who understand the nature of change within the institutions in which they work.
The Agenda for Education in a Democracy
Ext. 7199  UN 1180

The office of the Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds University faculty/staff, public schools, and the community as they undertake their common work. In particular, the Agenda has had primary responsibility for the creation and implementation of The Portrait of a Teacher, the guiding tenets of teacher education at Montclair State University. The Agenda also coordinates the annual Leadership Associates Program, where education professionals representing faculty and administrators from public schools, arts and sciences, and education participate in an intensive seminar that focuses on public education in a democracy and issues such as social justice and equity. Another initiative supported by the Agenda is the January Advance, a one-day institute for members of the tripartite that focuses on a timely and pressing societal issue.

ADP Center for Teacher Preparation and Learning Technologies/
Curriculum Resource Collection (CRC)
Ext. 5220  UN 1140

The ADP Center functions as a hub for innovation in pedagogy, curriculum planning, instructional design and educational technology. The mission of the ADP Center is to improve the quality of education for teacher education students, practicing teachers, counselors, administrators, and others in professional careers in public schools and post-secondary education. The ADP Center and its Curriculum Resource Collection maintain a wide variety of resources to meet the technological needs of faculty, students, and the community. These resources include:

- Curriculum Guides & Standards
- Sample P-12 Textbooks, Workbooks & Children's Lit
- Teaching Strategy Videos
- Professional Books & Current Publications
- Sample Assessments and Tests
- Employment Info & Praxis Test Prep Materials
- An Online Learning Design Studio
- Professional development workshops for students, teachers, and MSU faculty/staff
- Educational Web Resources & Instructional Software
- Computer Lab (Mac/PC) with Internet, Scanners & Color Printer
- Instructional Media Production Facilties
- Global Video Conferencing Center & Mediated Classroom with 30 wireless laptop computers
- Laminator, Bookbinder, Scantron, Letter/Shape Cutters
- Poster printer
- An Instructional Technology Design Laboratory

Visit the ADP Center website located at www.adpcenter.org to view a video tour or schedule an in-person orientation by contacting the ADP Center by phone or at crc01@mail.montclair.edu.

Teacher Education Advocacy Center (TEAC)
Ext. 7696  UN 1160

TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from underrepresented groups (linguistic, cultural, racial and/or ethnic) for teaching. In an effort to create a more diverse community of teachers, TEAC promotes the development and implementation of culturally responsive educational programs as well as academic and cultural assistance activities for pre-collegiate, undergraduate and graduate students. TEAC is staffed by a full-time advisor, a program assistant and a director who interact with offices on campus to provide students with personalized support, academic guidance, college life adjustment, counseling, mentoring, career networking and financial aid assistance.

Urban Teaching Programs
Ext. 7696  UN 1160

Montclair State University’s Teacher Education Program has a long history of partnering with local cities to recruit, select, prepare and support dedicated urban educators. The Urban Teaching Academy (UTA) is a special strand in the Teacher Education Program that is designed to prepare and support undergraduate and graduate teaching candidates who wish to make a commitment to teach in an urban school. The Urban Teacher Residency has provided the opportunity for dozens of future educators to complete a Master of Arts in Teaching program following an immersive apprenticeship model in Newark. Most recently, in continuation of the success of the Urban Teacher Residency, the University was named a Woodrow Wilson NJ Teaching Fellowship site. This new program will prepare graduate level math and science teachers who are committed to the districts of Newark and Orange. For information about the Woodrow Wilson NJ Teaching Fellowship contact Dr. Tanya Maloney at maloneyt@mail.montclair.edu.
Kappa Delta Pi Honor Society in Education

Each year outstanding students in the field of education are invited to join Kappa Delta Pi, an international honor society in education. The purpose of Kappa Delta Pi is to promote excellence, support new teachers, and recognize outstanding contributions to education. This honor society provides teacher education students opportunities to be leaders in their professional community. Founded in 1911 at the University of Illinois, Kappa Delta Pi has had a chapter at Montclair State, Gamma Epsilon Chapter, since 1931. Before being initiated, Kappa Delta Pi candidates are invited to participate in a variety of educational outreach programs such as sponsoring a Future Educators’ Club, acquiring books and school supplies for children in urban communities, and fundraising. A formal chapter initiation is held on campus annually. The Chapter Counselor is Dr. Monica Taylor, Associate Professor in the Department of Secondary and Special Education.

The Center of Pedagogy Blackboard Community

The Center of Pedagogy Blackboard site is for the entire Teacher Education Program community and features information, forms, links, announcements, calendar items, and more. Students in or planning to apply to the Teacher Education Program as well as all interested University faculty/staff and school district faculty/staff may enroll. Most participants with NetIDs are automatically enrolled. To enroll, contact Pat Gagnon at gagnonp@mail.montclair.edu.

SERVICES

Program Advisement

All Teacher Education Program students have at least 2 official advisors, as shown in the chart below. Students in the Program are required to meet with their advisors prior to each registration period. Advisors do more than process course waivers and substitutions – they help map out the program of study semester by semester, provide notification of program changes, help monitor academic progress, share certification information, offer guidance/referrals when students are experiencing academic challenges, and more. Their assistance and advisement often goes beyond the academic: advisors point students to resources on campus and ensure that students are maximizing their use of all that the University has to offer, particularly when students are having personal/financial challenges or are looking to get involved in the campus community in some way. In addition, the Teacher Education Admissions and Retention Office and the Teacher Education Advocacy Center provide advisement to students who are considering teaching as well as those who are actively preparing to teach.

<table>
<thead>
<tr>
<th>Program</th>
<th>Major/Subject Area advisor</th>
<th>ECELE or SASE advisor*</th>
<th>Center of Pedagogy advisor</th>
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<tr>
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<tr>
<td>Graduate: P-3 or K-6</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*ECELE = Early Childhood, Elementary and Literacy Education; SASE = Secondary and Special Education
Testing Support

UN 1160

Students must receive a passing score on the Praxis I test or its equivalent on the SAT in order to be admitted to the Teacher Education Program; test prep assistance is available to undergraduates in preparation for this requirement (See Resource E on page 68 for details). In addition students must pass all tests (Praxis II, OPI, WPT) required for their certification area(s) prior to the student teaching semester; for some graduate level certification programs, a passing score on the Praxis II is required before the completion of 12 graduate credits. Praxis II workshop sessions are offered several times a semester. Up-to-date information is available in the Center of Pedagogy (UN 1160) and on Blackboard; registration bulletins are available at www.ets.org. See Resource F on page 69 to learn how, when, and where to report Praxis II, OPI and WPT test scores.

Orientation Events

UN 1160, 1180

During the fall and spring semesters, the Department of Secondary and Special Education, the Department of Early Childhood, Elementary and Literacy Education and the Center of Pedagogy hold orientations for undergraduate new admits, graduate new admits, and students preparing to begin their fieldwork experiences. These orientations are provided to share key information and to introduce students to faculty/staff and vice versa. Orientations are mandatory. Orientation dates/times are provided via email and via Blackboard to relevant students and school/university faculty.

Career Advisement

UN 2154

The Center of Pedagogy is committed to helping students build their careers as educators. The Center works in partnership with the College of Education and Human Services Career Services Office to provide opportunities and resources year round for students, such as job search workshops, mock interviews, and resume reviews. Special events are posted on the Center of Pedagogy Blackboard community calendar and announcements pages. In addition, CEHS Career Services offers career development workshops throughout the academic year. Visit the Career Services Web site at cehs.montclair.edu/career for a complete listing of workshop times and locations. Workshops and resume critiques are scheduled in the late afternoon to accommodate student teachers.

Scholarships and Awards

UN 1160

Each year the Center of Pedagogy awards over $20,000 to students in the form of scholarships and awards. All Teacher Education Program students, including students who are applying to the Teacher Education Program this academic year, are encouraged to review the award list (Resource C, page 63) and to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Blackboard site and in the Teacher Education Advocacy Center, University Hall Suite 1160. Typically the award deadline is at the beginning of March for awards for the following academic year. Questions should be addressed to the Center of Pedagogy at x7696. Note that academic departments and CEHS have other scholarship opportunities as well.

Scholarship Spotlight: What’s New in Scholarships for Teacher Education Students

Noyce Teacher Scholarship Program

The Montclair State University Robert Noyce Teacher Scholarship Program is dedicated to recruiting, preparing, and supporting new science teachers for New Jersey’s high-need K-12 school districts. 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. For more information contact Dr. Sandra Adams at adamssa@mail.montclair.edu or x7527.
THE TEACHER EDUCATION PROGRAM

This section is divided into 3 parts: Undergraduate Roadmap, Graduate Roadmap, and Successfully Completing Your Program. The roadmaps illustrate how undergraduate and graduate students might complete the various stages of the Program. Successfully Completing Your Program focuses on important policies and procedures as well as the larger picture of what is expected of each certification candidate. All students should make early and frequent inquiries to make sure they understand various policies and practices that apply to their program. E.g., some departments have a higher grade point average requirement than others, some offer methods courses only in particular semesters, and some allow student teaching only during a specified semester. It is the student’s responsibility to understand his/her program’s requirements.

UNDERGRADUATE ROADMAP

Freshman and Sophomore Years

Ideally, students apply for admission to the Teacher Education Program during the 2nd semester of sophomore year or 1st semester of junior year. It is important to begin thinking as early as possible about becoming a candidate since there are requirements (shown below) that must be completed before a student can apply – in other words, by the semester prior to the semester in which the student submits his/her application. Once admitted, the teacher education sequence can take three or more semesters to complete depending on the certification area, course scheduling/availability, and admissions status.

Choosing a Major and Planning Your Course of Study

Students in subject area certification programs (all except Early Childhood and Elementary) work towards certification for grades Pre-K to 12 and usually intend to teach a specific subject in grades 5 or higher. Students in the Early Childhood program work towards certification for Pre-Kindergarten through Grade 3. Students in the Elementary program work towards certification for grades K to 6. Students interested in teaching middle school science, math, languages, English, or social studies can pursue either P-12 subject certification in that area or Elementary (K-6) certification then add on middle school certification once their program at MSU is completed. The latter option requires having 15 credits and a passing middle school Praxis II score in the subject area. Undergraduate students can also apply to a dual certification program in order to acquire Teacher of Students with Disabilities certification in addition to a P-3 or K-6 certification or in addition to certain P-12 certifications. See the CoP Web site or University Catalog for more information on choosing a program.

Undergraduate Teacher Certification Programs

The chart below shows the accepted majors for each undergraduate teacher certification program offered at MSU. An undergraduate student must retain the overall and major GPA required for his/her program to be accepted into the Teacher Education Program, maintain good academic standing while in the program, be eligible for field experiences and complete the program successfully. See pages 70-72 for detailed grade and GPA requirements, which vary according to start date in the Teacher Education Program and certification area.

| Majors and Certification Areas for Undergraduate Candidates |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| CERTIFICATION | ACCEPTED MAJORS | CERTIFICATION | ACCEPTED MAJORS |
| Biological Science | Biology | French | French |
| Chemistry* | Chemistry | Italian | Italian |
| Dance | Dance Education | Latin | Latin |
| Early Childhood (P-3) | FCST: Families, Children, & School Settings | Mathematics | Mathematics |
| Earth Science | Geoscience | Music | Music Education |
| Elementary (K-6) | Anthropology; English; Families, Children, & School Settings; General Humanities; History; Philosophy; Psychology; Religious Studies; Sociology; Spanish; Women’s & Gender Studies | Social Studies | Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology |
| English | English | Physical Education & Health | Physical Education AND Health |
| English as a 2nd Language | Linguistics | Physical Science** | Chemistry or Physics |
| Fine Arts | Fine Arts Education | Physics*** | Physics |
| Holders of Chemistry certification can teach chemistry, environmental science, & general science. ** Holders of Physical Science certification can teach physics, chemistry, and physical, environmental, general, earth, & space science. *** Holders of Physics certification can teach physics, environmental science, and general science. |
The Dual Degree Dual Certification (DD/DC) Teacher Certification Program

For most certification areas shown on the previous page, a dual degree/dual certification option is now available. This combined program leads to a bachelor’s degree, Master of Arts in Teaching degree, certification in a content area (P-3, K-6, or P-12 subject area), and certification in Teacher of Students with Disabilities. Admission to DD/DC programs takes place in spring semesters only. To be eligible to apply, P-3 and K-6 candidates must successfully complete all of the requirements shown below and must either have successfully completed EDFD 220 or be enrolled in that course when applying to the program. Content area candidates (everything except P-3 and K-6) must successfully complete all of the requirements shown below. Note that:

- A 3.25 overall and major GPA is required. See pages 70-72 for additional grade and GPA requirements.
- Students who apply to the DD/DC program complete the same admissions process as undergraduate cert program candidates, except an additional essay is required.
- There are 4 possible admissions outcomes: Full Acceptance to DD/DC; Full Acceptance to undergraduate program; Provisional Acceptance to undergraduate program; Not Accepted to Teacher Education Program.
- Students must attend a mandatory DD/DC information session prior to applying to the program as well as the New Admit Orientation if accepted into the program.
- After completing the undergraduate degree requirements, students receive their Bachelor’s degree only. Students must be accepted to the Master of Arts in Teaching program to continue on and receive certification and the MAT.
- Under certain circumstances students in the DD/DC program may switch to the undergraduate certification program, but students accepted in the undergraduate certification program may not switch to the DD/DC program.

Completing Prerequisite Courses for Admission to the Teacher Education Program

Students must complete the courses below prior to the semester in which they apply to the Teacher Education Program. Grades in these courses as well as informal feedback from professors may be taken into account during the admissions process. Depending on the student’s major, many if not all of these prerequisite courses can be applied to General Education Requirements.

If you plan to apply for any Early Childhood (P-3) or Elementary (K-6) program, you must successfully complete:

- PSYC 101 General Psychology
- CMST 101 Fundamentals of Speech
- ECEL 200 Perspectives on Early Childhood & Elementary Education in a Democracy (must be taken at MSU; must have sophomore status or higher)
- FCST 214 Child Development I (may be transferred in if approved by FCST Department)
- 9 credits of major courses

Currently, a C- or better is required in PSYC 101, CMST 101, ECEL 200 and FCST 214.

In addition, students must complete 2 courses in each of the 4 primary disciplines that P-3/K-6 teachers teach: English, social studies (e.g., history or anthro course), math and science. See pages 70-72 for grading requirements in these courses. Students who have not completed these courses may apply to the Program, but can only be granted Provisional Acceptance until this requirement is completed.

If you plan to apply for any subject area program (everything except P-3 and K-6), you must successfully complete:

- CURR/EDFD 210 Public Purposes of Education (must be taken at MSU; must have sophomore status or higher)
- EDFD 200 Psychological Foundations of Education
- EDFD 221 Historical Foundations of American Education
- EDFD 220 Philosophical Orientation to Education
- 9 credits of major courses from your department for all majors except math
- If math major, 11 credits including Calculus I & II and an additional course that requires Calculus II as a prerequisite

Currently, a C- or better is required in CURR/EDFD 210, EDFD 200, EDFD 221 and EDFD 220.

Transfer Exception

Transfer students with 60 or more credits may apply to the Teacher Education Program immediately if they have:

1. Completed 9 credits of major courses at their previous college or at MSU and
2. Completed or are enrolled in CURR/EDFD 210 (subject area candidates) or ECEL 200 (P-3/K-6 candidates) at MSU.

Math majors must have completed the 11 credits listed above. Students seeking Early Childhood (P-3) or Elementary (K-6) certification must have completed Child Development I in addition to 9 credits of major courses. Students who take CURR/EDFD 210 or ECEL 200 cannot receive Full Admit status until this course is successfully completed.
Application for Admission

Undergraduate students must apply for admission to the Teacher Education Program. This admissions process is separate from admission to the University or to a major. Students register and complete an application at [taurus.montclair.edu](http://taurus.montclair.edu). In addition, students submit a hard-copy application and supporting materials as described below. For fall admissions, applications are due the 2nd Monday in September. For spring admissions, applications are due the 4th Monday in January.

### Undergraduate Admissions Criteria

- Successful completion of prerequisite courses and major course requirements (see previous page)
- Cover letter and resume
- Signed Memorandum of Understanding regarding the requirements for successful completion of the Program
- Overall /major GPA as indicated on pp. 70-72, no grades of F in the major or grades of D/F in any prereq courses
- Submission of two well-written essays: one focusing on *The Portrait of a Teacher* and one focusing on self-evaluation*
- Evidence of written English language proficiency as demonstrated in required essays & impromptu writing
- Successful completion of the University’s “Basic Skills Requirement”
- Special criteria as required in certain major fields (e.g., Early Childhood/Elementary candidates must demonstrate content knowledge in the disciplines they will teach – math, science, English, and social studies)
- Attendance at all required admissions orientations and at New Admit Orientation if accepted into the Program

*Additional essay required for DD/DC program candidates.

**Allow at least 3-4 weeks for your recommender to complete the letter. Late letters of recommendation are not accepted and render the application incomplete.

A screening committee with representation from the College of Education and Human Services and the student’s major field reviews the application and interviews the applicant. The committee uses the Admissions Evaluation Scale rubric in determining the applicant’s eligibility for acceptance. See Resource D for the evaluation scale and rubric.

There are five (5) possible outcomes of the application process:

<table>
<thead>
<tr>
<th>Application Outcome</th>
<th>Why?</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Eligible</td>
<td>The baseline criteria for admission have not been met. <em>E.g., the overall GPA is 0.5 points below what is required, or a prerequisite course has not been completed successfully.</em></td>
<td>The application is not accepted and the candidate does not move forward for an interview. The candidate may re-apply the following semester if he/she meets the conditions for eligibility at that time.</td>
</tr>
<tr>
<td>Not Accepted</td>
<td>The criteria for admission have not been met. <em>E.g., interviewer has concerns regarding content knowledge in the cert area, or candidate’s communication skills are below rubric standards.</em></td>
<td>The candidate is not accepted into the Program. In order to re-apply to the Program in a subsequent semester, the candidate must meet with an advisor. Not all candidates are permitted to re-apply.</td>
</tr>
<tr>
<td>Supplemental Acceptance</td>
<td>The overall and/or major GPA is up to 0.25 points below the minimum required GPA. <em>Not a possible admissions outcome for students accepted into the DD/DC program.</em></td>
<td>The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program while working to raise the GPA(s) to the required level within a specified timeframe. If a candidate does not meet the GPA requirements in the specified timeframe, she/he may be administratively withdrawn from the Teacher Education Program.</td>
</tr>
<tr>
<td>Provisional Acceptance</td>
<td>The criteria for admission have not all been met to the satisfaction of the interviewers. <em>E.g., some work is needed on grammar, or the candidate is applying to the K-6 program and needs to take one more science course and receive a grade of B or better.</em></td>
<td>The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program while working to meet the specific provision(s) and timeframe that are provided in his/her admissions letter. Once the provision(s) are met within the specified timeframe, the candidate’s admissions status is changed to Full Acceptance. If a candidate does not meet her/his provision(s) in the specified timeframe, she/he may be administratively withdrawn from the Program.</td>
</tr>
<tr>
<td>Full Acceptance</td>
<td>The criteria for admission have been met fully.</td>
<td>The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program. This status is required in order to Clinical I/Fieldwork and Clinical II/Student Teaching.</td>
</tr>
</tbody>
</table>
Admissions Orientation Events
Students are required to attend a “pre-application” information session to become acquainted with the admissions process and expectations of the program to which they are applying. Students who are admitted (full, provisional, supplemental) are required to attend a New Admit Orientation that is typically held one month after admissions decisions are made. The New Admit Orientation focuses on both the “big picture” of the Teacher Education Program as well as details about registration, advisement, testing, etc. Students admitted Provisionally or Supplementally have an additional meeting, usually held immediately following the New Admit Orientation. Attendance is taken at all events and is considered part of the overall admissions process—if a student does not attend, he or she is subject to having his/her admissions status changed to Not Accepted.

Sophomore and Junior Years
After admission to the Teacher Education Program, students continue to fulfill University and major requirements while taking the required Professional Sequence courses in teacher education as specified for their particular certification program. It is critical to sit down with advisors to map out a program of study for all remaining semesters and to check in with advisors each semester to make revisions as needed; there are many requirements and prerequisites for the Program.

It’s Never Too Early to Plan Ahead!

Academic Prerequisites for Undergraduate Clinical I and Fieldwork
- Full Acceptance status in the Teacher Education Program
- Required overall and major GPA*
- B- or better in all completed professional sequence courses*
- Subject area candidates: B- or better in departmental methods course(s) taken prior to Fieldwork.*
- P-3/K-6 candidates: B or better in English, Social Studies, Math and Science coursework*
- On track to complete all undergraduate coursework prior to the student teaching semester
- Submission of Fieldwork Experiences Application by March 1st for fall Fieldwork/Clinical I or by October 1st for spring Fieldwork/Clinical I. This is a separate process from course registration that takes place well before registration.

Academic Prerequisites for Undergraduate Clinical II and Student Teaching
- B- or better in all Professional Sequence courses*
- B- or better in the departmental methods course(s)*
- Required overall and major GPA*
- Completion of all undergraduate coursework (except the student teaching courses themselves)*
- Passing Praxis II score(s) on all required tests if applicable
- Passing OPI for Spanish, French, Italian or TESL; Passing WPT for TESL; passing LTTC for Latin

*See pages 70-72 for exact grade and GPA requirements for your program.

Students must complete all undergraduate coursework prior to student teaching—
all of your undergraduate coursework is considered part of your preparation to teach.

Physiology and Hygiene Requirement
In addition to the university requirements, the state has a physiology and hygiene requirement that candidates must complete prior to student teaching. There are two manners in which the requirement can be fulfilled: taking a relevant course or passing the MSU Health Knowledge Test. A list of courses satisfying this requirement and information about the Health Knowledge Test are provided in Resource H on page 73. Transfer students are encouraged to talk to an advisor in the University’s Academic Advising Center to determine if a transfer course meets this requirement. NOTE: the University does not accept the state-issued test—only the options above are accepted at MSU.

Determining If You Are Eligible for In-Service Field Experience Status
In-Service status is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you believe you are eligible and wish to seek permission to complete Fieldwork/Clinical Experience I and Student Teaching/Clinical Experience II in the school where you are employed as a teacher, obtain an application packet from the CoP Blackboard site, the Office of Field Experiences, or your advisor. The In-Service application follows the same deadlines as the Field Experiences Application. See Resource K on page 76 for details.
Senior Year: Field Experiences

All undergraduate students in the Teacher Education Program complete field experience courses, typically in the last two semesters of their program. Undergraduates in a subject area certification program take Fieldwork in one semester and Student Teaching in the subsequent semester. Undergraduates in the Early Childhood (P-3) or Elementary (K-6) program take Clinical Experience I in one semester and Clinical Experience II in the subsequent semester.

Students must submit an online Field Experiences Application the semester prior to the start of Fieldwork/Clinical Experience I. The link is accessed via the CoP Blackboard site. A student cannot enroll in Fieldwork/Clinical Experience I until the Office of Field Experiences has received and processed his/her application. Please note that the Center of Pedagogy cannot guarantee a fieldwork or student teaching placement for a student who does not hold a substitute teaching certificate. See Resource I on page 74 for details.

Requirements for Enrolling in Fieldwork/Clinical Experience I: Admissions & Retention Audit

As the first of two culminating field experiences in the Teacher Education Program, Fieldwork/Clinical Experience I is a benchmark both in terms of the student’s development as a teacher and his or her academic progress. Therefore, once a student submits his or her Field Experiences Application, an audit process is begun by the Teacher Education Admissions and Retention Office to determine if the student is eligible to begin her/his culminating field experiences. To be eligible for Fieldwork/Clinical I, the student must have the following criteria in place by January 8th for spring Fieldwork/Clinical I or by August 15th for fall Fieldwork/Clinical I:

1. Be fully admitted to the Teacher Education Program.
2. Be in good academic standing, which includes having the following in place by the audit deadline:
   - Requisite overall and major GPA (see pages 70-72)
   - Being on track to complete all of undergraduate coursework prior to the student teaching/Clinical II semester.
   - P-3/K-6 candidates: being on track to successfully complete all General Education Requirements prior to the Clinical II semester. This includes meeting the grade requirement for the content areas that P-3/K-6 teachers teach – English, math, science and social studies. See pp. 70-72 for exact requirements.
3. Show evidence of maturity and professionalism. It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:
   - No disciplinary record/probation and no pending disciplinary reviews (academic and residence life).
   - Professional demeanor when interacting with Teacher Education Program faculty and staff.
   - Professional demeanor when in a partner school setting for a clinical field experience.

Since delaying this first clinical field experience can delay graduation, it is critical that students seek advisement each semester to ensure they are on track not just for graduation, but for this important milestone.

The Field Experiences Application must be submitted online by October 1 for an assignment in the spring semester and by March 1 for an assignment in the fall semester. Students who have postponed must submit a hard copy Field Experiences Postponement Form by these same dates. Since it takes considerable time to place students in the schools, it is important that the Office of Field Experiences have time to secure assignments. Placements are made in MSUNER schools (see Resource A on page 61 for MSUNER information). Late applications cannot be accepted.
Requirements for Enrolling in Student Teaching/Clinical Experience II: Admissions & Retention Audit

In order to qualify for student teaching, students must meet the criteria listed below by the audit deadline (January 8th for spring student teachers, August 15th for fall student teachers). Student records are reviewed prior to these deadlines AND after registration closes to ensure that these criteria have been met. The requirements are as follows:

1. Be fully admitted to the Teacher Education Program.

2. Be in good academic standing, which includes having the following in place by the audit deadline:
   - Requisite overall and major GPA (see pages 70-72 for GPA requirements)
   - Successful completion of the Professional Sequence (see page 70-72 for grading requirements)
   - Successful completion of all other courses in the Bachelor’s degree program (major, gen ed, electives)
   - P-3/K-6 candidates: successful completion of all General Education Requirements prior to the Clinical II semester. This includes meeting the grade requirement for the core subject areas that P-3/K-6 teachers teach – English, math, science and social studies. See pp. 70-72 for exact requirements.

3. Be recommended by the Clinical I/Fieldwork cooperating teacher to move forward to student teaching. A student may not be recommended to move immediately to student teaching even if she/he receives passing grades in all courses; in some instances, the student is counseled out of the Program or is dismissed. Each case is reviewed individually.

4. Show evidence of maturity and professionalism. It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:
   - No disciplinary record/probation and no pending disciplinary reviews (academic and residence life)
   - Professional demeanor when interacting with Teacher Education Program faculty and staff
   - Professional demeanor when in a partner school setting for a course field experience

5. Submit hard copy of passing Praxis II test scores if required in the certification area. Praxis II tests are required for most certification areas – paper scores must be submitted to Teacher Education Admissions and Retention by the audit deadline. Test scores must also be sent directly by ETS to the NJ Department of Education. Test details and registration information are posted outside Teacher Education Admissions and Retention. See Resource F on page 69 for Praxis II Test Policy and Information.

6. For Spanish/French/Italian/Latin/TESL candidates: Spanish/French/Italian candidates must submit Advanced Low OPI scores; TESL candidates must submit Advanced Mid OPI and WPT scores; Latin candidates must submit advanced Latin Test for Teacher Certification score. All scores must be submitted to the appropriate language Program Coordinator by the established deadline. Verification of passing scores from the Program Coordinator is required by the audit deadline.

7. Complete the Physiology and Hygiene requirement. (See previous page and page 73 for details.)

Student Teaching/Clinical II Course Credit Policy

Students may not take any additional credits during the student teaching semester to ensure full focus on the student teaching experience. Students therefore should plan their coursework well in advance, taking into account that certain courses may not be offered every semester.

Senior Year: Coursework

The field experiences in which students engage are supported and enhanced by corresponding courses. Fieldwork/Clinical Experience I students attend a weekly class with a faculty member and begin their field experience several weeks into the semester. Student teachers (Clinical II and Student Teaching candidates) attend a weekly class with a faculty member and begin their student teaching assignment on the first day of school (fall) or first day of MSU classes (spring). Students are assigned to their seminar section based on where they are student teaching, as most seminar sections meet off campus at partner schools in the MSU Network for Educational Renewal.
GRADUATE STUDENT ROADMAP

Overview of graduate-level options at Montclair State University
At MSU, a student with a bachelor’s degree may pursue an initial NJ teaching certificate, and a fully certified teacher may obtain additional teaching field endorsements or advanced certification. The Teacher Education Program oversees graduate programs at the University that lead to initial teacher certification. All other programs – i.e., those leading to additional/advanced certification – are handled by The Graduate School and the college in which the program resides.

Graduate students who hold a bachelor’s or master’s degree and who wish to gain their first teaching certificate are offered two graduate programs via the Teacher Education Program, shown below. Upon successful completion of the Post-baccalaureate Initial Instructional Certification Program (Post BA) or the Master of Arts in Teaching (M.A.T.) program, students are recommended to the New Jersey Department of Education for a teaching certificate. Note that some programs only offer one option or the other – see page 27 for details.

Teacher Education Program Options for Initial Certification

Master of Arts in Teaching (M.A.T.) Program: Students who wish to obtain a master’s degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses. Course requirements and admission requirements for all M.A.T. programs are outlined in the Graduate Catalog and on The Graduate School Web site at http://www.montclair.edu/graduate.

Post-baccalaureate Initial Instructional Certification Program (Post-BA): Students who have strong academic preparation in the subject they wish to teach complete approximately 33 semester hours of professional education courses and field experiences including student teaching.

After filing an application to the Graduate School for an MAT or Post-BA program, candidates' academic backgrounds are assessed by faculty; additional course work in the subject they wish to teach may be required prior to, or concurrent with, the professional education sequence of courses. It is highly recommended that all content course work be completed first for programs that require a passing Praxis II score by 12 credits.

Applying to the Teacher Education Program at the Graduate Level
Candidates for admission to M.A.T. and Post-baccalaureate programs file an Application for Graduate/Post-Baccalaureate Admission to The Graduate School (at any time – admissions are rolling). Candidates applying for fall 2014 admission or later must submit passing Praxis I scores, see Resource E on page 68 for more details. Applicants to most M.A.T. and Post-baccalaureate Programs must submit an entrance ticket or copy of passing score on the appropriate Praxis II Subject Assessment test(s) prior to the completion of 12 graduate credits. Praxis II scores must be under 5 years old at time of program completion – see Resource F on page 69 for details. In addition to GRE scores (for some MAT candidates) and transcripts, two recommendations from school or college faculty, a Portrait of a Teacher essay, and graduate application fee must be submitted. Candidates must demonstrate proficiency in the use of the English language. Candidates who wish to change certification programs must re-complete the admissions process.

Planning Your Program of Study
Once admitted, graduate students should meet with their appointed graduate advisors to plan their coursework and to ensure that they are clear about all of the steps needed to complete their program successfully. Given that each certification program has different requirements and that graduate students vary in their previous coursework and their future plans, this advisement meeting is essential. Students are required to attend a Teacher Education Orientation sponsored by the Center of Pedagogy as well as a Graduate School Orientation to learn about important processes and guidelines. Students accepted into a Post-baccalaureate Initial Instructional Certification Program who wish to switch into the M.A.T. program must file a new Graduate Application with The Graduate School before the completion of 12 graduate credits and must submit GRE scores.

Preparing for Field Experiences
All students in the Teacher Education Program take field experience courses: students in subject area certification programs take Fieldwork in one semester and Student Teaching in the subsequent semester. Students in P-3 or K-6 programs take Clinical Experience I in one semester and Clinical Experience II in the subsequent semester. Students must submit an online Field Experiences Application the semester prior to the start of Fieldwork/Clinical Experience I. This application is separate from the graduate admissions process. Only students who are in the Teacher Education Program may apply – “pre-decision” candidates must wait for the next application deadline. A student cannot enroll in Fieldwork/Clinical I until the Office of Field Experiences has received and processed his/her application.
Field Experiences Applications are due at the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Students who have postponed a field experience must submit a hard copy Field Experiences Re-Application form by these same dates. Since it takes considerable time to place students in the schools, late applications cannot be accepted. Placements are made in MSUNER schools (see Resource A on page 61 for information).

Fieldwork/Clinical Experience I is a benchmark in terms of the student’s development as a teacher and his or her academic progress. Therefore, once a student submits his or her Field Experiences Application, an audit is conducted by the Center of Pedagogy to determine if she/he has met the standards required to be permitted to begin her/his culminating field experiences. These standards are shown in the box below. All students are notified via email of the results of the audit. All audit requirements must be met by August 15th for fall Fieldwork/Clinical I or by January 8th for spring Fieldwork/Clinical I. The fieldwork in which students engage is supported and enhanced by corresponding courses led by MSU faculty.

Student Teaching/Clinical II is a full-time full semester teaching experience. Students may not take any additional credits during the student teaching semester (except those doing In-Service student teaching). Students should therefore plan their coursework well in advance, taking into account that certain required courses may not be offered every semester. A follow-up audit is conducted to ensure that all eligibility requirements are met by August 15th (for fall) or January 8th (for spring).

Eligibility Requirements for Clinical I, Fieldwork, Clinical II and Student Teaching

Prerequisites for Graduate Clinical I and Fieldwork
- Full Acceptance status in the Teacher Education Program (for some programs, passing Praxis/OPI/WPT tests is required)
- 3.0 overall GPA
- On track to complete all professional sequence courses prior to the student teaching semester
- Submission of Field Experiences Application by March 1st for fall Fieldwork/Clinical I or by October 1st for spring Fieldwork/Clinical I. This is a separate process from course registration that takes place well before registration.

Prerequisites for Graduate Clinical II and Student Teaching
- B- or better in all Professional Sequence courses
- Completion of Physiology and Hygiene requirement
- 3.0 overall GPA
- Passing test scores: Praxis II if applicable; OPI for Spanish, French, Italian, TESL; WPT for TESL; Latin Test for Latin
- Recommended by Clinical I/Fieldwork cooperating teacher to move forward to student teaching. In rare cases, a student may pass the course but not be recommended to move immediately to student teaching; in some instances, the student is counseled out of the Program or is dismissed. Each case is reviewed individually.

Evidence of Maturity and Professionalism
It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:
- No disciplinary record/probation and no pending disciplinary reviews
- Professional demeanor when interacting with Teacher Education Program faculty and staff
- Professional demeanor when in a partner school setting for a course field experience

Physiology and Hygiene Requirement
In addition to the university requirements, the state has a physiology and hygiene requirement that candidates must complete prior to student teaching. See Resource H for a list of courses satisfying this requirement and information about a testing alternative offered at MSU. NOTE: the University does not accept the state-issued test.

Are You Eligible for In-Service Field Experience Status?
In-Service Field Experience status is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you believe you are eligible and wish to seek permission to complete Fieldwork/Clinical Experience I and Student Teaching/ Clinical Experience II in the school where you are employed as a teacher, see Resource K on page 76 for details.
SUCCESSFULLY COMPLETING YOUR PROGRAM

The Teacher Education Program holds students to high academic and professional standards. This section explains the Program’s candidate assessment system and addresses a variety of academic, professional, and personal circumstances that students may experience. There are many support structures in place to help students along the way; however, it cannot be emphasized enough that working toward initial teacher certification requires great effort, responsibility and initiative on the part of the student.

Periodic Review of Performance

The Teacher Education Program uses a performance assessment system to provide evidence of candidates’ performance as they progress through the program. Reviews are conducted at several phases in the program to determine whether a student should be retained, placed on probation, or dismissed. Students placed on probation or dismissed may appeal the decision. See next page for more information.

The reviews are designed to provide information about candidates’ development of the knowledge, skills, and dispositions in The Portrait of a Teacher and the MSU Institutional Standards. The reviews also ensure that candidates meet state and MSU requirements. The chart below summarizes the different sources of evidence used for student reviews at four phases of the program: admission to the program, entry to student teaching, exit from student teaching, and program completion. The results of the course-specific assessments are entered into a database and summarized for use as one source of data in admission, retention, and completion reviews.

Overview of the MSU Teacher Education Program Performance Assessment System by Transition Point

<table>
<thead>
<tr>
<th>Transition Points in MSU’s Teacher Education Program:</th>
<th>1. Program Entry (Admission to Teacher Education)</th>
<th>2. Entry to Professional Semester (Student Teaching)</th>
<th>3. Exit from Professional Semester</th>
<th>4. Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of Assessment Data (for all programs unless otherwise noted):</td>
<td>• Overall GPA (minimums vary)</td>
<td>• Summarized Record of Student Teaching</td>
<td>• Cumulative GPA meets minimum standard (varies by program)</td>
<td></td>
</tr>
<tr>
<td>• Admissions Evaluation Scale</td>
<td>• GPA in major (minimums vary)</td>
<td>• Assessments conducted by selected major departments as part of student teaching (analyzed by faculty in those departments)</td>
<td>• Passing score on relevant Praxis II, OPI, WPT test(s)</td>
<td></td>
</tr>
<tr>
<td>Ratings are based on:</td>
<td>• No grade below B- in professional sequence courses</td>
<td>• Summary of all previous performance assessments</td>
<td>• Summary of all previous performance assessments</td>
<td></td>
</tr>
<tr>
<td>• Transcripts</td>
<td>• Submission of Praxis II scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Overall GPA (minimum of 3.0)</td>
<td>• Completion of all required courses</td>
<td></td>
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<tr>
<td>• GPA in major (minimums vary)</td>
<td>• Successful completion of assessments in major depts. (data analyzed by the major depts. and reported to SPA’s)</td>
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<td>• Letters of recommendation</td>
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<td>• Essays</td>
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<td>• Test scores (subject specific)</td>
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<td>• Portfolio (subject specific)</td>
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<td>• Interview</td>
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Course-specific performance assessments for P-12 programs:

• Community Study (CURR/EDFD/READ 305, CURR/EDFD 509)
• Case Study: Student Assessment (READ 411/501)
• Fieldwork Teacher Report (CURR 450/527)
• Creating a Community for Learning (CURR 451/526)
• Adapting instruction for an English language learner (CURR 312/516)
• Developing a Unit plan (Dept. methods courses)
• Reflections on Teaching and Learning (CURR 452/543)

Course-specific performance assessments for P-3/K-6 programs:

• Comparative Analysis of Programs [ECEL 200/ECEL 501]
• Organizing the classroom for student learning (Seminar I)—Faculty assessment (ECEL 412/502)
• Assessment of Student Performance (Clinical I)—Teacher assessment (ECEL 412/502)
• Developing Integrated Unit plan (ECEL 422/435/522/528)
• Tailoring Planning for Literacy Instruction for an English language learner (READ 399 or 400, READ 500)
• Adapting instruction for a student w/a disability (ECEL 422/435/522/528)

Visit http://cehs.montclair.edu/ncate/ for further information about the Assessment System and links to assessments used.
Grade and GPA Requirements

Graduates of the Teacher Education Program must meet University standards in order to be eligible for the Certificate of Eligibility with Advanced Standing. For all undergraduate and graduate level programs offered at Montclair State, the GPA requirements to be recommended for certification currently are higher than the State’s standards. Grade and overall/major GPA requirements for each program are provided on pages 70-72. Undergraduates who complete their undergraduate degree requirements but do not meet these grade and GPA requirements may receive their bachelor’s degree but will not be recommended for certification. Graduate students cannot complete their program or receive any certification or degree if their GPA is below 3.0. Students must monitor their own progress carefully. The Center of Pedagogy will also monitor students’ academic progress. The following criteria and categories serve as the guidelines:

Retention: GPA is at or above the minimum required for the candidate’s program.
Probation: GPA is up to 0.25 points below the minimum required for the candidate’s program.
Grounds for dismissal: GPA is more than 0.25 points below the minimum required for the candidate’s program.

Only students whose grade and GPA(s) meet the Teacher Education Program’s requirements are permitted to do Fieldwork/Clinical I and/or Student Teaching/Clinical II.

Academic Integrity & Adherence to the Student Code of Conduct

Students in the Teacher Education Program are expected to be models of academic integrity and appropriate conduct. The Center of Pedagogy reviews University probation/conduct reports to ensure that students in the Program are not on probation, etc. The Center of Pedagogy also collects anecdotal information from faculty and staff regarding any concerns that may not be addressed by the University writ large.

Teacher Education Program Dismissal Policy

As is evidenced throughout this Handbook, the Teacher Education Program holds students to high expectations not only in their academic performance but in their conduct. The Program’s standards are necessarily higher than those of the University since program completers are being recommended to the State of New Jersey for teacher certification. It is possible for a student who is in good academic standing by University standards to be dismissed from the Teacher Education Program for not meeting Program standards. For example, a student who does not demonstrate a commitment to his or her academic studies may be dismissed from the Program. This includes but is not limited to: failing to maintain a satisfactory overall or major GPA; receiving unsatisfactory grades in one or more Professional Sequence course; communication by faculty to the Center of Pedagogy that academic focus is inconsistent or lacking (e.g., poor attendance, excessive tardiness, lack of participation in class, etc.). Likewise, if a student demonstrates poor conduct or judgment, he or she may be dismissed from the Program regardless of whether he or she is in good standing at the University. In fact, the State asks the University’s Certification Officer to attest to the moral and ethical character of each candidate that is recommended for certification. Examples of poor conduct or judgment that can lead to dismissal include: lying, plagiarizing (in class, on Teacher Education Program essays, or elsewhere), showing disrespect for individuals, posting inappropriate comments/photos on social media, failing to communicate in a timely and reasonable manner with Center of Pedagogy staff, behaving inappropriately in a field experience setting, or conveying a lack of commitment to the learning and well-being of P-12 students. During field experiences – particularly student teaching – expectations are even higher. As a representative of the Program, and as a guest in a partner school who interacts directly and indirectly with P-12 students, the Teacher Education Program candidate is expected to be a model of professionalism and scholarship. Concerns raised by partner school personnel regarding conduct or progress in teaching abilities are grounds for dismissal.

Student Concerns and Appeals Process

In the event that a student wishes to formally share a concern involving any area of the Teacher Education Program, s/he must submit a formal, written letter to the appropriate Teacher Education Program personnel (see page 82 for staff list). If seeking action/redress of any kind, or if appealing a decision, the desired outcome should be explicitly stated in the letter. If the student is dissatisfied with the response to the matter, s/he may make a written request for a private conference with the Center of Pedagogy Assistant Director to appeal. Should the issue not be resolved to the student’s satisfaction after meeting with the Assistant Director, the issue may be appealed in writing to the Executive Director of the Center of Pedagogy. Subsequent appeals, if desired, are made first in writing to the Assistant Dean of the College of Education and Human Services, then the Associate Vice President for Academic Affairs. Concerns for which a University policy pre-exists (harassment, plagiarism, grades, etc.) are addressed according to the prevailing University policy.
Readmission to Teacher Education

Undergraduate and graduate students who have been accepted to the Teacher Education Program and subsequently leave the University for two years or more must apply for re-admission to the Program. They may be required to satisfy additional course requirements as program requirements are subject to change.

Undergraduates in the Teacher Education Program who choose to graduate without certification will not necessarily be accepted into the graduate level program in their subject area should they decide to obtain certification at a later date, nor is there any guarantee that undergraduate credits will count towards a certification program.

Postponing Clinical I, Fieldwork, Clinical II or Student Teaching

Sometimes it is necessary for a student to postpone a field experience after submitting the Field Experiences Application. In order to ensure that students receive the best possible advisement and to ensure that the Teacher Education Program is fully aware of each student’s circumstances that lead to a postponement, students who postpone a field experience for which they have applied for one or more semesters are required to complete a Field Experiences Postponement form, available in the Center of Pedagogy (UN1180) or on the CoP Blackboard site. This form requires information such as:

- Undergraduate Major Advisor or Graduate Advisor signature
- Indication of when the student plans to return to complete Clinical I/Fieldwork or Student Teaching/Clinical II
- Interim plans/reason for postponement (e.g., did not pass Praxis, need time off for personal reasons, etc.)

The form should be handed in to Pat Gagnon at the Center of Pedagogy reception desk in UN 1180.

In addition, note that:

- Students who postpone a field experience must complete a hard copy Field Experiences Re-Application and submit it by the standard deadline of March 1 for fall field experiences or October 1 for spring field experiences. The original Field Experiences Application ceases to be valid if a student postpones.
- If a student does not return to complete the field experience in the semester indicated on the postponement form, he or she must complete a new form to renew the postponement request. Students are not automatically “moved” to the subsequent semester.
- The Field Experiences Postponement form is the only accepted means of postponing a field experience and rescheduling for a future semester – email, phone messages, in person meetings et al do not replace the form.

Taking a Leave of Absence from the University

Undergraduates must officially request a leave of absence with the University if not taking courses for one semester or more. To do this, undergraduates must complete a Withdrawal/Leave of Absence Form and submit it to the Center for Academic Advising and Adult Learning (Morehead Hall 132). Graduate students must receive permission from the Graduate School, as outlined in the Graduate School policies/procedures, in order to take a one-semester leave of absence. Graduate students who take 4 or more consecutive semesters off must reapply to the University for readmission; readmission is not guaranteed. In addition, all students are responsible for notifying the Teacher Education Admissions and Retention Office (UN 1160, x7976) of plans to take a leave of absence at any time.

Field Experiences Applications are due by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Students who have postponed a field experience (which is done by submitting the Field Experiences Postponement form) must submit a hard copy Field Experiences Re-Application form by these same deadlines of October 1 and March 1. Since it takes considerable time to place students in the schools, late applications cannot be accepted, even in postponement situations.
Returning to MSU as a Graduate Student

Undergraduate students who choose to graduate without certification and then later wish to return to the University to complete certification must apply to the appropriate program as a graduate student. **There is no guarantee that you will be admitted to The Graduate School to complete your program.** Students who wish to consider this option must complete a Field Experience Postponement Form and have it signed by the Graduate Program Advisor in their cert area.

- A student who returns within 2 semesters must apply to The Graduate School and, if accepted, may complete her/his program by taking equivalent remaining courses at the graduate level.
- A student who returns 3-10 semesters later must apply to The Graduate School and, if accepted, may be required to retake 1 or more courses or take additional coursework as determined by the certification area department.
- Students who return after 10 semesters must apply to The Graduate School and, if accepted, may be required to retake the entire professional sequence leading to certification regardless of courses completed as an undergraduate.
- Students admitted at the graduate level must notify the Office of Field Experiences of their intent to student teach by the appropriate student teaching deadline. Currently the deadlines are March 1 for fall student teaching and October 1 for spring student teaching. Students first must be admitted to The Graduate School before submitting a student teaching application: **it is not possible to request to student teach prior to full acceptance by The Graduate School.**

### Field Experience Audits: What Every Student Needs to Know

- Students who have completed a Field Experiences Application are audited by the Teacher Education Admissions and Retention Office to establish readiness for Clinical I, Fieldwork, Clinical II or Student Teaching. This is done simultaneously with, but separate from, the field placement process overseen by the Office of Field Experiences.
- The audit deadline is January 8th for spring field experiences and August 15th for fall field experiences. After these dates, students who are not eligible for any reason are removed from the field experience roster and must drop the field experience courses.
- Undergraduate requirements for field experience readiness are provided on pages 17-19 and graduate requirements are provided on pages 20-21. All requirements must be met prior to the audit deadline. Students are responsible for understanding the requirements of their program and for working closely with their advisors to be sure they are on track for field experiences.
- **As a courtesy,** students in jeopardy are notified of outstanding issues between April 15-August 15 or between December 1-January 8. In addition, every student is notified of his/her internal audit results via MSU email the next business day after the audit deadline. It is the student’s responsibility to ensure that his/her MSU email account is working properly/not over quota so that all email communication from the Center of Pedagogy is received.
- It is the student’s responsibility to contact the Teacher Education Admissions and Retention Office if she/he does not receive a field experience audit email and she/he would like to verify readiness for the upcoming field experience.
- Audit emails either indicate that the student is cleared for the upcoming field experience or that she/he is not eligible due to one or more outstanding requirement(s). Students who are not eligible must contact the Teacher Education Admissions and Retention Office to determine next steps. In some cases, students are able to take care of the requirement(s) and be cleared for the field experience. In other cases, students must complete a Field Experience Postponement form.
- Since field placements take extensive time to arrange, they are requested (and often confirmed) by the Office of Field Experiences well before the field experiences audit deadline. **Receiving a confirmed placement prior to the audit deadline does NOT mean that a student has passed his or her field experience audit.** After the January 8th/August 15th audit deadlines, placements for students who have not passed the audit are canceled.
- Any appeals regarding audit status must be resolved by the audit deadline, so it is critical for students to communicate concerns/begin the appeals process well before the deadline. Appeals follow the process outlined on page 23, and begin with a written appeal to Ms. Charity Dacey, Director of Teacher Education Admissions and Retention, at daceyc@mail.montclair.edu.
Certification

The Teacher Education Program provides a sequence of professional courses and field experiences leading to an initial teaching certificate. **Undergraduate students** engage in these courses and experiences while majoring in a particular field of interest. **Graduate students** engage in these courses and experiences through either an MAT or a post-baccalaureate program. When all program requirements have been met, the student is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource M, page 78). The requirements for teacher certification are subject to changes in state regulation and University policy. Although students are notified of program changes, they should consult regularly with the Center of Pedagogy as well as their departmental and education advisors.

### The Path to Teacher Certification

**After you:**
- Successfully complete all required coursework for your area of certification
- Pass all required PRAXIS II tests for your area of certification, if applicable
- TESL, Spanish, French, Italian, Latin candidates: Pass appropriate language tests (OPI, WPT, and/or LTTC)
- Meet the NJ Physiology and Hygiene requirement (see Resource H, page 73 for details)
- File for Final Audit/Certification at the Office of the Registrar (see next page for deadlines)
- Pass the final audit and have your transcript finalized (approx. Feb. 1 for January graduates, June 1 for May graduates)
- Meet the overall and major GPA requirements for your program
- Complete a certification application that is sent to your home by the Registrar during the Student Teaching semester and submit it back to the Registrar with the certification fee (approximately $180/certification)

**Then:**
1. The Office of the Registrar, on behalf of Montclair State University, will send your certification application to the state **and**
2. You will receive a Certificate of Eligibility with Advanced Standing from New Jersey, usually within 8-12 weeks.
3. You become eligible to officially accept a teaching position in a NJ public school – the CEAS is your “ticket” to getting a job.
4. The district that hires you will tell the state they have hired you, and will request that you be issued a Provisional License
5. In your first year, called the “Induction Year” or “Provisional Year,” you will teach under that Provisional License in your certification area(s). In accordance with state law, you will be observed by school-appointed mentors and by your principal **and**
6. At the end of your first year, if you receive an “approved” rating from your principal, you will apply to the state for a Standard Certificate in all eligible certification areas.

**Under current NJ law:**
- The CEAS never expires and the Standard License never expires.
- The Provisional License is valid for 2 years and can be renewed 2 times.
Important Certification Details

1. Be sure to familiarize yourself with the certification requirements and rules for the area that you wish to teach. It is in your best interest to speak with an advisor before committing to a particular certification program.

2. The Office of the Registrar has deadlines by which students must file for Final Audit for graduation and for certification. If applying for both a degree audit and certification audit at the same time, indicate this on the audit card. The audit timeline is as follows:

<table>
<thead>
<tr>
<th>Date of Intended Graduation/ Program Completion</th>
<th>Deadline for Applying For Final Audit (Degree and/or Certification)</th>
</tr>
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<tbody>
<tr>
<td>January</td>
<td>June 1st of prior year</td>
</tr>
<tr>
<td>May</td>
<td>October 1st of prior year</td>
</tr>
<tr>
<td>August</td>
<td>March 1st of that year</td>
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</tbody>
</table>

3. Approximately 2 months before the date of program completion for certification, candidates who have filed for certification audit receive an application for certification in the mail from the Registrar which must be completed and returned to the Registrar with the appropriate fee.

4. In order to apply for certification, a student must be a citizen of the United States OR s/he must take an Oath of Allegiance to uphold the U.S. Constitution and indicate the intention to become a U.S. citizen.

5. Note that it often can take the state two months or longer to process your certification application given the great number of applications they process on a daily basis. Your application is sent to the state within several weeks of your program completion if you apply for certification in the timeframe provided above. During those weeks the Registrar works as quickly as possible to verify that the University can recommend you to the state for certification. Therefore January graduates should expect to receive their certification no sooner than April 1st, May graduates no sooner than August 1st, and August graduates no sooner than October 15th.

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NEW JERSEY INITIAL TEACHER CERTIFICATION OFFERED AT MONTCLAIR STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Art**+</th>
<th>Music**+</th>
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<tr>
<td>Biology Science**+</td>
<td>Physical Education (graduate level only – undergrads do Health and Physical Education certification)+</td>
</tr>
<tr>
<td>Chemistry**+</td>
<td>Physical Science+</td>
</tr>
<tr>
<td>Dance (undergraduate only)</td>
<td>Physics (undergraduate only)</td>
</tr>
<tr>
<td>Early Childhood Education (P-3)* +</td>
<td>Psychology (not an M.A.T. option)</td>
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<tr>
<td>Earth Science*+</td>
<td>Social Studies+</td>
</tr>
<tr>
<td>Elementary Education (K-6)* +</td>
<td>Spanish*</td>
</tr>
<tr>
<td>English*+</td>
<td>Teacher of English as a Second Language**+</td>
</tr>
<tr>
<td>French*+</td>
<td>* Teacher of Students with Disabilities dual certification available at the undergraduate level</td>
</tr>
<tr>
<td>Health (graduate level only)</td>
<td>+ Teacher of Students with Disabilities dual certification available at the graduate level</td>
</tr>
<tr>
<td>Health &amp; Physical Education**+</td>
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</tr>
<tr>
<td>Italian (not an M.A.T. option)</td>
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</tr>
<tr>
<td>Latin (not an M.A.T. option)</td>
<td></td>
</tr>
<tr>
<td>Mathematics**+</td>
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* See Resource J on page 75 for information about programs in special education (Teacher of Students with Disabilities certification).

* All certifications are valid for grades Pre-school through Grade 12 unless otherwise noted.

* For a list of states with which New Jersey has certification reciprocity see Resource M on page 78.

* To see which undergraduate majors match each undergraduate certification option, see page 14.
Obtaining Additional Teaching Endorsements (Certification)
The University recommends candidates who have completed all the requirements for the certification program(s) they have successfully completed at MSU to the NJ Department of Education (NJDOE). Candidates seeking additional endorsements (the technical term for additional certification) apply directly to the NJDOE on their own by going to https://www6.state.nj.us/DOE_TCIS_ONLINEED/login.jsp. To apply you will register online, have Praxis scores for the additional certification area sent directly to the State from ETS, and mail the following to the State:
   a. transcripts (2 year college not needed if courses appear on 4-year transcript)
   b. payment (amount indicated in online app system)
   c. Verification of Program Completion form, located at http://www.nj.gov/education/educators/license/forms.htm. This form can be completed by MSU after your transcript is finalized (6/1 for May grads, 2/1 for January grads).

Things to know about applying for additional endorsements/certification:
1. Make sure you take and pass any required Praxis II tests for the additional endorsement at least 6 weeks before applying – if you apply before scores are reported, the state will tell you that your application is incomplete.
2. You can apply for more than one additional endorsement at a time. E.g., if you hold a CEAS in P-12 English and wish to receive the middle school social studies endorsement, you can apply for your CEAS in elementary education and in middle school social studies at the same time.
3. Additional endorsements are granted at the same level as the highest level of certification you have. If you have a CEAS in English and apply for elementary, you will be issued a CEAS in elementary. However, if you have a standard license in English and then apply for elementary, you will receive a standard elementary endorsement.
4. Once you complete your Provisional Teaching Year and apply for a standard cert in the area in which you taught (which could be your original CEAS cert area or the subsequent one you applied for on your own), you can apply for standard certification in the other areas for which you are eligible. For example, if you have a CEAS in P-12 Spanish and French and you teach high school Spanish during your Provisional (first) year, you can apply for Standard certificates in both P-12 Spanish and French at the end of the year.

Adding on Middle School Certification
Middle school certification is available in the areas below. MSU offers middle school certification programs at the graduate level in math, language arts and science. If applying on your own, note that the only pedagogy course required for middle school certification is a course in adolescence development.

For Language Arts: 15 credits in ENGL and READ courses (100 level or higher, College Writing I and II count) and the appropriate Praxis II test are required.

For Math: 15 credits in courses with MATH prefix (100 level or higher). One exception: one statistics class from another department (e.g., economics) can be used. The appropriate Praxis II test in mathematics is also required.

For Science: 15 credits in physics, chemistry, biology, earth science and/or geoscience (100 level and above) qualify. The middle school Science Praxis II is required unless the candidate has taken an appropriate P-12 science Praxis II test. P-12 candidates in earth science, physics, physical science, chemistry, and biology are certified to teach any middle school science course through 8th grade through their P-12 cert, NO additional certification is necessary.

For Social Studies: 15 credits in history, anthropology, economics, sociology, geography, and/or political science (100 level and above) and the appropriate Praxis II test are required.

Adding on World Languages Certification
For World Languages certification, you need:
- 15 credits (100 level or higher) in the language for middle grades certification, or 30 credits (100 level or higher for 18 credits, 300 level or higher for 12 credits) in courses taught in the language.
- A passing score on the P-12 Praxis II test if one exists, and an advanced-low rating on the Oral Proficiency Interview (OPI).
- A 3-credit course in second language acquisition within your first year of teaching if you have not already taken such a course.

Note that Advanced high school work for which you were given credit and AP credits et al that were used to waive college coursework requirements can be used toward certification if they appear on a 4-year transcript.
P-3 and K-6 Elementary Education Candidates Who Wish to Teach World Languages

If you hold a P-3 or K-6 certification, technically you can teach a world language FULL TIME (or any part thereof) in your respective grade levels of certification without acquiring any additional certification. What you need to do to be eligible is:

1. Pass the P-12 or middle school Praxis II test in that language AND
2. Pass the Oral Proficiency Interview (OPI) test in that language (advanced low rating) AND
3. Take a university class on second-language learning and methodology within one year of being hired for a world languages position (i.e., you can be hired and start teaching, then sign up for the class).

Becoming Certified in Another State

New Jersey has reciprocity with most other states in the country – see Resource M on page 78 for details. To get started on becoming certified outside NJ, first follow these steps:

1. Determine what reciprocity agreement exists between that state and NJ.
2. Contact that state’s education department to determine what additional requirements exist above and beyond demonstrating that you have completed an approved teacher education program. In particular, it’s important to know what tests are required.
3. Find out if that state requires a program verification form of some kind that must be completed by MSU. If so, mail or bring the form to Pat Gagnon in the Center of Pedagogy, UN 1180, with a self-addressed stamped envelope. Ms. Gagnon can be reached at gagnonp@mail.montclair.edu.

Still have questions about certification?
Contact Caroline Murray, Assistant Director of the Center of Pedagogy at murrayc@mail.montclair.edu or 973-655-7802.
All students in the Teacher Education Program take field experience courses, typically in the last two semesters of their program. Since these courses are centered on collaboration with partner school districts, enrollment and progress in these courses look very different from other courses taken at MSU. For additional information, see the CoP Blackboard site.

In the semester prior to taking Clinical Experience I or Fieldwork, students must submit an online Field Experiences Application located at taurus.montclair.edu. Students cannot enroll in these courses until the Office of Field Experiences has received/processed their applications. A mandatory information session for applicants is held each October and February.

Application forms are due at the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. This includes students who apply then end up postponing, or who complete Fieldwork/Clinical I then postpone student teaching. It takes considerable time to place students in the schools; late applications cannot be accepted.

Placements are made in MSUNER schools (see Resource A for MSUNER information). When feasible, cohorts of students are placed in a school.

FREQUENTLY ASKED QUESTIONS

The process of assigning students for field experiences is more complex than meets the eye. The Office of Field Experiences must take into account the needs of MSU students individually and collectively; our partner school districts; and most importantly, the public school children who we as a University serve both directly during field experiences and indirectly when our graduates assume their own classrooms. The following information is designed to make the field experiences assignment process as transparent as possible so that students, faculty, staff, and school personnel are on the same page about how assignments are made. While there will always be exceptions, we believe that the integrity of our field experiences program lies in adhering to these well thought out rules/policies/procedures. The answers below refer to both field experience semesters unless otherwise indicated.

In what school district might I do my field experiences?
MSU hosts the Montclair State University Network for Educational Renewal. We work in partnership with districts that are committed not only to excellent teacher preparation but to improving their current faculty’s teaching. These are the districts where MSU students do their field experiences. Current member districts are listed on the inside cover of this Handbook and on page 62. To learn more about the Network, visit www.msuner.org.

I don’t live near a Network district. Can I do my student teaching in another district?
We are excited to see more and more students come to MSU from far distances, and it is our goal to serve as many students from across the state and beyond as we can. However, part of what has created the reputation that MSU holds as a premier institution for teacher preparation is its partnerships with Network districts. Students are therefore required to complete their field experiences in a Network district.

How do you determine what district I will be assigned to?
Several factors determine your district assignment, the most common being your subject area/grade level and where you live. Proximity to the district from your current address is taken into account whenever possible – this is why it is imperative that you ensure that we have your correct address information. However, it is important to note that proximity to your home is not guaranteed and that you should be prepared to teach in any MSUNER district.

Can I request a specific district?
Unless you are approved for in-service student teaching, we cannot honor requests for specific districts. Although students often have compelling reasons for desiring a particular district, it would simply not be possible for us to handle the volume of requests we would receive or to ascertain in an equitable manner whose requests hold more weight. We guarantee that you will be assigned within a 25-mile radius of the MSU campus, but no further guarantees can be made.

Can I complete field experiences in a school where I have served as a substitute teacher?
No. This is a potential conflict of interest that can present unforeseen challenges to the student.

When do you start making requests for assignments?
Assignment requests for the spring are sent out in October; fall assignment requests are sent out in March.
Can I help find my own assignment?
For the common good of all parties involved, we ask students and faculty to refrain from independently seeking field experience assignments. It may seem counter-intuitive to discourage you from accessing resources or being proactive in finding an assignment, but the process truly works most effectively when coordinated strictly between the designated district personnel and the Office of Field Experiences. This is a case where we must balance the needs of one student with the needs of all our students and the districts with which we partner.

What if a district does not accept an assignment request?
This happens at times for various reasons, most commonly because of lack of availability of a suitable cooperating teacher. When an assignment request is rejected, usually another request is made within 24 hours. Please be advised that you are guaranteed a placement regardless of whether or not you are rejected from a particular district.

When will I find out my assignment?
Assignments are finalized on a rolling basis, so notification is done on a rolling basis as well. For the spring semester, placements are finalized between October and February. For the fall semester, placements are finalized sometime between March and October. Also, it is important to note that one of the realities of the assignment process is that there is no correlation between the date when you turned in your application and the date when you receive your assignment, particularly due to the possibility that a first request may come back denied.

How will I be informed of my assignment?
As soon as an assignment is confirmed in writing by the district, the Office of Field Experiences sends you a copy of the form along with general information about the upcoming field experience. The form includes the name of the contact person in the district, such as a district administrator, school principal, school coordinator, or the cooperating teacher.

Will I be assigned to the same cooperating teacher for both field experience semesters?
Whenever possible, students remain with the same cooperating teacher for both semesters. During the first field experience semester (Clinical I/Fieldwork) the Office of Field Experiences sends a request to the district for you to be assigned to the same cooperating teacher. If the request cannot be met a new request will be issued.

What if I choose to withdraw from the field experience or am removed by the school?
If you leave a placement voluntarily or at the school’s request, there is no guarantee that you will be provided with an alternate placement for the same semester. If asked to leave the school for any reason, the Center of Pedagogy will conduct a review to determine if and when you will be ready to re-do the field experience.

I am already teaching full-time. Do I still have to do fieldwork?
Yes, but if you are a full-time teacher with primary responsibility for a classroom and have been in your position for one year by the start of student teaching, you may qualify for In-Service Field Experiences. See Resource K for details.

If I’m in a dual certification program, how does that affect my field experiences?
Dual certification students must have student teaching experience for each certification area during the student teaching semester. In some cases student teaching is therefore “split” into two distinct placements, one for each certification area. In other cases student teaching is done in one location where classes can be taught in both certification areas during the school day. Students who are considering applying for In-Service field experiences should note that In-Service status can only be granted if the teaching position includes both certification areas.

What if I need to take off a semester before I student teach?
We assume you plan to move on directly to student teaching so if that is not the case for any reason, you must:
1. Complete a Field Experiences Postponement form as soon as you are aware of your change of plans (available on the Center of Pedagogy Blackboard site and taurus.montclair.edu).
2. Complete a Field Experiences Re-Application form in September (Oct. 1 deadline) to do spring student teaching or in February (March 1 deadline) to do fall student teaching.

Be prepared for the time commitment of the student teaching semester!
Student teaching is essentially a full-time “job.” Student teachers are required to attend their assigned placement every day for at least the same hours that contracted teachers are required to be at the school (including time before students arrive and after they leave) – approx. a 7 hour day. Students are not exempt from attendance for MSU-related events, job interviews, employment, family obligations, etc. Three absences permitted for illness or religious observation. Additional time commitments students should take into account include back-to-school nights, staff meetings, board meetings, parent/teacher conferences, check-ins with the cooperating teacher, and lesson planning.
GUIDELINES: FIELDWORK

Overview
The primary objective of the Fieldwork experience is to provide the subject area certification candidate with concrete, hands-on opportunities to prepare for student teaching in the following semester. Ideally, student teaching will take place under the mentorship of the same cooperating teacher, though this does not always occur. During Fieldwork the student should 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 should involve active participation in the class/school and direct interactions with pupils.

How should time be allocated?
In order to ensure that students gain a broad base of knowledge and experiences in preparation for student teaching, the following guidelines should be followed for the 60-hour fieldwork experience:

- Observing students: 5-8 hours
- Examining teacher materials: 3-6 hours
- Teaching/tutoring students: 25-35 hours
- Conversing with Staff and students: 4-6 hours
- Performing other teacher-related activities: 10-15 hours
- Observing other teachers/classes: 5-10 hours

Students typically should be ready to teach a complete lesson by the 40-hour mark. If possible, students should teach a "mini unit" of 3-5 lessons by the end of the 60-hour experience.

How should visits be scheduled?
The student and cooperating teacher should work together to develop a schedule of visits that meets both of their needs and expectations. It is the student’s responsibility to notify the cooperating teacher in advance should he/she need to reschedule a visit. Since Fieldwork is taken concurrently with the Teaching for Learning I course, which is designed to guide students through their field experience, hours should be spread out over the semester so that the student can complete ongoing assignments at his/her school placement. No more than 12 hours should be completed in any given week, and visits should occur on a weekly basis.

How is the student’s experience assessed?
At the end of the Fieldwork experience, the cooperating teacher will complete the online Fieldwork Evaluation Form (see the following pages). The Teaching For Learning I instructor assigns a grade for Fieldwork primarily based on this Fieldwork Evaluation Form. If there is a significant discrepancy between performance in the field experience and in the Teaching For Learning I course, the instructor should consult with the cooperating teacher before assigning a grade for Fieldwork. This assessment is used not only to provide the student with a grade for Fieldwork, but also to determine the student’s readiness for student teaching. Therefore the cooperating teacher plays a critical role in the assessment process and should carefully consider each of the assessment items. In addition, the Teaching For Learning I instructor will observe the student one time during the semester. Students cannot receive a grade for Fieldwork and will not be permitted to proceed to Student Teaching until the Fieldwork Evaluation Form is received.

Based upon successful completion of Fieldwork, 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. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting a student for Fieldwork does not obligate the district to accept him/her for Student Teaching.

Where should questions be addressed?
Should you have any questions regarding the fieldwork experience, please contact Ms. Scotta Van Dross, Program Specialist, at 973-655-7635 or at fryesc@mail.montclair.edu. Ms. Van Dross oversees the placement and support of students in Fieldwork and Student Teaching.

Questions regarding the course content/structure/logistics of Teaching For Learning I should be addressed to the Department of Secondary and Special Education at 973-655-5187.
## FIELDWORK EVALUATION FORM SCORING RUBRIC (CURR 450, CURR 527)

**Date:** 01/15/05

### 1. Personal Qualities

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>1.a. General appearance</td>
<td>Candidate’s appearance (e.g., clothing, grooming) is often inappropriate for working in a school environment.</td>
<td>Candidate’s appearance (e.g., clothing, grooming) is generally appropriate for working in a school environment.</td>
<td>Candidate’s appearance (e.g., clothing, grooming) is consistently appropriately for working in a school environment. He/she exemplifies a professional demeanor.</td>
</tr>
<tr>
<td>1.b. Enthusiasm, spirit of cooperation (Standards 10, 12k)</td>
<td>Candidate approaches field experience as if “just going through the motions,” demonstrating little enthusiasm and/or little or no spirit of working cooperatively.</td>
<td>Candidate displays enthusiasm for the field experience and is generally open to working cooperatively.</td>
<td>Candidate exhibits great enthusiasm for experience, approaching each day with a genuine desire to learn about the workings of a school. He/she enjoys working cooperatively and does so very well.</td>
</tr>
<tr>
<td>1.c. Self-direction, initiative, flexibility</td>
<td>Candidate is overly dependent on the cooperating teacher when performing tasks. He/she often exhibits an inflexible attitude.</td>
<td>Candidate generally takes initiative to perform relevant tasks. He/she typically exhibits a flexible attitude.</td>
<td>Candidate volunteers to perform tasks and takes the initiative to see them through to completion. He/she always exhibits a flexible attitude.</td>
</tr>
<tr>
<td>1.d. Communication (articulation, language, voice quality, written expression) (Standard 11)</td>
<td>Candidate has poor verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing includes substantial grammatical errors.</td>
<td>Candidate has acceptable verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing is grammatically correct.</td>
<td>Candidate has exceptional verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. He/she has exceptional written communication skills. The writing is grammatically correct.</td>
</tr>
</tbody>
</table>

### 2. Professionalism

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>2a. Reflection on teaching and learning process. (Standards 9, 12h)</td>
<td>Candidate cannot accurately identify strengths and weaknesses of lesson(s) taught.</td>
<td>Candidate identifies strengths and weaknesses of lesson(s) taught and describes in general terms how such lesson(s) could be improved for the future.</td>
<td>Candidate identifies in detail strengths and weaknesses of lesson(s) taught and describes in very specific terms how such lesson(s) could be improved in the future.</td>
</tr>
<tr>
<td>2b. Possesses interpersonal skills (Standard 10)</td>
<td>Candidate communicates rarely if ever with teachers, administrators, other school personnel, students’ families, and/or community members to support student learning and well-being.</td>
<td>Candidate seeks to communicate with others (e.g., teachers, administrators, other school personnel, students’ families, and community members) to support student learning and well-being.</td>
<td>Candidate actively seeks out resources and communicates regularly with teachers and other school personnel to support student learning and well-being.</td>
</tr>
<tr>
<td>2c. Accepts suggestions, criticism (Standards 9, 12g)</td>
<td>Candidate has considerable difficulties accepting constructive criticism and generally becomes defensive about suggestions that would improve his/her teaching skills.</td>
<td>Candidate is open to accepting constructive suggestions and criticisms, and makes adjustments accordingly.</td>
<td>Candidate actively seeks suggestions and constructive criticism and employs new ideas after reflecting and deciding what will work for him/her.</td>
</tr>
<tr>
<td>2d. Meets responsibilities (attendance, observations, professional obligations)</td>
<td>Candidate needs to be constantly reminded to perform tasks related to the field experience OR performs responsibilities in an unsatisfactory manner. He/she fails to recognize the importance of being timely with professional obligations.</td>
<td>Candidate meets all responsibilities related to the field experience.</td>
<td>Candidate not only meets all responsibilities related to the field experience, but also volunteers to assist with many other aspects of the cooperating teacher’s job. He/she is exceptionally attentive to being timely with all obligations.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Does not meet expectations</td>
<td>Meets expectations</td>
<td>Exceeds expectation</td>
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<tr>
<td>2.e. Commitment to teaching (Standard 12k)</td>
<td>Candidate appears unsure that teaching is the correct career choice. There is little or no evidence that he/she is sincerely dedicated to becoming a teacher. He/she appears not to make this field experience of primary importance</td>
<td>Candidate seems satisfied that teaching is his/her career choice and appears to be dedicated to becoming a teacher. He/she appears to make this field experience of primary importance.</td>
<td>Candidate seems convinced that teaching is the best possible career choice. He/she communicates a strong dedication and commitment to becoming a teacher. It is obvious that this field experience takes precedence over all outside experiences.</td>
</tr>
<tr>
<td>3. Teaching/Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. Knowledge of subject matter (Standard 1a)</td>
<td>Candidate lacks subject matter knowledge. He/she makes important content errors or demonstrates an uneven understanding of key disciplinary concepts.</td>
<td>Candidate shows an adequate understanding of the subject matter. For the most part, he/she demonstrates an understanding of key disciplinary concepts.</td>
<td>Candidate shows an in-depth understanding of the subject matter. He/she demonstrates a thorough understanding of key disciplinary concepts.</td>
</tr>
<tr>
<td>3b. Organization of subject matter for student learning (Standards 1b, 4)</td>
<td>Candidate is unable to explain how his/her lesson(s) relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.</td>
<td>Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.</td>
<td>Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.</td>
</tr>
<tr>
<td>3c. Planning instruction (Standards 3f, 4)</td>
<td>Lesson plan(s) lack(s) clear and meaningful learning goals/objectives or those included are inappropriate for the students. Planned activities do not advance the identified learning goals/objectives, fail to take into account students’ prior knowledge and experiences, and/or do not allow an appropriate amount of time. The lesson(s) has/have organizational problems that make it/them difficult to implement.</td>
<td>Lesson plan(s) include(s) mostly clear and meaningful learning goals/objectives that are appropriate for the students. Planned activities advance most of the identified learning goals/objectives, take into account students’ prior knowledge and experiences, and generally allow for an appropriate amount of time. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.</td>
<td>Lesson plan(s) include(s) clear and meaningful learning goals/objectives that are appropriate for the students. Candidate provides a well thought out explanation of why the identified goal/objectives are appropriate for the students. Planned activities advance all of the identified learning goals/objectives and take into account students’ prior knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. The lesson is well organized and well paced from introductory to closing activities.</td>
</tr>
<tr>
<td>3d. Stimulating critical thinking (Standards 5, 12h)</td>
<td>Candidate does not encourage students to think critically, independently, or creatively in the context of the content being studied OR discourages them from doing so.</td>
<td>Candidate encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.</td>
<td>Candidate encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.</td>
</tr>
</tbody>
</table>
### 3e. Managing class environment

(Standards 8a, 8b, 8c, 8d)

| Candidate makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Overall, the candidate does not hold students accountable for their behavior and/or permits the physical environment to be unsafe or to interfere with student learning. | Candidate generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior. Candidate creates a physical environment that is safe and does not interfere with learning. | Candidate responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are consistently held accountable for their behavior. Candidate creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students. |

### 4. Dispositions toward students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Belief in the educability of all children (Standards 3b, 12a)</td>
<td>Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
</tr>
<tr>
<td>4b. Respect for individual and cultural differences (Standards 3a, 3b, 3e, 12b, 12c, 12i)</td>
<td>Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.</td>
<td>Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.</td>
<td>Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.</td>
</tr>
<tr>
<td>4c. Belief that all students bring talents and strengths to learning (Standards 2, 3b, 12a, 12b, 12c)</td>
<td>Candidate does not seem to see the talent and strength that each child brings to learning. Instead, he/she focuses on what the students’ lack.</td>
<td>Candidate generally sees the talents and strengths each child brings to learning. He/she attempts to build on these talents and strengths in teaching.</td>
<td>Candidate consistently sees the talents and strengths each child brings to learning. He/she effectively builds on these talents and strengths in teaching.</td>
</tr>
<tr>
<td>4d. Attitude that students’ strengths are basis for growth and errors are opportunities for learning (Standards 3d, 12d)</td>
<td>Candidate does not use students’ errors as opportunities for learning and generally overlooks or ignores their strengths.</td>
<td>Candidate tends to use students’ strengths to further learning and views errors as possible learning opportunities.</td>
<td>Candidate consistently uses students’ strengths to enrich learning and capitalizes on errors as important learning opportunities.</td>
</tr>
</tbody>
</table>
FIELDWORK EVALUATION FORM

Student name: _______________________________  Semester: Fall ___ Spring ___

District: ______________________  School: __________________________  Year: _________

Dear Cooperating Teacher,

Since this course is a prelude to student teaching, an informed assessment of the student’s performance in fieldwork will be helpful to the student, the course instructor, and the Center of Pedagogy Office of Field Experiences. Please complete this form and discuss it with the student. Then have the student return it to his/her course instructor upon completion of classroom visits. In addition, if you answer “no” for question 5 or 6, please contact the Center of Pedagogy at 973-655-7802.

For each item below, please circle the appropriate rating using the following scale and the attached rubric.

<table>
<thead>
<tr>
<th>1 unsatisfactory</th>
<th>2 needs improvement</th>
<th>3 acceptable</th>
<th>4 good</th>
<th>5 outstanding</th>
</tr>
</thead>
</table>

1. Personal Qualities:
   a. General appearance
   b. Enthusiasm, spirit of cooperation
   c. Self-direction, initiative, flexibility
   d. Communication (articulation, language, voice quality, written expression)

2. Professionalism:
   a. Reflects on teaching/learning process
   b. Possesses interpersonal skills
   c. Accepts suggestions, criticism
   d. Meets responsibilities (attendance, meetings, observations, professional obligations)
   e. Is committed to teaching

3. Teaching/Tutoring
   a. Knowledge of subject matter
   b. Organization of subject matter for student learning
   c. Planning instruction
   d. Stimulating critical thinking
   e. Managing class environment

4. Dispositions Toward Students:
   a. Belief in the educability of all students
   b. Respect for individual and cultural differences
   c. Belief that all students bring talents and strengths to learning
   d. Attitude that students’ strengths are basis for growth and errors are opportunities for learning

5. Did the student spend the required 60 hours in the field?  ____ Yes  ____ No (If no, please contact us.)

6. Does this student have personal and professional qualities that indicate his/her readiness for the student teaching experience?  ____ Yes  ____ No (If no, please contact us.)

Cooperating Teacher: __________________________  Signature: __________________________

Center of Pedagogy Office of Field Experiences • University Hall 1180 • 973-655-4262 • 1 Normal Avenue • Montclair, NJ 07043
GUIDELINES: CLINICAL EXPERIENCE I

Overview of Clinical Experience I

The primary objective of the Clinical I field experience is for the early childhood/elementary certification candidate to begin to become familiarized with the full range of responsibilities held by a public school classroom teacher. This is achieved by spending a minimum of 120 hours in a classroom with a designated cooperating teacher while taking a corresponding course (Seminar I). By the end of the 120 hours, the student should have a clear understanding of the daily routines of the cooperating teacher both inside and outside the classroom, a good sense of the school as a community, and the roles of other professionals in the school. This understanding should be based on hands-on participation in the classroom as well as on observation and inquiry. The focus of the accompanying Seminar I is on organizing the classroom for student learning. Discussion and reflection during the seminar will maximize the student’s classroom experience. In addition, the fieldwork experience should help the student gain an understanding of the operation of the school as a whole. Last but certainly not least, the student should observe and work with P-12 students in order to gain insight into pupil behavior. Ultimately, the Clinical I fieldwork experience should help prepare the student to become a successful student teacher in that same classroom in the subsequent semester.

The Structure of Time Spent at the School

It is incumbent on the student to make initial contact with his/her school and cooperating teacher. This should occur within a week of receiving placement notification from the Center of Pedagogy Office of Field Experiences. Ideally, the student and cooperating teacher will meet prior to the start of the semester to plan out a schedule for the semester. If this is not possible, then a phone conversation should take place instead. Students must be in the school 2 full days each week and must spend a minimum of 120 hours total in the school over a minimum of ten weeks. Students are required to spend the majority of their in-school time in their home classroom and a portion of their time with other professionals in the school. Twelve hours will be spent at another grade level and 12 hours will be spent with a school professional, such as the Resource Room teacher, ESL teacher, etc. Once a schedule has been established, the student is expected to adhere to the agreed upon schedule and should notify the cooperating teacher of any emergency that will prevent him/her from fulfilling his/her obligations.

Assessment/Preparing for Clinical Experience II (Student Teaching)

Based upon successful completion of Clinical Experience I, students are typically assigned to the same school for Clinical Experience II (student teaching). This structure provides students with a deeper connection to a school and a richer understanding of school and classroom dynamics. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting a student for Clinical Experience I does not obligate the district to accept him/her for Clinical Experience II.

At the end of Clinical Experience I, the cooperating teacher will complete an online Assessment of Student Performance form, as shown on the next page. The Seminar I instructor assigns a grade for Clinical I primarily based on the Assessment of Student Performance form and completed Clinical I timeline, which is provided to students at the start of the course. If there is any discrepancy between the student’s Seminar I grade and the Clinical I grade, the Seminar instructor will consult with the cooperating teacher before assigning a grade. Students cannot receive a grade for Clinical Experience I and will not be permitted to proceed to Clinical Experience II until the Assessment of Student Performance form is received.
## 1. PROFESSIONALISM

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Maintains a professional appearance.</td>
<td>Demonstrates little sense of professional demeanor in a school setting (skirt too short, hair in face)</td>
<td>Daily dress and appearance are appropriate to school setting.</td>
<td>Dress and appearance heighten one's professional demeanor. One’s physical appearance matches the tasks to be done.</td>
</tr>
<tr>
<td>1b. Displays enthusiasm, full engagement, spirit of cooperation.</td>
<td>Demonstrates little affect and energy during interactions with children and adults. Difficulty cooperating with colleagues due to shyness or disinterest.</td>
<td>Generally enthusiastic regardless of the nature of the task. Receptive to others’ suggestions. Works easily with other adults.</td>
<td>Enthusiastic and fully engages with all dimensions of the classroom. Builds on others’ suggestions. Works easily with other adults and adapts to different working styles.</td>
</tr>
<tr>
<td>1c. Demonstrates self-direction, initiative, and flexibility</td>
<td>Requires guidance to take initiative. Does not seek out information and fails to question observations. Unable to change course easily, adjust to others’ needs.</td>
<td>Seeks out information, questions classroom procedures, offers new ideas, and takes initiative to follow through on them without direction. Adjusts to needs of children and other adults.</td>
<td>Thoughtfully seeks out needed information, asks probing questions, initiates new ideas in a timely manner, and intuitively adjusts to the needs of children and other adults.</td>
</tr>
<tr>
<td>1d. Utilizes effective communication skills (articulation, word use, voice quality, listening, written expression).</td>
<td>Uses inappropriate grammar, mispronounces or misuses words (written or spoken). Speaks too softly or too loudly, doesn’t use voice as an instrument, etc. Difficulty listening to or interpreting others’ communications.</td>
<td>Usually displays effective and appropriate communication skills in speaking, listening, and/or writing. May struggle with grammar when writing extemporaneously or not listen carefully to others.</td>
<td>Articulation, word use, pronunciation, grammar, and expression are models of spoken and written language. Uses voice as a tool, and listens thoughtfully to others.</td>
</tr>
<tr>
<td>1e. Demonstrates responsive and caring relationships with children and adults.</td>
<td>Demonstrates limited responsive and caring gestures toward children and/or adults. Seems detached from others.</td>
<td>Demonstrates warm, caring gestures toward children and adults. Body language, as well as words, show caring disposition. Responsive to the needs of children and adults.</td>
<td>Seeks out opportunities to develop and nurture caring relationships with children and adults. Thoughtfully and consistently responsive to the needs of children and adults.</td>
</tr>
</tbody>
</table>

**MSU 8c**

## 2. PREPARATION FOR TEACHING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Demonstrates initiative to become a member of the school community.</td>
<td>Remains within a ‘safe’ zone of comfort. Few efforts are made to reach out to other school members beyond the classroom.</td>
<td>Seeks opportunities to become member of the school community (i.e. interacts with office personnel, attends school functions, engages with others at faculty meetings, etc.).</td>
<td>Actively seeks out and finds varied opportunities to become a member of the school community. Builds relationships with a range of community members, including teachers, parents, specialists, children, principal, etc.</td>
</tr>
<tr>
<td>2b. Reviews and becomes familiar with school and classroom materials and procedures.</td>
<td>Little time devoted to investigating materials pertaining to curriculum and school policy.</td>
<td>Seeks out materials to review pertaining to curriculum and school policy. Examines curriculum guides, teacher materials, supply closets, policy manual and PTA handbook.</td>
<td>Examines, investigates, and questions materials pertaining to curriculum and school policy. Engages school members in dialogue about existing policies and procedures.</td>
</tr>
</tbody>
</table>

**MSU 8b**
### 3. INTERACTIONS WITH STUDENTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Takes initiative and engages with individuals and small groups of children</td>
<td>Observes individual and small groups, but has difficulty interacting with them. Requires direction before engaging with groups of students.</td>
<td>Actively assists students; answers questions, stimulates conversations, reads stories, guides discussions, manages group behaviors.</td>
<td>Engages with students in all types of academic and social situations. Intervenes in difficult interactions to facilitate resolution.</td>
</tr>
<tr>
<td>3b. Respects individual and cultural differences. <strong>MSU 12b</strong></td>
<td>Little evidence that student seeks out information to support varied cultures and learning styles within the classroom and the school.</td>
<td>Demonstrates knowledge of different cultures and learning styles. Interactions with students and colleagues are respectful.</td>
<td>Uses knowledge and awareness of different cultures and learning styles to enhance each child’s experience in the classroom and the school.</td>
</tr>
<tr>
<td>3c. Interactions with students informed by understanding of child development and developmentally appropriate practice. <strong>MSU 2</strong></td>
<td>Interactions with children do not reflect an understanding of development. E.g., expects five year olds to sit and listen for 45 minutes, four year olds to ‘know’ the alphabet, 10 year olds to keep their hands still.</td>
<td>Plans activities that are developmentally appropriate in terms of timing, pacing, subject matter, and connection to children’s lives. Appropriately assists children in managing their behaviors. Demands on children are sensitive to developmental needs.</td>
<td>Uses knowledge of development and developmentally appropriate practices to enhance and stimulate children’s learning. Thoughtfully strives to find the balance between developmental needs, motivation, and learning.</td>
</tr>
<tr>
<td>3d. Contributes to a classroom community that fosters respectful behaviors. <strong>MSU 6, 8a, 8b</strong></td>
<td>Does not always model respectful behavior and fails to acknowledge those behaviors in students. May interact with a favorite student most of the time; responds inappropriately to a child’s loss of control.</td>
<td>Demonstrates respect through a deep knowledge of each student, models behaviors based on fairness and caring, and acknowledges and encourages respectful behavior by students.</td>
<td>Uses knowledge of each child to reflect a deep respect for child’s strengths, background, language, etc. Manages classroom behaviors so that all students feel valued and value each other. Confronts and dissipates disrespectful behavior.</td>
</tr>
</tbody>
</table>

### 4. TEACHING FOR STUDENT LEARNING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet Expectations (1)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflects on teaching/learning process with the cooperating teacher. <strong>MSU 1a, 1b, 4b, 9, 12h</strong></td>
<td>Spends limited time engaging in conversations with CT regarding lessons, instructional strategies, or pedagogy as they relate to students.</td>
<td>Engages in conversation; asks questions, attempts to clarify what has been successful and effective. There is some evidence that reflection on one lesson is used to plan future lessons.</td>
<td>Engages in ongoing conversation with CT regarding children’s learning, asks thoughtful and probing questions based on observed evidence, uses outcome of one lesson to develop the next. Articulates characteristics of the teaching/learning process.</td>
</tr>
<tr>
<td>4b. Plans and organizes lessons that use instructional time effectively. <strong>MSU 4a</strong></td>
<td>Plans/organizes lessons that are too long/too short, poorly paced, or developmentally inappropriate for age level. (i.e. Kdg. – long lecture with no hands-on activities or movement).</td>
<td>Plans and organizes lessons and activities that effectively utilize allotted time. Materials are prepared in advance and easily accessible. Lesson is well paced and engages most students.</td>
<td>Utilizes time effectively, engages all children, materials are prepared and accessible, careful planning of physical space and needs, adjusts the lesson as necessary to respond to the needs of students.</td>
</tr>
<tr>
<td>4c. Effectively implements 2 lessons. <strong>MSU 1, 4a, 4b, 7</strong></td>
<td>Unable to effectively implement 2 lessons – planning is not adequate, unable to manage group of children, subject or practice is not appropriate.</td>
<td>Implements 2 lessons that are well planned, well timed, appropriately paced. Both lessons engage most of the children and outcomes are positive.</td>
<td>Implements 2 lessons that have been thoughtfully planned to connect with and engage all children in the class. Instructional strategies, subject matter, and pedagogy are clearly suited to children.</td>
</tr>
<tr>
<td>4d. Promotes critical thinking.</td>
<td>Little evidence that critical thinking strategies are used. May be confusion about the definition of critical thinking.</td>
<td>Questions are posed that ask children to consider evidence and then make a judgment based on certain criteria.</td>
<td>Demonstrates a clear understanding of critical thinking and uses strategies that thoughtfully engage children in probing and expanding new ideas.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MSU 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e. Effective classroom management techniques.</td>
<td>Demonstrates some success in managing a group of children for short periods of time.</td>
<td>Demonstrates ability to use a range of strategies to manage classroom behaviors: individuals, small groups, and large groups.</td>
<td>Demonstrates a thoughtful and planful approach to classroom management over time. Able to manage a wide range of behaviors, including conflicts, using appropriate strategies.</td>
</tr>
<tr>
<td><strong>MSU 8b</strong></td>
<td></td>
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</tr>
</tbody>
</table>

5. DISPOSITIONS TOWARD STUDENTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Belief in the educability of all children</td>
<td>Appears to ‘give up’ on certain children, becomes frustrated when a child does not learn quickly, ‘blames’ child’s weaknesses on external sources.</td>
<td>Attempts to understand why some children are not learning and adapts strategies and activities to meet the needs of individual children.</td>
<td>Works to understand children’s learning patterns and styles by collecting data and using it to develop appropriate learning experiences suited to a particular child.</td>
</tr>
<tr>
<td><strong>MSU 3f, 12a, 12f</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b. Belief that all children bring talents and strengths to learning.</td>
<td>Seems unable or unwilling to articulate the strengths of certain children.</td>
<td>Uses specific strategies to discover each child’s strengths and talents. Acknowledges child’s special skills.</td>
<td>Learns about each child’s unique strengths by exposing them to a range of materials and types of activities. Finds ways to incorporate each child’s special strengths into learning experiences in the classroom.</td>
</tr>
<tr>
<td><strong>MSU 3b</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5c. Students’ strengths are basis for growth and errors are opportunities for learning.</td>
<td>Becomes frustrated or annoyed when students make mistakes.</td>
<td>Encourages and supports children to ‘see’ their mistakes. Helps children to find better solutions. Acknowledges children’s strengths.</td>
<td>Systematically observes and studies children’s errors in order to understand how to assist child in finding other solutions. Builds on each child’s strengths in order to enhance learning.</td>
</tr>
<tr>
<td><strong>MSU 3d, 12c, 12e</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bold type** highlights indicators that distinguish ‘exceeds expectations’ category.
Dear Cooperating Teacher,

This semester of fieldwork is the first of 2 clinical experiences. This semester your early childhood/elementary education teacher candidate will spend 12 hours a week in your school over a minimum of 10 weeks. The department has suggested a format that allows a student significant time in his/her primary classroom, as well as time with specialists in the school. An assessment of the student’s performance in the field will be helpful to the student and the MSU Seminar Instructor. Please complete this form and discuss it with your Clinical I student. It is to be returned by the student to the Seminar I instructor before the end of the current semester.

If you answer “no” for question 6 or 7, please contact the Center of Pedagogy at 973-655-7802.

For each item below, please circle the appropriate rating using the following scale and the Assessment of Student Performance Rubric:

1 unsatisfactory  2 needs improvement  3 acceptable  4 good  5 outstanding

1. Professionalism
   a. Maintains a professional appearance.  
   b. Displays enthusiasm, spirit of cooperation.  
   c. Demonstrates self-direction, initiative, flexibility.
   d. Utilizes effective communication skills (articulation, language, voice quality, listening, written expression).
   e. Demonstrates responsive and caring relationships with children and adults.

2. Preparation for Teaching
   a. Demonstrates initiative to become a member of the school community and to build relationships with school colleagues and families.
   b. Reviews and becomes familiar with school and classroom materials and procedures.

3. Interactions with Students
   a. Takes initiative & engages in various activities with individual/small groups of children.
   b. Respects individual and cultural differences.
   c. Interactions with students are informed by understanding of child development and developmentally appropriate practice.
   d. Contributes to a classroom community that fosters respectful behaviors.

4. Teaching for Student Learning
   a. Reflects on teaching/learning process with cooperating teacher.
   b. Plans and organizes lessons that use instructional time effectively.
   c. Effectively implements a minimum of two lessons during the semester.
   d. Promotes critical thinking.
   e. Demonstrates effective classroom management techniques.

5. Dispositions Toward Students
   a. Believes in the educability of all students.
   b. Believes that all students bring talents and strengths to learning.
   c. Believes that students’ strengths are basis for growth; errors are opportunities for learning.

6. Did the student spend the required minimum 120 hours in the field?  ____ Yes  ____ No  (If no, please contact us.)

7. Does this student demonstrate personal and professional qualities that indicate his/her readiness for the student teaching experience?  ____ Yes  ____ No  (If no, please contact us.)

Cooperating Teacher: ____________________________ Signature: ___________________________ Date: ___________

Center of Pedagogy Office of Field Experiences • University Hall 1180 • 973-655-4262 • 1 Normal Avenue • Montclair, NJ 07043
STUDENT TEACHING/CLINICAL II OVERVIEW: THE PROFESSIONAL SEMESTER

Student teaching and Clinical Experience II are commonly referred to as the Professional Semester. During this semester, the student teacher engages in a number of professional activities as a full-time intern. The following pages provide detailed information regarding the what, when, and how of these activities. This section also provides an overview of the responsibilities of the cooperating teacher and the mentor.

The Roles, Responsibilities and Professional Activities of the Student Teacher

Attendance

- Student teachers are required to attend their assigned placement every day for at least the same hours that contracted teachers are required to be at the school. This is typically 7 hours a day and includes time before students arrive and after students leave. Student teachers may not arrive late or leave early, regardless of teaching schedule (e.g., if cooperating teacher does not have a class last period, the student teacher should use that time to help prepare for the next day or to visit other classrooms, etc.). Student teachers follow the placement school’s calendar in terms of holidays, school breaks, etc. instead of the University calendar.
- Occasionally student teachers may need to stay late after school for meetings, or attend evening events related to the academic progress of the students in their classes, such as back-to-school nights.
- Student teachers are not exempt from attendance for any MSU-related event (e.g., sports activity, SGA event, job fair, etc.), employment, family obligations, etc. and must report any absence to the Center of Pedagogy in a timely manner. Up to 3 absences due to illness or religious observance are permitted.
- Student teachers are required to sign in and out each day at the placement school’s front office. If the front office does not have a sign-in location for student teachers, it is the student teacher’s responsibility to maintain a log in the classroom of arrival and departure times.

Teaching

- The student teacher should focus on planning, implementing, and evaluating instructional activities. Co-teaching is encouraged for all certification areas and grade levels to maximize the benefit of having both a seasoned teacher and a student teacher in the classroom. Rarely should one or the other to be observing only.
- **Subject area certification candidates** should take a leading role with the planning and teaching of approximately two classes by the end of the fourth week and three classes by the end of the sixth week. It is recommended that the total teaching load be 3 classes or approximately 3-4 hours per day depending on class lengths, and that the student teacher be responsible for no more than two separate subject preparations. The subject area student teacher is expected to be in school full time every day regardless of the schedule of the cooperating teacher.
- **Early Childhood and Elementary candidates** should follow the Clinical II Timeline. P-3/K-6 students are encouraged to take on as many teaching responsibilities as possible during and outside of class time. ECEL students are expected to take leadership in planning, implementing, and assessing an integrated unit with the cooperating teacher and should take the lead on all teaching responsibilities for approximately two weeks. The P-3/K-6 student teacher is expected to be in school full time regardless of the schedule of the cooperating teacher.
- **Dual certification candidates (P-3, K-6 or subject area and Teacher of Students with Disabilities)** must have student teaching experience in both certification areas. Ideally, students work in inclusive settings; in some instances, students may have a split experience between two classrooms or schools.
- In addition to formal teaching, the student teacher may be called upon to help students with class work, homework, lab work, or remedial/advanced work as requested by the cooperating teacher.

Lesson Plans

- The student teacher must submit plans to the cooperating teacher well in advance for each lesson to be taught and engage in weekly planning sessions with the cooperating teacher to discuss short- and long-range teaching goals and objectives.
- Lesson plan formats may vary based on certification area, grade level, school/district requirements, and cooperating teacher expectations; however, all MSU student teachers are required to write detailed lessons for each lesson that they teach. Lesson plans should include objectives, goals, CCCS, materials, lesson steps, accommodations, and assessments.
- The student teacher should keep a hard copy or online log of all lessons/units taught that is accessible to mentors.
Observation

- A significant portion of non-teaching time during student teaching should be spent observing the cooperating teacher, other teachers in the department (as well as in other departments), and other student teachers. When possible, the student teacher should spend at least one period a day observing. The purpose of such observations is for the student teacher to become more familiar with the teaching behavior and activities in the following critical areas: Planning, organization, and evaluation; Teaching strategies; Classroom management/control; Teacher attitude toward children/subject matter; Verbal and non-verbal interaction. Also, observations should be done in special areas (speech pathology, guidance, special education, student activities, etc.).

Clerical and Professional Activities

- Student teachers may be asked to file materials, type documents, record grades/assignments, make copies, and update records. Such clerical duties are part of the learning experience when assigned for reasonable time periods.
- Schools may assign student teachers cafeteria and hall duty and supervision of homerooms if accompanied by a certified teacher.
- Student teachers should expect to attend faculty meetings, parent conferences, and parent meetings and participate in various departmental functions and appropriate professional development that take place before, during, or after school hours.

Leadership & Initiative

- The student teacher should display enthusiasm and interest in the Professional Semester experience as well as in his/her students. Such enthusiasm and commitment should be evident in the thorough and imaginative preparation for each class.
- The student teacher should come equipped with an adequate knowledge of basic subject matter, human growth and development, teaching techniques, and procedures.
- Develop a pattern of personal and professional growth through constant and reflective self-appraisal and acceptance of constructive criticism.
- Show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to him/herself.
- Complete promptly all assignments required by the supervisors and the University. This includes careful study of the material in this Handbook, early conferencing with the mentor teacher prior to the Professional Semester experience, preparation of plans, and other work basic to classroom teaching as required by supervisors and the mentor teacher. Mailing or delivering to University supervisors complete schedules is a requirement. Informing them of changes in teaching schedules is essential.

Professional Growth

- The student teacher should show evidence, by the end of the Professional Semester experience, of acceptable competence in such areas as teaching skills, classroom management, strategies of instruction, and interpersonal relations.
- The student teacher should continually relate the actual teaching experience to theories of child development and learning.
- The student teacher should display a professional and ethical attitude in terms of safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and observing basic rules of courtesy toward school administrators, teachers, pupils and community. This includes personal social media such as Facebook and Twitter.
- The student teacher should comply with all school regulations to which regular teachers are expected to conform, including daily attendance and attendance at regular after school meetings of the school and teaching department.
- The student teacher should demonstrate patterns of conduct and dress that are in keeping with the accepted standards of the school community (e.g., women should not show midriff or wear low-cut tops, men should not wear baseball caps).
Cooperating Teacher Roles and Responsibilities

Since the cooperating teacher is the professional who models effective teaching daily, the University and the student teacher rely on him/her to play the central role in the professional development of the student teacher while also serving as an observer, guide, and evaluator. The cooperating teacher is required to:

- Serve as the principal professional mentor and source of daily professional support for the student teacher. In this role, the cooperating teacher teaches more than evaluates, helps more than judges, and listens as well as guides.

- Orient the student teacher to school and classroom procedures and routines.

- Ensure that a certified teacher is in close classroom vicinity at all times, as per New Jersey state law. Student teachers may never be left alone with students, regardless of whether or not they hold a substitute license, nor may they be used as a substitute teacher/receive payment from the school during the student teaching semester.

- Conduct formal observations based on specific lessons, each accompanied by pre- and post-observation conferences, and complete Progress Reports for each formal observation that help diagnose the professional needs of the student teacher. Three formal observations and Progress Reports are required for cooperating teachers who host a student for 100% of their experience; two formal observations and Progress Reports are required for cooperating teachers who host a student for 50% of their experience.

- Conduct weekly planning sessions and regular informal sessions to assess progress and project goals.

- Encourage the student teacher to develop self-direction in planning, understanding students, acquiring a variety of teaching techniques, utilizing a variety of instructional materials, and disciplinary practices.

- Conference with University mentors during their visits. At least two of these conferences (one with each mentor, if there is more than one) should include the student teacher and may be part of the mentor’s pre or post-observation conference.

- Serve as a sounding board for reflection by the student teacher.

- Inform the Center of Pedagogy Office of Field Experiences of any concerns about/on behalf of the student teacher in a timely manner. Early Childhood/Elementary teachers may also wish to contact the ECELE department.

- Submit a final evaluation, called the Summarized Record of Student Teaching, online at least one week prior to the end of the semester. This form looks identical to the Progress Report, but in addition it requires a final letter grade.

- Co-teach. This is encouraged for ALL certification areas where appropriate and feasible. Cooperating teachers do not need to “give up” classes to student teachers. It is hoped that all mentor teachers will regard student teachers as professional colleagues. It is understood, however, that student teachers are principally responsible to, and subject to the direction of, their cooperating teacher since, according to the NJ Department of Education regulations, the cooperating teacher is ultimately the professional in charge.

- Complete an online survey at the end of the semester.

- Complete an online registration form (one time only, includes submission of W-9 paperwork) and honorarium form (for each student).
Mentor Roles and Responsibilities

The Center of Pedagogy Office of Field Experiences designates 2 mentors for student teachers in subject area certification programs – one who serves as a general education mentor and one who serves as a subject (content) mentor. The subject mentor is assigned by the student’s major department. Students in Early Childhood or Elementary education have one mentor assigned by their department.

The mentor- student teacher relationship should be mutually active and collaborative. Mentors serve as ambassadors for the University and as a key form of professional support for the student teacher. Mentors are required to:

- Attend all scheduled mentor check-in meetings at the University.
- Attend the student teaching orientation to meet and greet assigned mentees.
- Attend a mentoring workshop (at MSU or elsewhere) at least once every 3 years.
- **Early Childhood/Elementary**: Conduct 6 observations of the student teacher (2 informal, 4 formal).
- **Subject Areas**: Conduct 3 observations of the student teacher.
  
  All visits must be pre-arranged – surprise visits are not permitted – and must take place according to the schedule of observations provided each semester to ensure consistent, well-spaced observations from all parties.
- Conduct a pre-observation meeting before each official observation.
- Conduct a post-observation meeting after each official observation.
- Electronically submit a copy of each progress report within ONE WEEK of the observation.
- Be available to the student teacher by email and phone as reasonably needed throughout the semester.
- Facilitate at least one 3-way meeting with the cooperating and student teacher (at least 2 for Early Childhood/Elem).
- Verify that the student teacher is writing detailed, high-quality lesson plans for every lesson she/he teaches.
- Review the Progress Reports completed by the subject mentor (if applicable) and cooperating teacher(s).
- Inform the Center of Pedagogy Office of Field Experiences of any concerns about/on behalf of the student teacher in a timely manner. This includes attendance concerns.
- Submit the Summarized Record of Student Teaching form online to the Office of Field Experiences by the specified due date.
- Complete an online mentor survey at the end of the semester.
- Seek to insure that a positive relationship is developed between the student teacher and cooperating teacher. Where a conflict appears to be arising, the mentor should help the student teacher to find ways of resolving the problem and adjusting to the situation. The cooperating teacher and/or the student teacher should contact the education mentor, subject mentor, and the Center of Pedagogy Office of Field Experiences when it becomes apparent that a major problem is developing.

For student teachers who are in subject area certification programs, each mentor conducts a minimum of three observations at specific time intervals. The student teacher is thus observed formally a minimum of six times in all by mentors.

Early Childhood/Elementary students each have one mentor who completes two informal and four formal observations. These observations occur every 2 to 3 weeks during the semester.

Pre- and post-observation conferences for all student teachers are held in conjunction with all formal observations. It is to each student teacher’s advantage if observations capture him/her teaching different subject matter and interacting with pupils in different ways. Each observation should last approximately 45 minutes.
LEGAL ISSUES AND PROFESSIONAL ETHICS FOR FIELD-BASED EXPERIENCES

Legal Protection of the Student Teacher

The student teacher, during his/her Professional Semester, is legally protected by New Jersey Statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher:

18A:16-6. Indemnity of officers and employees against action, proceeding; exceptions. Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom.

Personal Property and Injury

Although incidents are rare, it is possible for a student to experience a loss of personal property and/or injury during a clinical field experience. The University policy regarding coverage is the same for those students enrolled in field experiences as it is for the campus community: personal property losses and personal injury are not covered under MSU’s insurance policy. Therefore, we encourage students to take out additional insurance if your personal property is not covered by your own homeowner or car insurance or if you do not have health insurance that covers personal injuries.

School/District Procedures

The student teacher should ask the cooperating teacher to review the school’s Teachers’ Handbook. Becoming informed about the procedures regarding fire drills, emergencies, affirmative action, and reporting child and substance abuse is part of a teacher’s job. The description of student teaching in this manual is a guide for a student teacher while in the host school. However, in addition, s/he is expected to adhere to school policy and appropriate provisions in the Teachers’ Handbook, as well as in the local teachers’ contract. If unsure of how to react to a particular situation, the student teacher should contact the Center of Pedagogy Office of Field Experiences immediately.

Professional Ethics

As a prospective teacher in a democratic society, the student teacher has an ethical responsibility to the profession. As a representative of the Teacher Education Program, he/she is a reflection of Montclair State University. It is expected that the student teacher will conduct himself/herself ethically, upholding the standards of the profession. Likewise, he/she should be accorded the regard associated with being a professional. If there are questions related to professional ethics, the Office of Field Experiences should be contacted.

Child Abuse

The New Jersey Code 6:29-92 requires that “school personnel who have reasonable cause to believe that a child has been subjected to child abuse.....shall immediately report to DYFS.” As a field experience student or student teacher, you are considered to be a part of the “school personnel” and are liable for reporting suspected abuse to DYFS. Legally, it is not sufficient for you to simply tell a teacher or administrator and let them handle it. However, given your presumed inexperience with identifying the signs of possible abuse, the sensitive nature of your position as a guest in the school and the reality that each district has its own system for handling such matters, it is advisable to notify your cooperating teacher or a school administrator as soon as possible for advice and assistance. Any incident that you report or are determining how to handle should be reported to your Office of Field Experiences placement specialist (call x4139) within 24 hours of occurrence.

Reportable Incidents

Any situation or incident where legal action is possible, and you are involved in or witness the action, should be reported to the Office of Field Experiences within 24 hours of the occurrence. You may be asked to complete an Incident Report in order to provide the Center of Pedagogy with the information needed to determine what, if any action the Center of Pedagogy should take.

Work Actions

In the event of a teacher strike or other work action, student teachers are advised by the university to remain neutral. Student teachers should never cross a picket line. If it appears that a strike may be prolonged, efforts will be made to find a placement in another district.
Criminal History Review

New Jersey law requires that all public school employees complete a criminal history background check. Increasingly school districts across the state (inc. our partner districts) have begun to require that you complete a criminal background check and/or acquire a substitute license. Consequently the Center of Pedagogy has a substitute license policy, outlined in Resource I, page 74. While students cannot be required to disclose a criminal history to the University, the Center of Pedagogy strongly urges students who have a criminal history to consult with the Center’s Assistant Director as soon as possible to determine his/her options so that the student does not proceed through the Teacher Education Program only to learn that s/he will not be able to complete the field experiences or become certified in New Jersey. For example, some records may be expunged, while other records may not be considered serious enough to present a concern to a district or to the state certification office.

NJ’s Harassment, Intimidation and Bullying (HIB) Prevention Program

In May 2011 New Jersey’s Anti-Bullying Bill of Rights was amended to include a requirement that all teachers complete a Harassment, Intimidation, and Bullying (HIB) prevention program. Shortly thereafter, to avoid a gap in training between current teachers and incoming teachers, the NJ Department of Education created a policy requiring universities to provide training for students in HIB. Consequently, **all students in the Teacher Education Program must meet this requirement in order to complete their programs and be recommended by MSU for certification.**

As a future educator, it is important that you are knowledgeable about the law and related topics such as preventing, reporting, investigating, and responding to incidents of HIB that occur both in school and off school grounds. By receiving the required training, you will be better prepared to create an inclusive environment that is nurturing, caring, safe, and conducive to learning and which is consonant with the philosophy of the Teacher Education Program at Montclair State University. We hope and trust that as graduates of our Program, you appreciate that it is your moral and ethical obligation to be as informed as possible and to help eliminate harassment, intimidation and bullying from our schools.

In fall 2011 the Center of Pedagogy created an Anti-Bullying Task Force in order to find the most efficient and effective method for delivering the necessary HIB prevention information to students. The Task Force selected two online modules created by Legal One New Jersey: **New Jersey’s Anti-Bullying Bill of Rights and Bullying 101.** Completion of the modules has been integrated into Teaching for Learning I (subject certification candidates) and Seminar I (P-3/K-6 candidates). The modules take approximately 3 hours altogether and the cost, incurred by the student, is currently $50. These modules are required, not optional, and students will need to provide their course instructor with a copy of the certificate received upon successful completion of each module as one of the course requirements.
STUDENT TEACHING ASSESSMENT

Overview

Student teachers are evaluated throughout the student teaching semester by their cooperating teacher(s) and mentor(s). Two kinds of online assessment forms are used: the Progress Report form and the Summarized Record of Student Teaching form. Both assessment forms contain indicators based on a comprehensive scoring rubric that in turn is based on The Portrait of a Teacher and Montclair State University's Standards for Initial Teacher Programs. In addition, some certification areas have content-specific indicators based on the standards of their Specialized Professional Associations (e.g., the National Council of Teachers of Mathematics for mathematics). Student teachers receive 6 Progress Reports during the semester in total from their mentor(s) and 3 Progress Reports from their cooperating teacher. At the end of the semester the student teacher receives a Summarized Record of Student Teaching from each cooperating teacher and mentor. This final assessment looks almost identical to the Progress Report form except for the addition of a space where the evaluator provides a letter grade for the experience. This is the official cumulative assessment for the semester and as such is used to determine whether or not the student teacher has successfully completed student teaching.

The following pages contain samples of the common Progress Report and Summarized Record of Student Teaching assessments, which are completed online, as well as the rubrics that are used to complete each of the forms. Below are some helpful facts to know about the student teaching evaluation process.

Student Teaching Assessment FAQs

How many Progress Reports should mentors complete?
Early Childhood/Elementary students have one mentor who submits 6 Progress Reports online. Subject area students have 2 mentors who each complete 3 Progress Reports online.

How many Progress Reports should cooperating teachers complete?
Early Childhood/Elementary students and most subject area students have one cooperating teacher, who completes 3 Progress Reports online. Some subject area students (e.g., Physical Education, Art, Music) have two cooperating teachers, who should each complete 2 Progress Reports online.

Who oversees the evaluation process?
The student teaching evaluation process is overseen by the Center of Pedagogy.

How is the final grade for student teaching determined?
The letter grades from the cooperating teacher(s) and mentor(s) are averaged to determine the final letter grade that the student will receive for student teaching. The grade itself is issued by the Assistant Director of the Center of Pedagogy.

Who do I go to if I have a question or concern about a student teaching grade?
Questions or concerns about grades should be directed to the Assistant Director of the Center of Pedagogy.

Do all certification areas have the same assessment forms?
No. The scoring rubrics and hence the indicators on the Progress Report and Summarized Record of Student Teaching forms are slightly different for Early Childhood/Elementary Education and subject area students.

What happens to online Progress Reports and Summarized Record of Student Teaching records after the semester?
Paper copies of all Progress Reports and the Summarized Record of Student Teaching are kept in a student’s file for 5 years and then archived.

Reporting Grades On-Time

Final grades must be reported online to the Center of Pedagogy by mentors and cooperating teachers at least one week prior to the last day of student teaching. Up-to-date details about reporting grades are provided each semester to mentors and cooperating teachers. It is imperative that the Center of Pedagogy receive grades in a timely manner, as late grades can delay students’ certification and cause red tape regarding graduation.
Below are the criteria that are common to all subject certification areas that are used to assess student teaching progress. These assessment tools are completed online by the cooperating teacher(s), education mentor, and subject mentor.

Overview

1. PLANNING FOR STUDENT LEARNING
   a. Stating clear and meaningful learning goals/objectives
   b. Organizing subject matter for student learning
   c. Designing creative and appropriate learning activities and materials

2. TEACHING FOR STUDENT LEARNING
   a. Making content comprehensible to students
   b. Monitoring understanding, providing feedback, and adapting activities
   c. Using media and other technology in appropriate ways
   d. Promoting critical thinking
   e. Using democratic practices: respect for child’s culture and language

3. ASSESSING STUDENT LEARNING
   a. Recording and using assessment results to inform instruction

4. CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING
   a. Establishing and maintaining appropriate standards of classroom behavior
   b. Providing a safe physical environment conducive to learning
   c. Using instructional time effectively

5. PROFESSIONALISM
   a. Expressing ideas clearly and personal attributes
   b. Communicating with others to support student learning
   c. Reflecting on instructional efforts

Rating System and Rubric

Students are rated on a scale of 1 to 5 for each criterion as follows:

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3  4</td>
</tr>
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Evaluators are instructed that a 5 should be given only for exceptional performance. Numerical ratings do not correspond directly to grades (5s do not equal As, 4s do not equal Bs, etc.). Students can receive all 3s/4s and earn an A range grade for student teaching.
PLANNING FOR STUDENT LEARNING

Criterion 1a: Stating clear and meaningful learning goals/objectives

Description for a rating of 1 or 2:
Lesson plan lacks clear and meaningful learning goals/objectives or those included are inappropriate for the students.
Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:
Lesson plan includes mostly clear and meaningful learning goals/objectives that are appropriate for the students. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:
Lesson plan consistently includes clear and meaningful learning goals/objectives that are appropriate for the students and are appropriately aligned with the NJ Core Curriculum Content Standards. The student teacher provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criterion 1b: Organizing subject matter for student learning

Description for a rating of 1 or 2:
Student teacher is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:
Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.

Description for a rating of 5:
Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.

Criterion 1c: Designing creative and appropriate learning activities and materials

Description for a rating of 1 or 2:
Planned activities do not advance the identified learning goals/objectives or fail to take into account students’ background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:
Planned activities advance most of the identified learning goals/objectives and take into account students’ background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:
Planned activities advance all of the identified learning goals/objectives and take into account students’ background knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. They consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

TEACHING FOR STUDENT LEARNING

Criterion 2a: Making content comprehensible to students

Description for a rating of 1 or 2:
Student teacher makes little or no effort to build on students’ prior knowledge and experiences in order to make content meaningful to them. He/she does not communicate content clearly. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:
Student teacher makes efforts to activate and build on students’ prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.
Description for a rating of 5:
Student teacher routinely activates and builds on students’ prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of varied strategies such as visual and auditory representations, advanced organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criterion 2b: Monitoring understanding, providing feedback, and adapting activities

Description for a rating of 1 or 2:
Student teacher does not monitor students’ understanding of the content throughout the lesson and gives students little or no feedback. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:
Student teacher monitors students’ understanding of the content through most of the lesson and gives them feedback. He/she attempts to make instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:
Student teacher monitors students’ understanding of the content throughout the lesson and gives them substantive and specific feedback. He/she makes appropriate instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criterion 2c: Using media and other technology in appropriate ways

Description for a rating of 1 or 2:
Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:
Use of media or other technology is not applicable to this lesson, or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:
Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.

Criterion 2d: Promoting critical thinking

Description for a rating of 1 or 2:
Student teacher does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:
Student teacher encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.

Description for a rating of 5:
Critical thinking is integral to the entire lesson. Student teacher encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criterion 2e: Using democratic practices

Description for a rating of 1 or 2:
Student teacher does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. He/she makes little or no effort to render content comprehensible to all students and to help each feel valued.

Description for a rating of 3 or 4:
Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. He/she strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:
Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. He/she consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each feel valued.
ASSESSING STUDENT LEARNING

Criterion 3a: Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:
Student teacher does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning for instructional modification.

Description for a rating of 3 or 4:
Student teacher keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:
Student teacher keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING

Criterion 4a: Establishing and maintaining appropriate standards of classroom behavior

Description for a rating of 1 or 2:
Student teacher makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Students are not held accountable for their behavior.

Description for a rating of 3 or 4:
Most students appear to understand the standards of classroom behavior. The lesson flows smoothly, or the student teacher generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior.

Description for a rating of 5:
Students appear to understand the standards of classroom behavior. The lesson flows smoothly, or student teacher responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are held consistently accountable for their behavior.

Criterion 4b: Providing a safe physical environment conducive to learning

Description for a rating of 1 or 2:
Student teacher permits the physical environment to be unsafe or to interfere with student learning.

Description for a rating of 3 or 4:
Student teacher creates a physical environment that is safe and does not interfere with learning.

Description for a rating of 5:
Student teacher creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.

Criterion 4c: Using instructional time effectively

Description for a rating of 1 or 2:
During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:
During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is appropriately paced for most of the students.

Description for a rating of 5:
During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is appropriately paced for all students.
PROFESSIONALISM

Criterion 5a: Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:
Student teacher is unable to express ideas and concepts clearly in writing and/or speaking. He/she lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:
Student teacher expresses ideas and concepts clearly both in writing and speaking. He/she has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:
Student teacher has exceptional writing and/or speaking abilities. He/she can clearly articulate positions regarding teaching and learning. He/she also has very good voice quality and personal appearance appropriate to teaching environment.

Criterion 5b: Communicating with others to support student learning

Description for a rating of 1 or 2:
Student teacher communicates rarely if ever with teachers, administrators, or other school personnel, students’ families, and/or community members to support student learning and well-being.

Description for a rating of 3 or 4:
Student teacher communicates with teachers, administrators, other school personnel, students’ families, and/or community members to support student learning and well-being.

Description for a rating of 5:
Student teacher actively seeks out resources and communicates regularly with teachers, administrators, other school personnel, students’ families, and community members to support student learning and well-being.

Criterion 5c: Reflecting on instructional efforts

Description for a rating of 1 or 2:
Student teacher cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:
Student teacher identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:
Student teacher identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.
Below are the criteria used to assess student teaching progress. These assessment tools are completed online by the cooperating teacher and education mentor.

**Overview**

1. **PLANNING FOR STUDENT LEARNING**
   a. Stating clear, meaningful, and dev. appropriate learning goals/objectives
   b. Organizing subject matter for student learning
   c. Creative and dev. appropriate learning activities and materials
   d. Adaptations based on observation & assessment of children’s strengths and needs
   e. Content related to children’s interests and communities

2. **TEACHING FOR STUDENT LEARNING**
   a. Making content in each discipline comprehensible to students
   b. Monitoring understanding, providing feedback, and adapting activities
   c. Using media and other technology in appropriate ways
   d. Promoting critical thinking
   e. Using democratic practices
   f. Using range of teaching strategies based on understanding of child development
   g. Making curriculum meaningful to all children

3. **ASSESSING STUDENT LEARNING**
   a. Recording and using assessment results to inform instruction
   b. Using a range of assessment tools to document student strengths

4. **CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**
   a. Establishing a classroom community that fosters respectful behaviors
   b. Providing a safe physical environment conducive to learning
   c. Using instructional time effectively
   d. Creating responsive and caring relationships with children and adults

5. **PROFESSIONALISM**
   a. Expressing ideas clearly and personal attributes
   b. Communicating with others to support student learning
   c. Reflecting on instructional efforts

**Rating System and Rubric**

Students are rated on a scale of 1 to 5 for each criterion as follows:

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<th>Exceeds expectations</th>
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<td>4</td>
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Evaluators are instructed that a 5 should be given only for exceptional performance. Numerical ratings do not correspond directly to grades (5s do not equal As, 4s do not equal Bs, etc.). Students can receive all 3s/4s and earn an A range grade for student teaching.
PLANNING FOR STUDENT LEARNING

Criterion 1a: Stating clear, meaningful, and developmentally appropriate learning goals/objectives

Description for a rating of 1 or 2:
Lesson plan lacks clear, meaningful, and developmentally appropriate learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:
Lesson plan includes mostly clear, meaningful, and developmentally appropriate learning goals/objectives. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:
Lesson plan consistently includes clear, meaningful, and developmentally appropriate learning goals/objectives that are aligned with the NJ Core Curriculum Content Standards. The student teacher provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criterion 1b Organizing subject matter for student learning

Description for a rating of 1 or 2:
Student teacher is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:
Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter and the interests of children.

Description for a rating of 5:
Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons, how content relates to children’s interests and strengths, and how this content fits within the structure of the curriculum. The planned content reflects an in-depth understanding of the subject.

Criterion 1c Designing creative and developmentally appropriate learning activities and materials

Description for a rating of 1 or 2:
Planned activities do not advance the identified learning goals/objectives or fail to take into account students’ background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:
Planned activities advance most of the identified learning goals/objectives and take into account students’ background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized and well paced from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:
Planned activities advance all of the identified learning goals/objectives, take into account students’ background knowledge and experiences, and are varied, creative, and developmentally appropriate. Activities consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

Criterion 1d Adaptations to curriculum are based on observation and assessment of children’s cognitive, social, emotional, physical or linguistic strengths and needs

Description for a rating of 1 or 2:
There is little evidence that student teacher has based curricular adaptations on observation and assessment of children’s strengths and needs. Student teacher cannot clearly articulate why certain accommodations have been made.

Description for a rating of 3 or 4:
There is some evidence that student teacher has based curricular adaptations on observation and assessment of children’s strengths and needs. Student teacher can articulate why adaptations have been made for some children.

Description for a rating of 5:
There is clear evidence that adaptations to curriculum are based on observation and assessment of individual children. Student teacher can articulate clearly and accurately how previously collected data informed her/his curricular decisions.
Criterion 1e Relating content to children’s interests and communities

Description for a rating of 1 or 2:
Content is not connected to children’s interests or communities, or student teacher is not able to help children make connections to the content.

Description for a rating of 3 or 4:
Content is somewhat connected to children’s interests and communities, and student teacher is able to help children make connections to the content.

Description for a rating of 5:
Content is clearly related to children’s interests and communities, and student teacher is able to support children in making clear connections between content and their interests and communities.

TEACHING FOR STUDENT LEARNING

Criterion 2a. Making content in each discipline comprehensible to students

Description for a rating of 1 or 2:
Student teacher makes little or no effort to build on students’ prior knowledge and experiences in order to make content meaningful to them. She/he does not communicate content clearly. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:
Student teacher makes effort to activate and build on students’ prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.

Description for a rating of 5:
Student teacher routinely activates and builds on students’ prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of varied strategies such as visual and auditory representations, graphic organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criterion 2b Monitoring student understanding, providing feedback, and adapting activities to emphasize students’ strengths and support needs

Description for a rating of 1 or 2:
Student teacher does not monitor students’ understanding of the content throughout the lesson and gives students little or no feedback. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:
Student teacher monitors students’ understanding of the content through most of the lesson and gives them feedback. She/he attempts to make instructional adjustments when necessary. She/he gives attention to students with special needs and accommodates materials as appropriate (e.g., students with disabilities and ELLs).

Description for a rating of 5:
Student teacher monitors students’ understanding of the content throughout the lesson and gives them substantive and specific feedback. She/he makes appropriate instructional adjustments when necessary. She/he accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criterion 2c Using media and other technology in appropriate ways

Description for a rating of 1 or 2:
Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:
Use of media or other technology is not applicable to this lesson; or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:
Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.
Criterion 2d Promoting critical thinking

Description for a rating of 1 or 2:
Student teacher does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:
Student teacher encourages students to think critically, independently, and/or creatively in the context of the content being studied. She/he raises problems and questions which require resolution.

Description for a rating of 5:
Critical thinking is integral to the entire lesson. Student teacher encourages students to think critically, independently, and creatively in the context of the content being studied. She/he raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criterion 2e Using democratic practices

Description for a rating of 1 or 2:
Student teacher does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. She/he makes little or no effort to render content comprehensible to all students and to help each feel valued. There is little or no evidence that student teacher respects the culture of each child.

Description for a rating of 3 or 4:
Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. She/he strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs). There is some evidence that student teacher respects the culture of each child.

Description for a rating of 5:
Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. She/he supports independent learning and decision making. She/he consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each child feel valued. Student teacher demonstrates respect for each child’s culture.

Criterion 2f. Using a range of teaching strategies based on understanding of child development

Description for a rating of 1 or 2:
There is little or no evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 3 or 4:
There is some evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 5:
There is clear evidence that teaching strategies are based on an understanding of developmental principles.

Criterion 2g Making curriculum meaningful to all children

Description for a rating of 1 or 2:
Student teacher does not connect learning to the daily lives of children and/or insure that learning has a clear outcome or purpose.

Description for a rating of 3 or 4:
Student teacher often connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

Description for a rating of 5:
Student teacher consistently connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

ASSESSING STUDENT LEARNING

Criterion 3a Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:
Student teacher does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning or instructional modification.
Description for a rating of 3 or 4:
Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:
Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

Criterion 3b Using a range of assessment tools to document student strengths

Description for a rating of 1 or 2:
There is little or no evidence that student teacher has used a range of assessment tools to identify student strengths.

Description for a rating of 3 or 4:
Student teacher uses more than one assessment tool to identify students’ strengths.

Description for a rating of 5:
Student teacher uses a wide range of assessment tools to identify students’ strengths.

Creating a positive environment for student learning

Criterion 4a Establishing a classroom community that fosters respectful behaviors

Description for a rating of 1 or 2:
There is little evidence of a common set of standards or spirit of community in the classroom. Student teacher does not consistently guide students toward positive behaviors. She/he does not respond to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not made for those students whose behaviors may be related to stressful life circumstances. Her/his responses demonstrate little knowledge of the child.

Description for a rating of 3 or 4:
There is some evidence of a common set of standards and a spirit of community in the classroom. Student teacher attempts to guide students toward positive behaviors but is not consistently successful. She/he sometimes responds to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not always made for those students whose behaviors may be related to stressful life circumstances. Her/his responses may reflect lack of knowledge of the child.

Description for a rating of 5:
There is evidence of a common set of standards and a spirit of community in the classroom. Student teacher consistently guides students toward positive behaviors by using appropriate routines, procedures, and teaching strategies and demonstrating knowledge of individual needs. Her/his responses may reflect lack of knowledge of the child.

Criterion 4b Providing a physical environment based on developmental understanding of children that is safe and conducive to learning

Description for a rating of 1 or 2:
Student teacher permits the physical environment to be unsafe or to interfere with student learning. The physical environment is not based on a developmental understanding of children.

Description for a rating of 3 or 4:
Student teacher attempts to create a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he sometimes uses the physical environment as a resource to facilitate and encourage learning for all students.

Description for a rating of 5:
Student teacher creates a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he consistently uses the physical environment as a resource to facilitate and encourage learning for all students.

Criterion 4c Using instructional time effectively

Description for a rating of 1 or 2:
During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:
During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is well paced for most of the students.

Description for a rating of 5:
During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is well paced for all students and accommodates students with specific developmental and special needs.
Criterion 4d Creating responsive and caring relationships with children and adults

Description for a rating of 1 or 2:
There is little or no evidence that the student teacher has established responsive and caring relationships with children and adults in the classroom.

Description for a rating of 3 or 4:
There is evidence that the student teacher has established responsive and caring relationships with most children and adults in the classroom and she/he is attempting to strengthen these relationships.

Description for a rating of 5:
Student teacher has established responsive and caring relationships with all or almost all children and adults in the classroom. These relationships enhance the student teacher’s role in the classroom.

PROFESSIONALISM

Criterion 5a Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:
Student teacher is unable to express ideas and concepts clearly in writing and/or speaking. She/he lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:
Student teacher expresses ideas and concepts clearly both in writing and speaking. She/he has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:
Student teacher has exceptional writing and/or speaking abilities. She/he can clearly articulate positions and knowledge regarding teaching and learning. She/he also has very good voice quality and personal appearance appropriate to teaching environment.

Criterion 5b Communicating with and developing positive relationships with parents, families, professionals, and community members to support student learning and well being

Description for a rating of 1 or 2:
Student teacher communicates rarely if ever with parents, families, professionals, and community members to support student learning and well-being.

Description for a rating of 3 or 4:
Student teacher communicates with and develops positive relationships with teachers, administrators, other school personnel, students’ families, and/or community members to support student learning and well-being.

Description for a rating of 5:
Student teacher communicates regularly and builds positive relationships with teachers, administrators, other school personnel, students’ families, and community members to support student learning and well-being. Student teacher actively seeks out professional resources on behalf of students.

Criterion 5c Reflecting on instructional efforts

Description for a rating of 1 or 2:
Student teacher cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:
Student teacher identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:
Student teacher identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.
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</tbody>
</table>
The MSUNER promotes the simultaneous renewal of schools and teacher education through collaboration between and among Montclair State University and twenty-eight member school districts. The Network strives to provide the best possible education for all students.

MSU students conduct their fieldwork experiences in Network schools. In addition, reflecting the tenets of best practices in education, the MSU Teacher Education Program makes it a priority to place MSU students with clinical faculty members in these Network schools. It is our hope that through such placements beginning teachers will be in schools where teachers work cooperatively, reflect on the art and science of teaching and learning, emphasize critical thinking, understand the moral dimensions of teaching, and are committed to mentoring of pre-service teachers. The twenty-eight current partner districts are listed below.

Belleville  Livingston
Bloomfield  Maywood
Caldwell-West Caldwell  Montclair
Cedar Grove  Newark
Clifton  Nutley
East Orange  Parsippany-Troy Hills
Elizabeth  Passaic Valley Regional HS
Englewood  Randolph
Fair Lawn  Ridgewood
Glen Ridge  Rockaway Township
Hillside  South Orange-Maplewood
Kearny  Teaneck
Little Falls  Tenafly
West Orange

For more information about the MSUNER, go to www.msuner.org
Each year the Center of Pedagogy awards over $20,000 to students in the form of scholarships and awards. All Teacher Education students, including students who are applying to the Teacher Education Program in fall 12 or spring 13, are encouraged to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Blackboard site and in the Teacher Education Advocacy Center, University Hall Suite 1160. Typically the award deadline is at the beginning of March for awards for the following academic year. Questions about any of the awards below should be addressed to Ms. Jan Johnson in the Teacher Education Advocacy Center, UN 1160 or x7696. Note that academic departments, the Graduate School, the Financial Aid Office, and CEHS also have scholarship and grant opportunities.

**TEACH Grants**

Students may be eligible to obtain a federally funded TEACH grant to teach in a high-need urban community. Certification fields that apply are: mathematics, science, modern languages, or students with disabilities.

**J. Thomas Flagg Outstanding Student Teacher Award**

A $100 award is presented to an outstanding student teacher completing his/her professional semester.

**Ruth Lewin Endowment Fund**

Awards of $500-$1,000 are presented to graduates/undergraduates in the Teacher Education Program who have financial need.

**Teachers Club of Montclair Award for Scholarship**

Awards of $1,000 each are presented to ten juniors admitted to the Teacher Education Program who demonstrate excellence in the program.

**Anne Kirby Memorial Scholarship Fund**

A tuition award is presented to a fully matriculated M.Ed. or MAT student preparing for a career in teaching. Student must have a strong GPA and must present a statement of educational goals.

**Kathryn E. Stilwell Memorial Award**

A $500 award is presented to a full-time sophomore or junior who exhibits potential for success in the teaching profession. Student must possess at least a 3.0 GPA, demonstrated leadership, financial need, and involvement in campus/community activities. Priority is given to Bergen County residents.

**Nicholas and Susan Michelli Memorial Award**

A $500 tuition scholarship is awarded to a student who demonstrates commitment to a career in urban education.

Please note that additional awards may become available.
The following standards form the basis of *The Portrait of a Teacher* and expectations for students completing an initial teacher certification program at Montclair State University. Students must meet these Institutional Standards – which are above and beyond University standards for academic and professional conduct – in order to complete their certification program. Students demonstrate their commitment to these standards in their MSU courses, in their fieldwork experiences, and in their personal conduct. E.g., the clinical field experience evaluations conducted by MSU and school-based faculty are derived from these Standards. Students who do not demonstrate sufficient commitment to these standards are subject to dismissal from the Teacher Education Program – see page 23 for more information on the Program’s dismissal policy.

### MSU STANDARDS FOR CANDIDATES IN INITIAL TEACHER CERTIFICATION PROGRAMS

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. They:
   a. Understand the concepts, structures, purposes, and processes of inquiry of their disciplines.
   b. Know 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. Candidates 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. Candidates understand the practice of culturally responsive teaching. They:
   a. Understand that a person’s worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
   b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
   c. Understand the supports for and barriers to culturally responsive teaching in school environments.
   d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
   e. Have skills for learning about the diverse students they teach, and the students’ families and communities.
   f. Use knowledge of students and their lives to design and carry out instruction that builds on students’ strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.

4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.

5. Candidates 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. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.

7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Candidates create a learning community in the classroom. They:

   a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
   b. Establish and maintain appropriate standards of classroom behavior.
   c. Provide an environment that is safe and conducive to learning.
   d. Use instructional time effectively.

9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.

10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.

11. Candidates speak and write English fluently and communicate clearly.

12. Candidates develop dispositions expected of professional educators:

   a. Belief in the educability of all children.
   b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
   c. Belief that all children bring talents and strengths to learning.
   d. Attitude that students’ strengths are a basis for growth and their errors are opportunities for learning.
   e. Commitment to using assessment to identify students’ strengths and promote students’ growth rather than to deny students access to learning opportunities.
   f. Appreciation for multiple ways of knowing.
   g. Commitment to the expression and use of democratic values in the classroom.
   h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
   i. Commitment to the ethical and enculturating responsibilities of educators.
   j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
   k. Commitment to teaching.
Each candidate for admission to the Montclair State University Initial Teacher Education Program is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Subject matter knowledge. 1 2 3 4 5 5

2. Written English thinking and communication skills. 1 2 3 4 5

3. Oral English thinking and communication skills. 1 2 3 4 5

4. Understanding that a person’s perspective is influenced by his/her life experiences. Appreciation of multiple ways of knowing. 1 2 3 4 5

5. Belief in the educability of all children and that all children bring talents and strengths to learning. 1 2 3 4 5

6. Respect and appreciation for individual and cultural differences. 1 2 3 4 5

7. Reflectiveness. Commitment to critical reflection and critical thinking. 1 2 3 4 5

8. Understanding of and commitment to principles of democracy. 1 2 3 4 5

9. Initial commitment to the ethical and enculturating responsibilities of educators and to being agents of change. 1 2 3 4 5

10. Commitment to teaching. 1 2 3 4 5

11. Personal qualities. 1 2 3 4 5
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject matter knowledge (ECEL: Significant work with children) (1a)</td>
<td>Candidate has a weak grasp of the content of the discipline s/he is planning to teach.</td>
<td>Candidate has a solid grasp of the content of the discipline s/he is planning to teach.</td>
<td>Candidate has a strong and in-depth grasp of the content of the discipline s/he is planning to teach.</td>
</tr>
<tr>
<td>Evidence: GPA in the major field, recommendation letters, portfolio (if applicable), and interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Written English thinking and communication skills. (11)</td>
<td>Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.</td>
<td>Candidate has solid written communication skills. S/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.</td>
<td>Candidate has exceptional written communication skills. S/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.</td>
</tr>
<tr>
<td>Evidence: Transcript, and take-home and impromptu essays.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Oral English thinking and communication skills. (11)</td>
<td>Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.</td>
<td>Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.</td>
<td>Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.</td>
</tr>
<tr>
<td>Evidence: Speech course grade, and interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understanding that a person’s perspective is influenced by his or her life experiences. (3a) Appreciation for multiple ways of knowing. (12f)</td>
<td>Candidate appears not to understand that a person’s perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he appears unaware of or resistant to different points of view. S/he appears not to value different perspectives or multiple ways of knowing.</td>
<td>Candidate understands that a person’s perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. S/he has an appreciation for different perspectives and multiple ways of knowing.</td>
<td>Candidate has a deep and sophisticated understanding that a person’s perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. An appreciation of different perspectives and multiple ways of knowing appears to be central to his/her way of thinking.</td>
</tr>
<tr>
<td>Evidence: Recommendation letters, admissions essays, and interview.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Consider: Cross-cultural experiences, proficiency in multiple languages, experience with and understanding of multicultural literature, community involvement, and personal background factors (e.g., race, ethnicity, class, gender).</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Belief in the educability of all children, and that children bring varied talents, strengths, and perspectives to learning. (3b, 12a, 12c)</td>
<td>Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
</tr>
<tr>
<td>Evidence: Recommendation letters, admissions essays, and interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Respect and appreciation for individual and cultural differences. (12b)</td>
<td>Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.</td>
<td>Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience</td>
<td>Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable</td>
</tr>
<tr>
<td>Evidence: Recommendation letters, admissions essays, and interview.</td>
<td></td>
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</tbody>
</table>
### Reflectiveness.
Commitment to critical reflection and critical thinking. *(9, 12h)*

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Reflectiveness.</td>
<td>Candidate does not seriously reflect on his/her life experiences and work experiences. There is little evidence that s/he reflects on the nature of teaching and learning or considers the effects of his/her choices and actions on others.</td>
<td>Candidate reflects on his/her life experiences and work experiences--for example, on the nature of teaching and learning and on the effects of his/her choices and actions on others.</td>
<td>Candidate is exceptionally reflective about his/her life experiences and work experiences. S/he gives serious consideration to the nature of teaching and learning, and continually evaluates the effects of his/her choices and actions on others.</td>
</tr>
</tbody>
</table>

**Evidence:** Recommendation letters, admissions essays, and interview.

**Consider:** Evidence of student-centered educational philosophy.

### Understanding of and commitment to principles of democracy.
*(6, 12g)*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8. Understanding of and commitment to principles of democracy.</td>
<td>Candidate appears to have a minimal understanding of and weak commitment to the principles of democracy.</td>
<td>Candidate has some understanding of the principles of democracy and is committed to them.</td>
<td>Candidate has given considerable thought to the principles of democracy, and has an in-depth understanding of them and a strong commitment to them.</td>
</tr>
</tbody>
</table>

**Evidence:** Recommendation letters, admissions essays, and interview.

### Initial commitment to the ethical and enculturating responsibilities of teachers and to being agents of change.
*(Standards 12i, 12j)*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9. Initial commitment to the ethical and enculturating responsibilities of teachers and to being agents of change.</td>
<td>Candidate does not recognize that teachers play an enculturating role or that they have a responsibility to approach that role in an ethical manner. S/he does not see the promotion of social justice as a function of schools. S/he does not envision her/himself being an agent of change.</td>
<td>Candidate recognizes that teachers play an enculturating role and that they have a responsibility to approach that role in an ethical manner. S/he believes that schools should and can promote social justice. S/he envisions her/himself acting as an agent of change.</td>
<td>Candidate has a deep understanding of the enculturating role that teachers play and of their responsibility to approach that role in an ethical manner. S/he strongly believes that schools should and can promote social justice. S/he envisions her/himself playing a leadership role as an agent of change.</td>
</tr>
</tbody>
</table>

**Evidence:** Recommendation letters, admissions essays, and interview.

**Consider:** Previous experiences (e.g., community service, involvement in professional organizations), leadership roles.

### Commitment to teaching.
*(12k)*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10. Commitment to teaching.</td>
<td>There is little or no evidence that the candidate is sincerely dedicated to becoming a teacher.</td>
<td>The candidate appears to be dedicated to becoming a teacher.</td>
<td>The candidate communicates a strong dedication and commitment to becoming a teacher.</td>
</tr>
</tbody>
</table>

**Evidence:** Recommendation letters, admissions essays, and interview.

**Consider:** Previous experiences (e.g., teaching, tutoring, serving as teacher’s aide, coaching, community service, involvement in professional organizations), leadership roles.

### Personal qualities.
*(12k)*

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Personal qualities.</td>
<td>Candidate appears to lack enthusiasm, motivation, sensitivity, warmth, maturity, and/or determination to pursue his/her goals.</td>
<td>Candidate is enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals.</td>
<td>Candidate is exceptionally enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals. S/he has the qualities of a “mover and shaker.”</td>
</tr>
</tbody>
</table>

**Evidence:** Recommendation letters, admissions essays, and interview.
Beginning September 1, 2014, all undergraduate and graduate level students will be required to complete the Praxis I exam successfully as part of their application for admission to the Teacher Education Program. Students accepted into the Teacher Education Program prior to September 1, 2014 but who will be starting the professional sequence of teacher education courses in fall 2014 or later also will be required to complete the Praxis I exam successfully BEFORE beginning the Program. The only exception for this requirement will be made if the student has SAT scores of 1120 or higher on the combined reading and math, 1660 or higher on the combined reading, writing and math, or a 23 or higher on the ACT.

- For Undergraduate students, this means if you are planning to apply in January 2014 you must take and pass the following tests prior to submitting your completed application. Applications are due no later than Monday, January 27, 2014.

- For Graduate students, this means if you are applying for fall 2014 you must take and pass the following tests prior to submitting your completed application.

<table>
<thead>
<tr>
<th>Exam Code</th>
<th>Required Praxis I (PPST Basic Skills Tests)</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5712</td>
<td>PPST Basic Skills Test – (old test to be phased out)*</td>
<td>156</td>
</tr>
<tr>
<td>5722</td>
<td>Reading</td>
<td>162</td>
</tr>
<tr>
<td>5732</td>
<td>Writing</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

*The PPST is offered continually and may be retaken every 21 days. Note, however, that the PPST will be phased out this year and replaced with the Core Academic Skills for Educators test.

Visit [www.ets.org/praxis](http://www.ets.org/praxis) to create your account and register for the Praxis I tests. Indicate MSU and the New Jersey Department of Education as recipients of your test scores when registering.

**Getting Your Praxis I Scores:** Your official score report will be available online via your Praxis account on the score report release date. Online scores will be downloadable and available for one calendar year from the score reporting date. Be sure to make a copy of your score report on your computer as well as a hard copy for future reference.

**Reporting Your Praxis I Scores:** Even though you indicate Montclair State University as a recipient on the ETS form, you may still be required to submit a hard copy to the University. Directions for this requirement will be provided to you when you apply to the Teacher Education Program as an undergraduate or graduate level student.
All students in the Teacher Education Program must submit passing scores for ALL required tests prior to student teaching. Some graduate programs require passing scores prior to Fieldwork/Clinical I.

- If you plan to student teach in a spring semester, you must submit your passing score(s) by January 8th of that year.
- If you plan to student teach in a fall semester, you must submit your passing score by August 15th of that year.

The tests that need to be taken and passing scores are determined by the state and are subject to change. "Passing" means a score that is considered passing by the state at the time student teaching begins.* Students who have not passed all of the required tests and/or who have not submitted the scores to the Teacher Education Admissions and Retention Office by the appropriate deadline will not be eligible to student teach as scheduled. **Graduate students should note that Praxis tests must be taken within 5 years of your program completion date** (e.g., if you took the test in January 2009 and plan to graduate in May 2014, the scores are too old and the test must be retaken).

Some graduate programs require passing Praxis scores for full admit status. Since full admit status is required for the Fieldwork/Clinical I semester, students in those programs must submit passing Praxis scores in time to have full-admit status by the audit deadlines (January 8th and August 15th).

For the Praxis II test requirement:

1. **Determine if and which tests you need to take.** Go to: the bulletin board outside UN 1160, the Center of Pedagogy Bb site, or the NJ Dept of Education: 609-292-2070 or www.state.nj.us/njded/educators/license/1112.htm. Some programs do not currently have a testing requirement, but this is subject to change at any time.

2. **Register to take the test.** Go to: the bulletin board outside UN 1160 or ETS at 1-800-772-9476 or www.ets.org/praxis.

3. **Indicate the proper agency codes on your registration form.** Item #12 on the registration form is “Agencies to Receive Score Reports.” MSU is one of the agencies that must receive your scores directly from ETS. Use this agency code on your registration form: **R 2520 Montclair State University. The state of New Jersey must also receive a direct report of your scores from ETS.** The state of New Jersey must also receive a direct report of your scores from ETS – certification cannot be issued by the state without direct scores that indicate the name and social security number of the applicant. Tests taken in NJ are automatically sent to the State. If you take the test outside NJ you must put agency code **R 7666 NJ Department of Education** in addition to the MSU agency code.

4. **Write your social security number on your registration form.** The State will not recognize your scores without a social security number. This is a common error made by students that holds up the issuance of their certification.

5. **Bring a copy of your complete score report to Teacher Education Admissions & Retention, UN 1160.**
   - Without written documentation as well as direct receipt of your scores from ETS, you cannot student teach.
   - Before submitting your score report to the Admissions office, check that the info on it is accurate and complete.
   - Online score reports are available for 90 days from the score reporting date – be sure to download your score report within that time frame to avoid having to pay a fee to ETS to get a score report.

For the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) test requirements:

- Spanish, Italian and French certification candidates must receive an Advanced Low rating on the OPI.
- TESL certification candidates must receive an Advanced Mid rating on the OPI and on the WPT.
- These tests are provided by ACTFL (American Council on the Teaching of Foreign Languages) – more information can be found at [http://www.actfl.org/i4a/pages/index.cfm?pageid=3642#profassess](http://www.actfl.org/i4a/pages/index.cfm?pageid=3642#profassess).

The testing policy helps ensure that students do not complete their certification program at MSU without passing the required tests and therefore without being recommended to the State for certification by the University. The Center of Pedagogy offers students Praxis review sessions and other supports to assist them in passing the test. Students who have test-taking difficulties or any other concerns regarding the Praxis tests are strongly advised to take the tests far enough in advance of student teaching to be able to retake a test if needed, and/or to pursue special testing accommodations offered by ETS.

*While the State has a “flexibility rule” that takes gpa into account when a candidate misses the passing Praxis score by just a few points, MSU’s standard is higher: students must have an outright passing Praxis score.*
Grade and GPA requirements vary by program and start date in the Teacher Education Program, and are subject to change as the Teacher Education Policy Committee deems appropriate. We anticipate that all students will strive to do their best work in each course— the following guidelines outline the minimum acceptable requirements for each undergraduate for the 2012-2013 academic year. Note that:

- Students must meet the major/overall GPA’s listed in order to be accepted with Full Acceptance status into the Program.
- Students must maintain the major/overall GPA’s listed in order to maintain Full Acceptance status in the Program.
- Students must meet the grading requirements for the courses indicated AND must have Full Acceptance status in the Program in order to do Clinical I, Fieldwork, Clinical II, or Student Teaching.
- When grade or GPA requirements change, students who have already taken affected courses are grandfathered in under the older requirement, assuming courses were taken at the appropriate time in their program.
- Only classes taken at MSU are counted; grades from previous institutions are not calculated into GPAs.
- If a student receives a grade that is below what is required, he or she may retake the class (up to 2 additional times, in accordance with MSU policy).

Students begin the Professional Sequence the semester after applying and being accepted. Pre-requisite courses (e.g., ECEL 200 or CURR 210) are not part of the Professional Sequence.

### P-3 and K-6 Students Who Began the Professional Sequence Spring 2012 or earlier

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Grades in ALL major courses</td>
<td>C- or better</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence courses</td>
<td>C- or better</td>
</tr>
<tr>
<td>Content courses (math, science, social studies, English)</td>
<td>B- or better</td>
</tr>
<tr>
<td>MTHM 201 and 302</td>
<td>Recommended but not required</td>
</tr>
</tbody>
</table>

### P-3 and K-6 Students Who Begin the Professional Sequence Fall 2012, Spring 2013, Fall 2013, or Spring 2014

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Grades in ALL major courses*</td>
<td>C- or better</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence courses*</td>
<td>B- or better</td>
</tr>
<tr>
<td>Grades in content courses (math, science, social studies, English)</td>
<td>B- or better</td>
</tr>
<tr>
<td>MTHM 201 and 302</td>
<td>Required, and must receive B or better</td>
</tr>
</tbody>
</table>

*For courses in the professional sequence that also meet major requirements, B- or better required.

### P-3 and K-6 Students Who Begin the Professional Sequence Fall 2014 or later

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>3.0</td>
</tr>
<tr>
<td>Grades in ALL major courses*</td>
<td>C- or better</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence courses*</td>
<td>B- or better</td>
</tr>
<tr>
<td>Grades in content courses (math, science, social studies, English)</td>
<td>B- or better</td>
</tr>
<tr>
<td>MTHM 201 and 302</td>
<td>Required, and must receive B- or better</td>
</tr>
</tbody>
</table>

*For courses in the professional sequence that also meet major requirements, B- or better required.
Students begin the Professional Sequence the semester after applying and being accepted. Pre-requisite courses (e.g., ECEL 200 or CURR 210) are not part of the Professional Sequence.

### P-12 Students Who Began the Professional Sequence Spring 2012 or earlier

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>See table below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Grades in ALL major courses*</td>
<td>No minimum</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence (inc. methods)*</td>
<td>C- or better</td>
</tr>
</tbody>
</table>

*For courses in the professional sequence that also meet major requirements, C- or better required.

### P-12 Students Who Begin the Professional Sequence

**Fall 2012, Spring 2013, Fall 2013 or Spring 2014**

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>See table below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Grades in ALL major courses*</td>
<td>No minimum</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence (inc. methods)*</td>
<td>B- or better</td>
</tr>
</tbody>
</table>

*For courses in the professional sequence that also meet major requirements, B- or better required.

### P-12 Students Who Begin the Professional Sequence in Fall 2014

<table>
<thead>
<tr>
<th>Minimum major GPA</th>
<th>See table below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum overall GPA</td>
<td>3.0</td>
</tr>
<tr>
<td>Grades in ALL major courses*</td>
<td>C- or better</td>
</tr>
<tr>
<td>Grades in ALL Professional Sequence (inc. methods)*</td>
<td>B- or better</td>
</tr>
</tbody>
</table>

*For courses in the professional sequence that also meet major requirements, B- or better required.

## Major GPA Requirements

<table>
<thead>
<tr>
<th>CERTIFICATION PROGRAM</th>
<th>ACCEPTED MAJORS</th>
<th>MAJOR GPA</th>
<th>CERTIFICATION PROGRAM</th>
<th>ACCEPTED MAJORS</th>
<th>MAJOR GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>Biology</td>
<td>2.75</td>
<td>French</td>
<td>French</td>
<td>3.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>2.75</td>
<td>Italian</td>
<td>Italian</td>
<td>3.0</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance Education</td>
<td>3.0</td>
<td>Latin</td>
<td>Latin</td>
<td>3.0</td>
</tr>
<tr>
<td>Early Childhood (P-3)</td>
<td>Families, Children, &amp; School Settings</td>
<td>3.0</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>2.75</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Geoscience</td>
<td>2.75</td>
<td>Music</td>
<td>Music Education</td>
<td>3.0</td>
</tr>
<tr>
<td>Elementary (K-5)</td>
<td>Families, Children, &amp; School Settings; Anthropology; English; General Humanities; History; Philosophy; Psychology; Religious Studies; Sociology; Spanish</td>
<td>3.0</td>
<td>Social Studies</td>
<td>Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology</td>
<td>3.4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>3.25+</td>
<td>Physical Education &amp; Health</td>
<td>Physical Education AND Health</td>
<td>3.0++</td>
</tr>
<tr>
<td>English as a 2nd Language</td>
<td>Linguistics</td>
<td>3.0</td>
<td>Physical Science</td>
<td>Chemistry or Physics</td>
<td>2.75</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Fine Arts Education</td>
<td>3.0</td>
<td>Physics</td>
<td>Physics</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish</td>
<td>Spanish</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*English candidates admitted spring 2012 or earlier must have a 3.0 major GPA.

++PE/Health candidates admitted spring 2012 or earlier must have a 2.75 major GPA.

## TRANSFER STUDENT FYIs

- Only classes taken at MSU count toward your overall and major GPAs.
- Grade requirements (e.g., major/content courses) DO include courses taken elsewhere.
- Transcripts from previous institutions are taken into account during the admissions process.
Dual Degree/Dual Certification Programs

Undergraduate students admitted to a Dual Degree/Dual Certification (DD/DC) Program must meet the requirements below for admission and retention while completing the undergraduate portion of the Program and in order to qualify to continue to the graduate portion of the Program. Students who do not meet the requirements below by the end of the undergraduate portion will receive a bachelor’s degree only. Undergraduate candidates may petition to move to an undergraduate-only certification program prior to the completion of the undergraduate degree.

P-3 and K-6 DD/DC Students Who Began the Professional Sequence in Fall 2012 or Fall 2013

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major GPA</td>
<td>3.25</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.25</td>
</tr>
<tr>
<td>Major courses</td>
<td>C- or better</td>
</tr>
<tr>
<td>Professional Sequence</td>
<td>B- or better</td>
</tr>
<tr>
<td>Content courses</td>
<td>B- or better</td>
</tr>
<tr>
<td>(math, science, ss, English)</td>
<td></td>
</tr>
<tr>
<td>MTHM 201 and 302</td>
<td>B- or better</td>
</tr>
</tbody>
</table>

P-12 DD/DC Students Who Began the Professional Sequence in Fall 2012 or Fall 2013

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major GPA</td>
<td>3.25</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.25</td>
</tr>
<tr>
<td>Major courses</td>
<td>n/a</td>
</tr>
<tr>
<td>Professional Sequence</td>
<td>B- or better</td>
</tr>
<tr>
<td>(inc. methods)</td>
<td></td>
</tr>
</tbody>
</table>

TRANSFER STUDENT FYIs

- Only classes taken at MSU count toward your overall and major GPAs.
- Grade requirements (e.g., major/content courses) DO include courses taken elsewhere.
- Transcripts from previous institutions are taken into account during the admissions process.

Post-BA and MAT Programs

Here is a summary of grade and GPA requirements for graduate level students seeking initial teaching certification via a Post-BA or MAT program:

- Currently graduate level students must maintain a 3.0 overall GPA in all coursework taken at MSU.
- As per University policy, MAT students who receive more than 2 “C” grades are subject to dismissal from their program by The Graduate School.
- Grade and GPA requirements for Post-BA and MAT Programs are subject to change by the Teacher Education Program and/or by The Graduate School.
- Graduate students may not enroll in Clinical I/Fieldwork or Clinical II/Student Teaching with a GPA below 3.0.
New Jersey has a physiology and hygiene requirement for teaching certification candidates that can be satisfied either through appropriate coursework or the Health Knowledge Test created by Montclair State University's Department of Health and Nutrition Sciences. Students cannot be recommended for certification until this requirement is completed. Student teachers must successfully complete this requirement by the student teaching audit deadline (August 15 for fall student teachers, January 8 for spring student teachers) in order to be eligible to student teach.

Taking a course
The following courses, or their equivalent at other 2- and 4-year institutions, meet the requirement:

<table>
<thead>
<tr>
<th>Biology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biological Sciences, non-majors only</td>
</tr>
<tr>
<td>BIOL 107</td>
<td>Biology for Survival</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Biology of Human Life</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Human Heredity</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Mammalian Anatomy and Physiology I, not for Biology majors</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Mammalian Anatomy and Physiology II, not for Biology majors</td>
</tr>
<tr>
<td>BIOL 243</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOL 380</td>
<td>Genetics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Nutrition Sciences Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 101</td>
<td>Personal Health Issues</td>
</tr>
<tr>
<td>HLTH 150</td>
<td>Principles &amp; Practices of Emergency Care</td>
</tr>
<tr>
<td>HLTH 207</td>
<td>Safety, Accidents and Emergency Care</td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Consumer Health</td>
</tr>
<tr>
<td>HLTH 213</td>
<td>Perspective on Drugs</td>
</tr>
<tr>
<td>HLTH 220</td>
<td>Mental Health</td>
</tr>
<tr>
<td>HLTH 290</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HLTH 307</td>
<td>The Study of Human Diseases</td>
</tr>
<tr>
<td>HLTH 315</td>
<td>Public Health</td>
</tr>
<tr>
<td>HLTH 330</td>
<td>Foundations of Health Education</td>
</tr>
<tr>
<td>HLTH 411</td>
<td>School Health and Community Services</td>
</tr>
<tr>
<td>HLTH 430</td>
<td>Health Counseling</td>
</tr>
<tr>
<td>NUFD 182</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NUFD 192</td>
<td>Nutrition with Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honors Program Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HONP 210</td>
<td>Honors Seminar in Science I</td>
</tr>
<tr>
<td>HONP 211</td>
<td>Honors Seminar in Science II</td>
</tr>
</tbody>
</table>

Taking the test
The Health Knowledge Test can be taken instead of taking one of the above courses. The test is a paper-based multiple choice test and is administered on campus at specific times from September through June. It requires study to pass (the pass rate for students who have reported that they did not study is under 50%). Details about the test, including topics covered, study resources and registration logistics are available on the CoP Blackboard community. Students should talk to their advisors to determine if a course taken as an undergraduate meets this requirement. **Note:** The state’s Physiology and Hygiene exam no longer is accepted for this requirement, regardless of when the state exam was taken – only a course shown above or the MSU Health Knowledge Test fulfills the requirement.
As security becomes an increasingly important factor in our schools in NJ and nationwide, school districts have begun to require all individuals who spend time in their schools to undergo criminal history checks. The easiest way for districts to know that this has been done is to see the individual's substitute license, since part of the licensing process includes undergoing a criminal history check. While not all districts in NJ require this, momentum has gathered rapidly over the past year and we anticipate that virtually all of our partner districts will require this in the near future if they do not already.

Students in field experiences (Fieldwork, Clinical I, Student Teaching, and Clinical II) cannot be guaranteed a placement without having a valid New Jersey substitute license.

How do you obtain a substitute teaching license?

1. Call a district's main office in any district you like in the state of New Jersey – where you live, where you plan to work, etc. Ideally, it will be a district where you will actually want to gain experience as a substitute. **You do not need to go to the district where you will be placed for fieldwork/student teaching.** Find out when and where to go to obtain the application to become a substitute teacher in that district.

2. Complete the application. Most of the application will be self-explanatory and district personnel can help you if you have questions. Part of the application will be to set up an appointment to get fingerprinted. When you get fingerprinted, the technician will give you a receipt. This receipt is very important – many districts simply require seeing this receipt to confirm that you are able to be in their schools, as it indicates that you are undergoing a criminal history background check.

3. Your scanned fingerprints are sent to federal and state agencies for a criminal history check. This process takes 6-8 weeks minimum. When the check is completed and it is confirmed that you do not have a criminal record, you receive notification in the mail. Again, this notification is important – some districts require seeing this notification before allowing university students to enter their schools.

4. When you have completed the substitute license application, bring it back to the district office to be processed.

5. Your substitute license will be mailed to you by the state. It currently takes 3-4 months for this to occur.

**Important things to note**

- Once you have a substitute license in one district, you can transfer it to any other district in the state with minimal paperwork. You do not need to go through the entire process all over again.

- You must be a U.S. citizen or intend to become one to obtain a substitute license. If you are not a U.S. citizen and do not intend to become one, please contact your Office of Field Experiences Program Specialist to discuss placement options so that we can ensure that your circumstances are accommodated to the best of our ability.

- You will **not** need to show the Office of Field Experiences your substitute license: it is the district office that will ask you for it when you receive your placement. Placements are therefore contingent upon your having this paperwork taken care of. Students who do not provide districts with paperwork in a timely manner may forego their placement and may therefore be required to delay their field experience until the next semester.

- Currently, some districts require substitute licenses for both fieldwork students and student teachers. Other districts require substitute licenses for student teachers only. Some have no such policies in place yet. In terms of the logistics of securing placements in a timely and efficient manner, it is not possible for you to wait until you receive your placement before determining what you need. In other words, you may end up completing your field experiences in a district that does not yet require a substitute license, but there is no way of knowing this in advance.

- If you do have a criminal record of any kind, contact your Program Specialist in the Office of Field Experiences to discuss how this may impact your ability to complete your program and, more importantly, your ability to become certified to teach in New Jersey.
Certification as a special education teacher in New Jersey is called Teacher of Students with Disabilities (TSD). Special education certification requires dual certification: you cannot obtain special education certification without obtaining another certification as well in an area such as early childhood education (P-3 certification), elementary education (K-6 certification), or a content area (e.g., Social Studies). MSU’s Teacher of Students with Disabilities programs for P-3, K-6 and subject area candidates are approved by the NJ Department of Education and the Council for Exceptional Children.

Undergraduate level
Dual certification programs for special education became available in fall 2012 in a number of certification areas. The programs are combination undergraduate/MAT degree and certification programs. Programs are available in:

- BA/MAT: P-3 and Teacher of Students with Disabilities
- BA/MAT: K-6 and Teacher of Students with Disabilities
- BA, BS, BMUS, BFA/MAT: P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

Since not all content areas have a dual cert program yet, it’s important to check with an advisor or the Center of Pedagogy to determine the status for a specific content area. For more details, see page 15.

Graduate level
If you do not have teaching certification (i.e., NJ CEAS or standard cert or out-of-state equivalent), you can apply to one of the following M.A.T. programs leading to dual certification:

- M.A.T. in Elementary Education (K-6) and Teacher of Students with Disabilities
- M.A.T. in Early Childhood Education (P-3) and Teacher of Students with Disabilities
- M.A.T. in P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

If you currently hold P-3, K-6 or subject area certification (NJ CEAS or Standard), you can obtain an additional certification in special education. This is a 24-27 credit program with courses for teaching students with disabilities:

- P-3 certification holders enroll in TSD (Inclusive Education for P-3 Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).
- K-6 certification holders enroll in TSD (Inclusive Education for K-6 Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).
- Subject certification holders enroll in TSD (Inclusive Education for Subject Area Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).

Or, for just a few additional courses you can obtain a Master of Education along with TSD certification by applying to and being accepted into one of the following programs:

- M.Ed in Inclusive Education, Early Childhood (P-3) Teachers/TSD Concentration
- M.Ed in Inclusive Education, Elementary Education (K-6) Teachers/TSD Concentration
- M.Ed in Special Education [focus is on secondary education]

Provisional Certification in Special Education
The NJ Department of Education’s Provisional Teacher Certification Program allows college graduates who do not have teacher certification to seek Provisional Certification in both general education and special education if they meet the requirements. They then attend the Provisional Certification Program and teach with mentoring to complete their general education certification. Following that, they must complete their special education certification in a state-approved Teacher of Students with Disabilities program. Those who already have general education certification can obtain a Certificate of Eligibility in special education if they meet the requirements and, upon being hired for a special education position, provide proof that they have enrolled in an approved Teacher of Students with Disabilities program.

For More Information
Subject area candidates: Ms. Maggie Leckey at leckeym@mail.montclair.edu
Undergraduate P-3/K-6 candidates: Dr. Sara Wasserman at inclusion@montclair.edu
Graduate P-3/K-6 candidates: Dr. Donna Bogart at inclusion@montclair.edu for more information.
Additional P-3/K-6 info can be found at http://www.montclair.edu/cehs/academics/departments/ecele/faq/#d.en.3257.
OVERVIEW
In-Service Field Experience status is available to qualified MSU students who are already teaching full-time in their own classrooms. If granted In-Service status, a student completes his/her first field experience semester (Fieldwork/Clinical I) by conducting observations in his/her place of employment in lieu of being placed in a school by the Office of Field Experiences. During student teaching, In-Service student teachers have an on-site supervisor in lieu of a cooperating teacher, but they do have the same number of mentors and mentor visits as students in regular student teaching. The mentor(s) assess the student’s teaching and provide the final letter grade for student teaching.

ELIGIBILITY
In-Service status is available to undergraduate and graduate level students in most initial certification areas who:
1. are teaching full-time as the lead teacher in a classroom, at least 3 classes per day, in the same certification area(s) and grade range as their program at MSU,
2. have been teaching in this position for at least one full academic year by the time In-service fieldwork would begin,
3. are working under a formal contract or its equivalent.

In addition, the teaching setting and course load must meet the approval of the department chair and/or program advisor.

It is important to note that dual certification students (e.g., P-3 or K-6 and Teacher of Students with Disabilities) MUST be teaching in BOTH certification areas to be eligible for In-Service status.

APPLYING
Students who believe they qualify should first consult with an advisor. To apply, students complete an In-Service Field Experiences Application in lieu of the regular Field Experiences Application. The In-Service application, which is available at the Center of Pedagogy Blackboard site, outlines all of the requirements necessary for In-Service status. In addition to the requirements above, students must receive written approval from their department chair and/or program advisor, depending on the certification program. The application deadline is the same as for regular fieldwork: October 1 to begin fieldwork in the spring and March 1 to begin fieldwork in the fall. Late applications cannot be accepted.

THE COURSES
Early Childhood, Elementary, and Dual Certification (general ed/special ed) students take Clinical Experience I and Seminar I in their first In-Service field experience semester, which must be a fall semester, and In-Service Student Teaching (ECEL 424 for undergrads, ECEL 514 for graduate students) and Seminar II in the subsequent spring semester. Students should speak to their advisor to ensure that their program reflects the proper coursework.

Undergraduate subject certification students take Fieldwork (CURR 450), Teaching for Learning I (CURR451), and methods during the first In-Service fieldwork semester, then In-Service Student Teaching (CURR 414) and Teaching for Learning II (CURR 452) in the subsequent semester. Graduate level subject certification students take Fieldwork (CURR 527) during the first In-Service fieldwork semester along with the correlating courses, Teaching For Learning I (CURR526) and the departmental methods class; then In-Service Student Teaching (CURR 514) and the correlating course, Teaching For Learning II (CURR543) in the subsequent semester.

WHERE TO GO WITH QUESTIONS
Most questions regarding In-Service fieldwork can be answered by an advisor. Questions specific to the In-Service experience (e.g., logistics, getting permission for the courses, etc.) should be addressed to Caroline Murray at x7802.
Many students who are citizens of other countries have successfully completed the Teacher Education Program. Federal, State, and school district policies are important to consider, however, depending on a student’s goals. For example, some students plan to return to their home countries to teach, some are in the process of becoming Naturalized U.S. citizens, and some plan to stay in the United States for an extended time but not apply for U.S. citizenship. Just as is true for any student at MSU, it is important to know the policies about citizenship/visas to determine if the Teacher Education Program is a good fit.

Certification Requirements
In order to apply for standard (permanent) certification in New Jersey upon completion of a teaching certification program and one year of successful teaching experience, a candidate must be a citizen of the United States OR s/he must provide a statement of intention to become a naturalized citizen of the United States. Students who are in the U.S. on certain visas (e.g., a student visa) are NOT eligible.

However, students who are not U.S. citizens CAN enroll in the Teacher Education Program and CAN receive the initial certificate, called the Certificate of Eligibility with Advanced Standing, that all of our students are eligible to receive upon successful completion of their program. This certificate requires only that the candidate take an oath of allegiance to uphold the U.S. Constitution and possess a Social Security Number.

Certification vs. Employment
Certification and eligibility to work are two separate things. It is possible to receive NJ teaching certification and not be eligible to work if one does not have the correct visa. Likewise, it is possible to have a work visa but not be eligible for standard (permanent) NJ certification if one is not planning to become a U.S. citizen.

Field Experience Placements
Students who do not have work visas should notify the Center of Pedagogy Office of Field Experiences of this when completing the Field Experiences Application to do Clinical I/II or Fieldwork/Student Teaching. This is very important because the placement specialists in the Office of Field Experiences must take into consideration that those students cannot be placed in school districts that require students to hold substitute licenses. While the Center of Pedagogy cannot guarantee field placements for students who do not have substitute licenses, currently several partner districts welcome student teachers who do not have substitute licenses. Students who have work visas are advised to obtain a substitute license as soon as possible in case of any challenges with the process.

Oral and Written English Proficiency
For some students (whether U.S. citizens or citizens of another country), English is not first/primary language. It’s important to note that all students in the Teacher Education Program are held to the same high standard regarding oral and written English proficiency, as outlined in MSU Standard #11 on page 65. English proficiency is assessed formally during the admissions process. It is also assessed informally in courses and particularly in the field experiences.
Each state has its own certification requirements and processes. However, many states are part of the Interstate Certification Compact or have other reciprocity agreements that allow teachers to transfer their certification with minimal additional steps. If you plan to teach in another state or jurisdiction, you need to apply for certification in that location. You may need to take a test or complete other certification requirements in addition to providing your New Jersey certification. Below is a list of states/jurisdictions with which New Jersey has reciprocity agreements:

Alabama  Michigan  
Alaska  Mississippi  
Arizona  Montana  
Arkansas  Nevada  
California  New Hampshire  
Colorado  New Mexico  
Connecticut  New York  
Delaware  North Carolina  
District of Columbia  North Dakota  
Florida  Ohio  
Georgia  Oklahoma  
Hawaii  Oregon  
Idaho  Pennsylvania  
Illinois  Rhode Island  
Indiana  South Carolina  
Iowa  Tennessee  
Kansas  Texas  
Kentucky  Utah  
Louisiana  Vermont  
Maine  Virginia  
Maryland  Washington  
Massachusetts  West Virginia

The following Web sites provide helpful information about reciprocity and teaching positions in other states:

www.nasdtec.org
www.epi-center.net/jobs/
http://www.academploy.com/certif.cfm
http://www.ed.gov/index.jhtml
Glossary of Terms

AACTE  The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate and/or graduate programs to prepare professional educators.

ADP CENTER FOR TEACHER PREPARATION AND LEARNING TECHNOLOGIES  (UN 1140) A unit within the Center of Pedagogy, the ADP Center serves as the hub for research in pedagogy, curriculum development, instructional design and educational technology for teacher education faculty, students and practicing educators. Resources that can be found at the ADP Center and its Curriculum Resource Collection include curriculum guides and standards; sample textbooks; teaching videos; sample assessment tests; employment information; Praxis preparation materials; 3 classrooms of the future; Web resources and instructional software; computer lab; digital video and sound editing studio; global conferencing center; laminator, bookbinder, Ellison machine, and more.

AGENDA FOR EDUCATION IN A DEMOCRACY  (UN 1180) This Center of Pedagogy unit is responsible for maintaining the focus and vitality of the shared vision that bonds the faculty in education, the arts and sciences, and the public schools as they undertake their common work. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States. See also: National Network for Educational Renewal; Montclair State University Network for Educational Renewal

CENTER OF PEDAGOGY  (UN 1140/1160/1180) The Center of Pedagogy is the office that coordinates all aspects of the preparation of teachers at MSU and is the first agency in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. Although many may think of the Center as a place located on campus run by university faculty and staff, it is in fact more all-encompassing. The Center is comprised of the three groups that have the most direct impact on teacher education: the College of Education and Human Services, all of the other University colleges, and our partner school districts.

CERTIFICATE OF ELIGIBILITY WITH ADVANCED STANDING (CEAS)  The CEAS is an instructional certificate issued by the state of New Jersey to completers of university-based professional preparation programs for certification. It is valid for life and it allows the holder to seek and accept employment in a NJ public school as a certified teacher. Students at MSU who apply for their initial certificate receive the CEAS. Once hired, their employing district enrolls them in the Provisional Teacher Program and requests that a Provisional License be issued: this is the license that actually allows the new teacher to be the teacher of record in the classroom. After one year of successful full time teaching experience under the Provisional License, the new teacher is issued a standard license. See also: Provisional Teacher Program; Induction Year

CLINICAL EXPERIENCE I  The first field experience course for students in the Early Childhood (P-3) or Elementary Education (K-6) program (including dual certification programs). It is similar to the Fieldwork course taken by subject certification students, though Clinical I coursework and fieldwork differ significantly in scope and structure.

CLINICAL EXPERIENCE II  The culminating field experience and course for Early Childhood (P-3) or Elementary Education (K-6) candidates (including dual certification programs). It is the equivalent of the Student Teaching course taken by subject certification students.

COORDINATING TEACHER  The classroom teacher who serves as a mentor, model, and peer for students enrolled in Fieldwork, Clinical Experience I, Student Teaching, or Clinical Experience II. Whenever possible, a student is assigned to the same teacher for both field experience semesters.

CURRICULUM RESOURCE COLLECTION (CRC)  (UN 1140) The CRC is located in the ADP Center and contains curriculum research, instructional planning materials, test prep materials, and more for students, school-based faculty and University faculty to use.
FIELDWORK  At MSU this term refers to the time spent in a school setting during the follow courses: Clinical Experience I, Fieldwork, Student Teaching, and Clinical Experience II. For Early Childhood and Elementary Education students the term “clinical experiences” is more frequently used.

INDUCTION YEAR  This refers to the first year of teaching in New Jersey after graduating from an approved teacher education program. During this year the new teacher is enrolled in the Provisional Teacher Program and receives mentoring from teachers at his/her school as well as evaluations from the school principal. Upon successful completion of the year, the principal recommends that the teacher receive a Standard Certificate from the state of New Jersey.

MENTOR  In the Teacher Education Program at MSU, this term refers to the University faculty and adjunct staff who conduct official observations of students in student teaching/Clinical II. A comparable term is university supervisor.

MULTICULTURAL INCLUSIVE TEACHER CANDIDATE ORGANIZATION (MINTCO)  This organization provides undergraduate and graduate students with a community of learners from whom they can receive support, information, and advice as they progress through the Teacher Education Program at Montclair State University. The organization also provides a forum for networking with campus and public school faculty to discuss issues in education.

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL (UN 1180)  The MSUNER is an equal partnership between and among MSU and member public school districts that focuses on the simultaneous renewal of schools and teacher preparation. The member school districts understand and agree with the MSU philosophy of teacher education and employ that philosophy when working with MSU students engaged in fieldwork. In addition, the Network offers professional development for the teachers in the member districts.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE)  This organization’s dual mission is accountability and improvement in teacher preparation. The NCATE accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards, and encourages unaccredited schools to demonstrate the quality of their programs by working for and achieving professional accreditation. Montclair State has been continuously accredited by NCATE since 1954.

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER)  Founded in 1986 by education researchers John Goodlad, Roger Soder, and Kenneth Sirotnik, the National Network for Educational Renewal is a “national laboratory” for implementing and testing the ideas that are central to the Agenda for Education in a Democracy. The NNER consists of 23 school-university partnership settings in 20 states – including Montclair State - that are focused on the simultaneous renewal of schools and the education of educators. At Montclair State this partnership is overseen by the Center of Pedagogy. See also: Agenda for Education in a Democracy; Montclair State University Network for Educational Renewal.

NEW JERSEY DEPARTMENT OF EDUCATION (NJDOE)  The agency responsible for overseeing all aspects of public education in the state from certification to academic content standards to education policy.

OFFICE OF FIELD EXPERIENCES (UN 1180)  This Center of Pedagogy unit coordinates all aspects of the fieldwork experiences of Teacher Education Program students from start (Field Experiences Application) to finish (successful completion of student teaching).

THE PORTRAIT OF A TEACHER  MSU’s vision of the knowledge, skills, and dispositions of good teachers.

PRAXIS II  A series of tests administered by the Educational Testing Service designed to assess candidates’ knowledge of the subject matter they plan to teach. New Jersey uses these tests as part of its requirement for licensure for most instructional areas. Students at MSU are not considered program completers until/unless they pass the required PRAXIS II test(s) for their area of certification.
PROGRAM Completer  Someone who finishes a teaching certification program at Montclair State University and who the University can recommend to the state of NJ for certification.

PROGRESS REPORT  The assessment form completed by cooperating teachers and mentors during the student teaching (Clinical II) semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are based on the Teacher Education Program’s guiding outline, The Portrait of a Teacher. Progress reports are kept temporarily in student files, but eventually only the final report – the Summarized Record of Student Teaching – is kept on file.

PROVISIONAL TEACHER PROGRAM  The state-run program of mentoring and evaluation designed to support first-year teachers who are teaching in NJ public schools under a Provisional License and who hold either a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS). See also: Certificate of Eligibility with Advanced Standing; Induction Year

SIMULTANEOUS RENEWAL  This phrase refers to the opportunity for teachers in MSUNER school districts and MSU students to teach each other and learn from each other. Teachers can learn about MSU’s philosophy of teacher education, receive professional development, and apply this professional development in their classroom as cooperating teachers for MSU students. At the same time, MSU students in the field can work with teachers who understand the MSU teacher education program and learn new and innovative teaching techniques with their cooperating teachers.

STUDENT TEACHING  One of the courses/experiences in the Professional Semester. For Early Childhood and Elementary Education students this is now referred to as Clinical Experience II. Student teaching is the culminating field experience for teacher education students.

SUBJECT AREA CERTIFICATION  In the Teacher Education Program at MSU, this term refers to any certification area other than Early Childhood (P-3) or Elementary Education (K-6). Special education and ESL are included in this classification.

SUMMARIZED RECORD OF STUDENT TEACHING  The final assessment form completed by cooperating teachers and mentors during the student teaching (or Clinical II) semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are correlated to MSU’s Institutional Standards. The results of this assessment are used in determining whether student teachers have successfully completed their student teaching. This form is kept in the student’s permanent file.

TEACHER EDUCATION ADMISSIONS AND RETENTION OFFICE  (UN 1160) A unit of the Center of Pedagogy, this office oversees undergraduate admission to the Teacher Education Program and the retention of all Teacher Education Program students.

TEACHER EDUCATION ADVOCACY CENTER (TEAC)  (UN 1160) A unit within the Center of Pedagogy, TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from minority groups (e.g. linguistic; cultural; racial and/or ethnic) into teaching.

URBAN TEACHING ACADEMY (UTA)  The Urban Teaching Academy is a special strand in the Teacher Education Program that is designed to prepare and support candidates who make a commitment to teaching in urban schools.
<table>
<thead>
<tr>
<th>Center of Pedagogy Unit</th>
<th>Name</th>
<th>Title</th>
<th>Extension</th>
</tr>
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<tbody>
<tr>
<td>Center of Pedagogy</td>
<td>Dr. Jennifer Robinson</td>
<td>Executive Director</td>
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<td></td>
<td>Ms. Anita Veal</td>
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<td>Ms. Caroline Murray</td>
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<td>Teacher Education Admissions &amp; Retention</td>
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<td>Ms. Margaret Miller</td>
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<td>Office of Field Experiences</td>
<td>Ms. Scotta Van Dross</td>
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<td>Ms. Jennifer Amabile</td>
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<td>Ms. Gina Martino</td>
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<td>Ms. Pat Gagnon</td>
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<td>Agenda for Education in a Democracy</td>
<td>Ms. Susan Taylor</td>
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<td>Ms. Toyin Adekoje</td>
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<td>Ms. Christine Rennie</td>
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<td>Newark Montclair Urban Teacher Residency</td>
<td>Ms. Melissa Harris</td>
<td>Program Assistant</td>
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<td>Ms. Tricia Watson</td>
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<td></td>
<td>Ms. Lisa Jenkins</td>
<td>Assistant Dean</td>
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<td></td>
<td>Ms. Sara Kelley</td>
<td>Secretary</td>
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<tr>
<td>Grants and Special Projects</td>
<td>Ms. Joanne Matkowski</td>
<td>Assistant Director</td>
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<th>Other Offices/Departments</th>
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<tr>
<td>Dean’s Office, College of Education and Human Services</td>
<td>Dr. Francine Peterman</td>
<td>Dean</td>
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<td></td>
<td>Ms. Sheri Green</td>
<td>Assistant to the Dean</td>
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<td></td>
<td>Dr. Tamara Lucas</td>
<td>Associate Dean</td>
<td>7128</td>
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<td>Dr. Kim O’Halloran</td>
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<td></td>
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<td>CEHS Career Services</td>
<td>Ms. Linda Flynn</td>
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<td>Department of Secondary and Special Education (SASE)</td>
<td>Dr. Vanessa Domine</td>
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<td>Dept. of Early Childhood, Elementary, and Literacy</td>
<td>Dr. Tina Jacobowitz</td>
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<td>Ms. Felicia Hines</td>
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<tr>
<td>The Graduate School</td>
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Visit the Center of Pedagogy Blackboard Community for news, information, and upcoming events. To get to the site, go to Blackboard and enter your NetID and password. Click on the red "Community" tab and choose Center of Pedagogy. Visit the College of Education and Human Services Web site at http://cehs.montclair.edu/ for links to the Center of Pedagogy, Teacher Education Program, and other information contained in this Handbook.
**STUDENT CHECKLIST**

### Undergraduate

<table>
<thead>
<tr>
<th>What to do</th>
<th>Deadline</th>
<th>Where to learn more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take courses required for admission to the Teacher Education Program.</td>
<td>Must be taken semester <strong>prior</strong> to semester in which applying to Teacher Education Program</td>
<td>page 14</td>
</tr>
<tr>
<td>Keep MSU email under quota; check out the CoP Blackboard site.</td>
<td>As soon as possible!</td>
<td></td>
</tr>
<tr>
<td>Take &amp; pass the Praxis I exam.</td>
<td>Scores must be submitted on or before the admissions application deadline (see below).</td>
<td>Page 68</td>
</tr>
<tr>
<td>Apply to Teacher Education Program.</td>
<td>Fall application deadline: 2nd Monday in September</td>
<td>pages 10, 14-16</td>
</tr>
<tr>
<td></td>
<td>Spring application deadline: 4th Monday in January</td>
<td></td>
</tr>
<tr>
<td>Attend the admissions orientation.</td>
<td>Held each semester after admissions decisions and before registration begins.</td>
<td>Check Blackboard for dates.</td>
</tr>
<tr>
<td>Take required PRAXIS II exam(s) and submit passing scores to Teacher Education Admissions &amp; Retention.</td>
<td>A hard copy of passing scores must be submitted by August 15th for fall student teachers and by January 8th for spring student teachers.</td>
<td>pages 13, 17-18, 69</td>
</tr>
<tr>
<td>Apply for a substitute teaching license.</td>
<td>Once 60 credits have been completed</td>
<td>page 74</td>
</tr>
<tr>
<td>Submit Field Experiences Application to the Office of Field Experiences.</td>
<td>October 1st to do Fieldwork/ Clinical I in spring; March 1st to do Fieldwork/Clinical I in fall</td>
<td>pages 10, 17-18, 25, 30-31</td>
</tr>
<tr>
<td>Attend the Fieldwork/Clinical I info session.</td>
<td>October if doing Fieldwork/Clinical I in spring; March if doing Fieldwork/Clinical I in the fall</td>
<td></td>
</tr>
<tr>
<td>Take a Mantoux test.</td>
<td>Just prior to the Fieldwork/Clinical I semester</td>
<td>page 18</td>
</tr>
<tr>
<td>Attend student teaching orientation.</td>
<td>September for fall student teachers; late January/early February for spring student teachers</td>
<td>Check Blackboard for dates.</td>
</tr>
<tr>
<td>File for final audit at Registrar.</td>
<td>See page 27 for deadline chart.</td>
<td>page 27</td>
</tr>
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### Graduate

<table>
<thead>
<tr>
<th>What to do</th>
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</thead>
<tbody>
<tr>
<td>Take &amp; pass the Praxis I exam.</td>
<td>Passing score is required prior to admission to the Program.</td>
<td>Page 68</td>
</tr>
<tr>
<td>Apply to the Graduate School for admission to the Teacher Education Program.</td>
<td>Admissions are accepted on a rolling basis.</td>
<td>pages 20-21</td>
</tr>
<tr>
<td>Attend University-wide and CEHS graduate orientations.</td>
<td>First available orientations after matriculation</td>
<td>Check Blackboard for dates.</td>
</tr>
<tr>
<td>Set up MSU email; check out CoP on Bb.</td>
<td>As soon as possible!</td>
<td></td>
</tr>
<tr>
<td>Apply for a substitute teaching license.</td>
<td>Upon admission to the Post BA or MAT Program</td>
<td>page 74</td>
</tr>
<tr>
<td>Submit Field Experiences Application to the Office of Field Experiences.</td>
<td>October 1st to do Fieldwork/ Clinical I in spring; March 1st to do Fieldwork/Clinical I in fall</td>
<td>pages 10, 20-21, 25, 30-31</td>
</tr>
<tr>
<td>Retake Praxis II tests if needed.</td>
<td>Passing scores must be submitted during or before Fieldwork/Clinical I.</td>
<td>pages 12, 20, 69</td>
</tr>
<tr>
<td>Attend the Fieldwork/Clinical I info session.</td>
<td>October if doing Fieldwork/Clinical I in spring; March if doing Fieldwork/Clinical I in the fall</td>
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</tr>
<tr>
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</tr>
<tr>
<td>File for final audit at Registrar.</td>
<td>See page 27 for deadline chart.</td>
<td>page 27</td>
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</tbody>
</table>

Last but not least, prepare for the intense time commitment of student teaching – it is a full-time “job” that may require special planning in terms of finances, child/family care, transportation, and other personal commitments. See pages 42-43 for details.