

NJ

Montclair State University

Alternative, IHE-based Report AY 2022-23

New Jersey

REPORT COMPLETE

STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Montclair

STATE

New Jersey

ZIP

07044

SALUTATION

Ms.

FIRST NAME

Mia

LAST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

12

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- ☐ Yes
- ☒ No

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

Element	Admission	Completion
Transcript	☐ Yes ☐ No	☐ Yes ☐ No
Fingerprint check	☐ Yes ☐ No	☐ Yes ☐ No
Background check	☐ Yes ☐ No	☐ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum ACT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum SAT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

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

- ☒ Yes
- ☐ No

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

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No

Element	Admission	Completion
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: Praxis II & Praxis I are required. Praxis I waived for ACT, SAT, or GRE scores-top ...	☒ Yes ☐ No	☐ Yes ☒ No

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

3

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

3

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

For our P-3 certification program: Students can apply and be accepted conditionally with between a 2.75 - 2.99 provided that they earn a higher score on the Praxis II examination. These students must maintain a 3.0 GPA for the duration of the program.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

Are there programs in which candidates are the teacher of record?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	50
Years required of teaching as the teacher of record in a classroom	2

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	13
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	58

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

The course "Inclusive Early Childhood Classrooms" accompanies ECEL 502 Seminar and through required fieldwork, the course provides clinical experiences in an early childhood setting to foster the skills and dispositions necessary to become effective and nurturing teachers. Students are provided with learning opportunities that support children's intellectual, social, and emotional development. They design environments that support culturally responsive teaching, and plan and assess high quality curriculum. Students develop skills as reflective and questioning practitioners, promote democratic values and communication in the classroom, and build relationships with school colleagues, families, and agencies in the larger community. Students are responsible for the full range of teacher activities in the classroom, and must demonstrate their strengths as a teacher during the visits from MSU's P-3 Modified Alternate Route program mentors several times throughout the clinical semester. During the second semester of this 4-semester program, students must be employed as full-time teachers or lead teachers in an early childhood classroom. The culminating Clinical Experience course for students occurs simultaneously with the students working full-time as teachers and working with a provisional license, or as an assistant teacher. Students in our newer K-6 and P-12 programs are required to be the teacher-of-record at the beginning of their first semester of coursework. These students also receive observations from university-based mentors beginning in the first semester of their coursework and throughout the four-semester program.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

[\(§205\(a\)\(1\)\(C\)\(ii\)\)](#)

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☒ Sum(s) do not equal total

PLEASE PROVIDE AN EXPLANATION:

Some Enrolled Students who indicated that their ethnicity was Hispanic or Latino also indicated a race. Whereas some Enrolled Students who indicated that their ethnicity was Hispanic or Latino, but did not include a race or opted for "Not Known" for race. As a result, this reporting may lead to unequal category totals. Some Program Completers who indicated that their ethnicity was Hispanic or Latino also indicated a race. Whereas some Program Completers indicated that their ethnicity was Hispanic or Latino, but did not include a race or opted for "Not Known" for race. As a result, this reporting may lead to unequal category totals.

2022-23 Total	
Total Number of Individuals Enrolled	167
Subset of Program Completers	58

Gender	Total Enrolled	Subset of Program Completers
Male	5	1
Female	162	57
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Asian	3	1
Black or African American	19	5
Hispanic/Latino of any race	40	13
Native Hawaiian or Other Pacific Islander	0	0
White	119	46
Two or more races	6	2
No Race/Ethnicity Reported	19	3

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

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

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	57
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☐ Yes
- ☒ No

☐ No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify: 	

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

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

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

In many of our courses students gain knowledge, skills and dispositions to work collaboratively with diverse families to support the development and education of young children with special needs, including students with disabilities, limited English proficiency, and low socioeconomic status. Our program meets the needs of the state by recruiting talented individuals to enter the teaching profession. Many of our alternate route candidates can bring life and career experiences to enhance their contributions to instruction and student growth and development. Our program requirements align with the rigorous state requirements for state certification. Furthermore, our student recruitment of individuals seeking a nontraditional route to teaching further assists the state with its initiative to increase the ethno-racial diversity of the teaching workforce and to effectively address the statewide teacher shortage.

Annual Goals: Mathematics

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Alternate Route (CE) teacher education programs at Montclair State University will continue to support the development of teachers pursuing standard certification via a non-traditional pathway. As such, the subsequent program goals will guide our work in increasing the number of prospective mathematics teachers. During the 2022-2023 academic year, mathematics teacher candidates who possess a Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will receive at least one full semester of mentoring from university mentors. The faculty-assigned mentors will conduct observations and provide formative feedback upon which teacher candidates will have reflective opportunities for professional growth. During the 2022-2023 academic year, mathematics teacher candidates who possess a state Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will satisfactorily complete at least one instructional methods course in their certification content area during their first year of enrollment.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

During the 2022-2023 academic year, all mathematics teacher candidates received content-specific mentoring during their first semester of coursework. Additionally, all mathematics teacher candidates satisfactorily completed a mathematics instructional methods course during the first year of their coursework.

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

This program goal was met for the 2022-2023 academic year.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The Alternate Route (CE) teacher education programs at Montclair State University will continue to support the development of teachers pursuing standard certification via a non-traditional pathway. As such, the subsequent program goals will guide our work in increasing the number of prospective mathematics teachers. During the 2023-2024 academic year, mathematics teacher candidates who possess a Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will receive at least one full semester of mentoring from university mentors. The faculty-assigned mentors will conduct observations and provide formative feedback upon which teacher candidates will have reflective opportunities for professional growth. During the 2023-2024 academic year, mathematics teacher candidates who possess a state Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will satisfactorily complete at least one instructional methods course in their certification content area during their first year of enrollment.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Alternate Route (CE) teacher education programs at Montclair State University will continue to support the development of teachers pursuing standard certification via a non-traditional pathway. As such, the subsequent program goals will guide our work in increasing the number of prospective mathematics teachers. During the 2024-2025 academic year, mathematics teacher candidates who possess a Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will receive at least one full semester of mentoring from university mentors. The faculty-assigned mentors will conduct observations and provide formative feedback upon which teacher candidates will have reflective opportunities for professional growth. During the 2024-2025 academic year, mathematics teacher candidates who possess a state Certificate of Eligibility and are employed as the teacher of record in the subject area of mathematics will satisfactorily complete at least one instructional methods course in their certification content area during their first year of enrollment.

Annual Goals: Science

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The Alternate Route (CE) teacher education programs at Montclair State University will continue to support the development of teachers pursuing standard certification via a non-traditional pathway. As such, the subsequent program goals will guide our work in increasing the number of prospective science teachers. During the 2024-2025 academic year, science teacher candidates who possess a Certificate of Eligibility and are employed as the teacher of record in the subject area of science will receive at least one full semester of mentoring from university mentors. The faculty-assigned mentors will conduct observations and provide formative feedback upon which teacher candidates will have reflective opportunities for professional growth. During the 2024-2025 academic year, science teacher candidates who possess a state Certificate of Eligibility and are employed as the teacher of record in the subject area of science will satisfactorily complete at least one instructional methods course in their certification content area during their first year of enrollment.

Annual Goals: Special Education

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The Alternate Route (CE) teacher education programs at Montclair State University will continue to support the development of teachers pursuing standard certification via a non-traditional pathway. As such, the subsequent program goals will guide our work in increasing the number of prospective teachers seeking ESL (English as a Second Language) certification and/or those teachers working with limited English-proficient students. During the 2024-2025 academic year, ESL teacher candidates who possess a Certificate of Eligibility and are employed as the teacher of record will receive at least one full semester of mentoring from university mentors. The faculty-assigned mentors will conduct observations and provide formative feedback upon which teacher candidates will have reflective opportunities for professional growth. During the 2022-2023 academic year, ESL teacher candidates who possess a state Certificate of Eligibility and are employed as the teacher of record will satisfactorily complete at least one instructional methods course in their certification content area during their first year of enrollment.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	165	15	88
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	54	171	52	96
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	38	175	38	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	37	173	36	97
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	37	172	37	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	13	44	13	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	49	43	49	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	45	42	45	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	39	39	100
All program completers, 2021-22	57	56	98
All program completers, 2020-21	50	50	100

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☐ State
- ☒ CAEP
- ☐ AAQEP
- ☒ Other specify:

New Jersey Department of Education

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

Within our 24-credit program for early childhood (P-3) and elementary (K-6), students learn strategies to engage children in active explorations aligned with the NJ Student Learning Standards that include Next Generation Science Standards as well as a state curricular focus on Climate Change. Students recognize the integration of science and math content as vehicles for critical thinking, and children’s engagement in the wonder and study of the natural and physical world. Additionally, all of our courses utilize technology to facilitate instruction via web conferences, virtual class discussions, synchronous learning experiences, asynchronous learning experiences, and collaborative group assignments. All of the program courses engage the alternate-route teacher to design learning based on the unique needs of each young learner. Faculty incorporate Universal Design for Learning principles to ensure teachers are prepared to provide multiple means of representation and engagement using technology within the learning environment.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

The P-3 Modified Alternate Route program is closely aligned with the course and curriculum requirements of the college's traditional teacher preparation program. The program's state-approved 24 credits of graduate coursework embraces a philosophy of inclusive education with a strong emphasis on developing teacher capacity to meet the needs of all learners. Nine credits of the program focus exclusively on best practices in inclusion and special education for teachers of students in pre-kindergarten through grade three. Additionally, all courses within the P-3 Modified Alternate Route program prioritize meeting all learners of a well-designed lesson plan template that clarifies how Universal Design for Learning (UDL) strategies will be implemented to support students with varied learning needs.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The P-3 Modified Alternate Route program provides ample opportunities for teacher candidates to develop the requisite skills to fully participate as a member of an IEP team. Throughout the program's coursework, teacher candidates complete thoughtfully-designed assignments and course-embedded assessments that focus on the unique needs of each student while learning to partner with families to support the learning of all students. Through these assignments and assessments, teacher candidates hone their skills in: collaborating with a group of educators to design learning supports for students, create assessments and lesson plans to guide instruction for all students, planning Universal Design for Learning strategies to increase access for students, collect both quantitative and qualitative student learning data, and analyze patterns of learning for individual students and groups of students within the learning environment. Additionally, teacher candidates within this program are required to view students from an assets lens, instead from a deficit standpoint, to enhance the learning experiences for all students.

c. Effectively teach students who are limited English proficient.

The P-3 Modified Alternate Route program prepares general education early childhood teachers who are knowledgeable about literacy development strategies to meet the learning needs of all students. During the 24 credits of graduate study, teacher candidates explore strategies to develop language and literacy proficiency in students with varied learning needs. Six credits of graduate study are explicitly dedicated to the development of teacher candidates' literacy development skills and an understanding of what effective literacy instruction within early childhood classrooms. In addition to learning various literacy development strategies for limited English proficient students, teacher candidates have the opportunity to apply these learned skills within their classrooms immediately since all teacher candidates within this program are required to be employed as lead teachers or teacher assistants working under a provisional teacher license. These strategies to support limited English proficient students are grounded in research and theory with the opportunity for immediate application within early childhood classrooms. Additionally, teacher candidates learn how to plan effectively for limited English proficient students by planning Universal Design for Learning strategies and supports for students with varied learning needs.

2. Does your program prepare special education teachers?

☐ Yes

☒ No

If yes, provide a description of the activities that prepare *special education teachers* to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Our mission is to prepare professionals who possess the knowledge, skills, and dispositions to transform early childhood, elementary, and life-long literacy education in the service of social justice, inclusion and democratic values. As a department, we strive collectively with our students to ensure that their teaching is grounded in the following ideals: Respect for the value and high expectations for the learning of every person is a fundamental principle of teaching and learning; All students must be engaged in meaningful and intellectually rigorous learning; Collaboration with families, schools and communities is imperative; Teaching and learning are social processes with political implications; Educators are cultural and political workers who acknowledge their role in a democracy through the promotion of inclusion and social justice; Critical education is a transformative process that works to change "what is" while simultaneously preparing people to participate in "what is yet to be."; Educators have a responsibility to recognize and disrupt privilege and oppression related to race, gender, LGBTQ identities, disability, immigration and linguistic differences, religious diversity, and class; Making positive social change requires taking initiative through collaborative and collegial engagement with other members of the school and local community.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mia Kirk

TITLE:

Supervisor, Alternate Route Programs

Certification of review of submission

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

NAME OF REVIEWER:

Jennifer Robinson

TITLE:

Executive Director and Professor