



College for Education
and Engaged Learning

MONTCLAIR
STATE UNIVERSITY

**Initial Teacher
Preparation Programs
Annual Report**

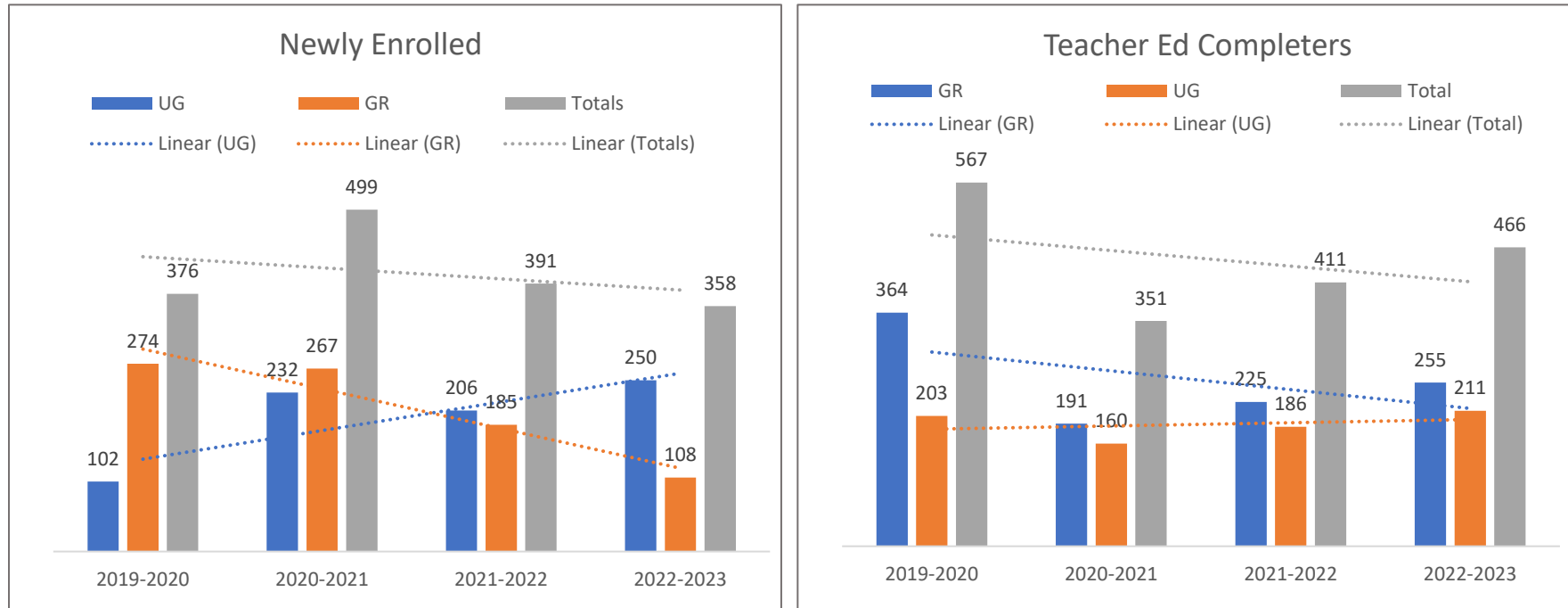
FALL 2023

The Initial Teacher Preparation Programs Annual Report summarizes outcome measures for the undergraduate and graduate teacher preparation programs at Montclair State University. The report uses the most recent data at the time it was created from multiple sources, including enrollment and completer data, course-embedded and clinical assessments, and surveys. The report contains outcome measures on student success, employment rates, and alumni satisfaction. Candidate competencies aligned with Interstate Teacher Assessment Support Consortium (InTASC) standards summarize student performance as they progress through the program.

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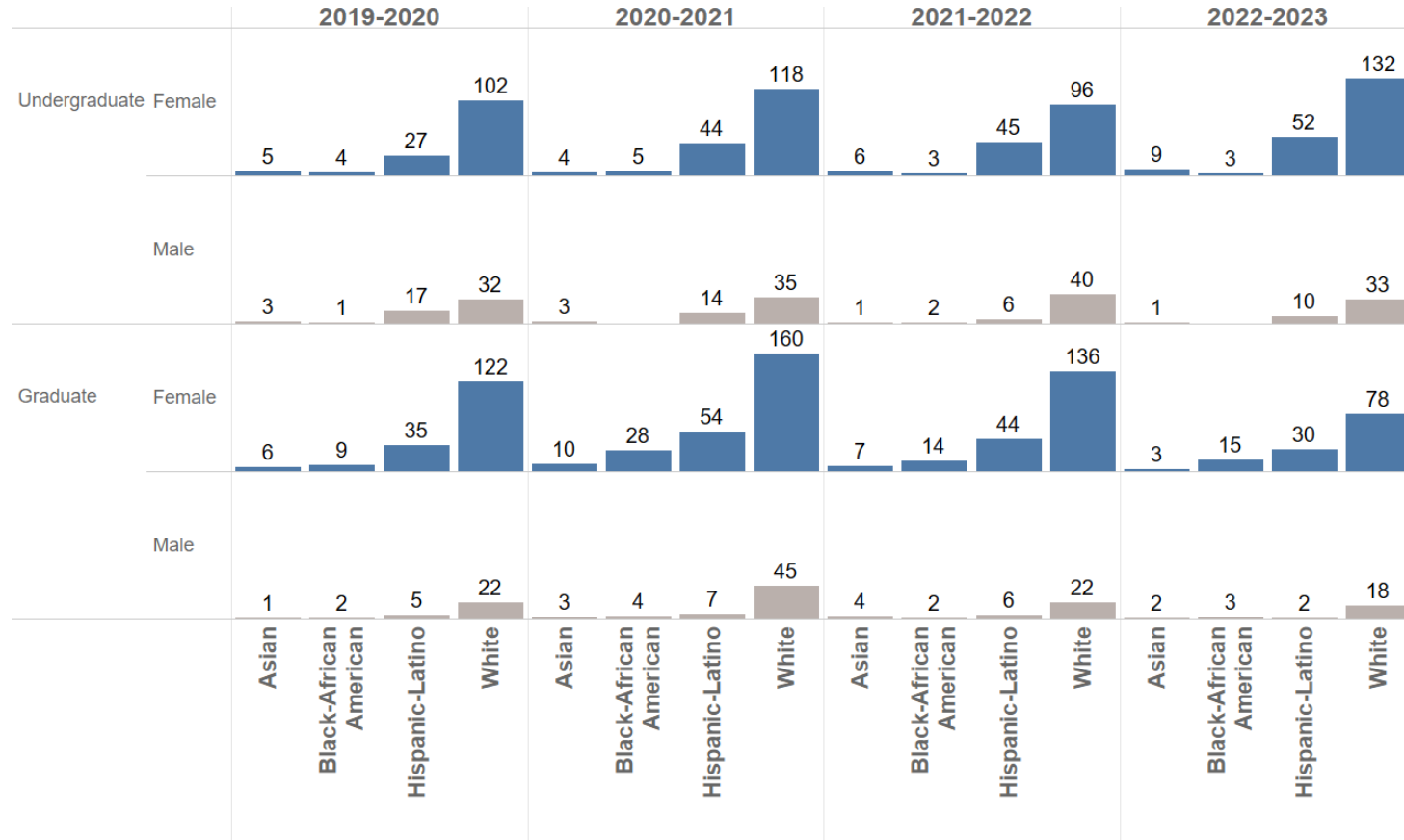
Newly Enrolled and Completed Candidates by Level and Year



Newly enrolled = Newly accepted to a teacher preparation program and enrolled in the Teacher Preparation Program curriculum. These programs include the all undergraduate and graduate degree programs that lead the candidates first teacher certification. This includes Alternate Route programs.

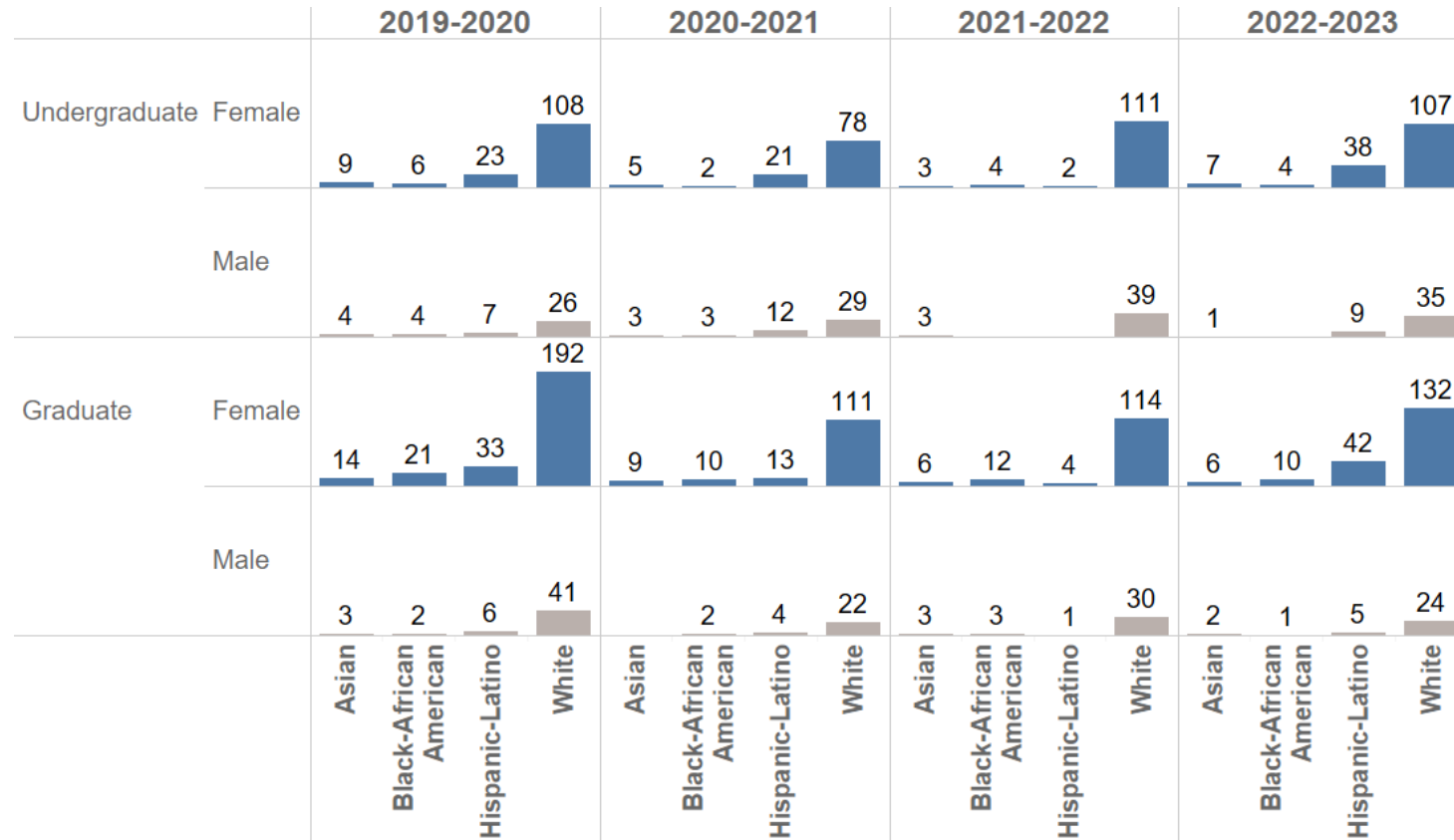
Initial Teacher Preparation Programs Annual Report 2022-2023

Newly Enrolled by Year, Level, Sex, Race, and Ethnicity



Note: Students self-identified sex, race, and ethnicity when applying to the University. The University has recently added other categories of self-identification which may not be represented here.

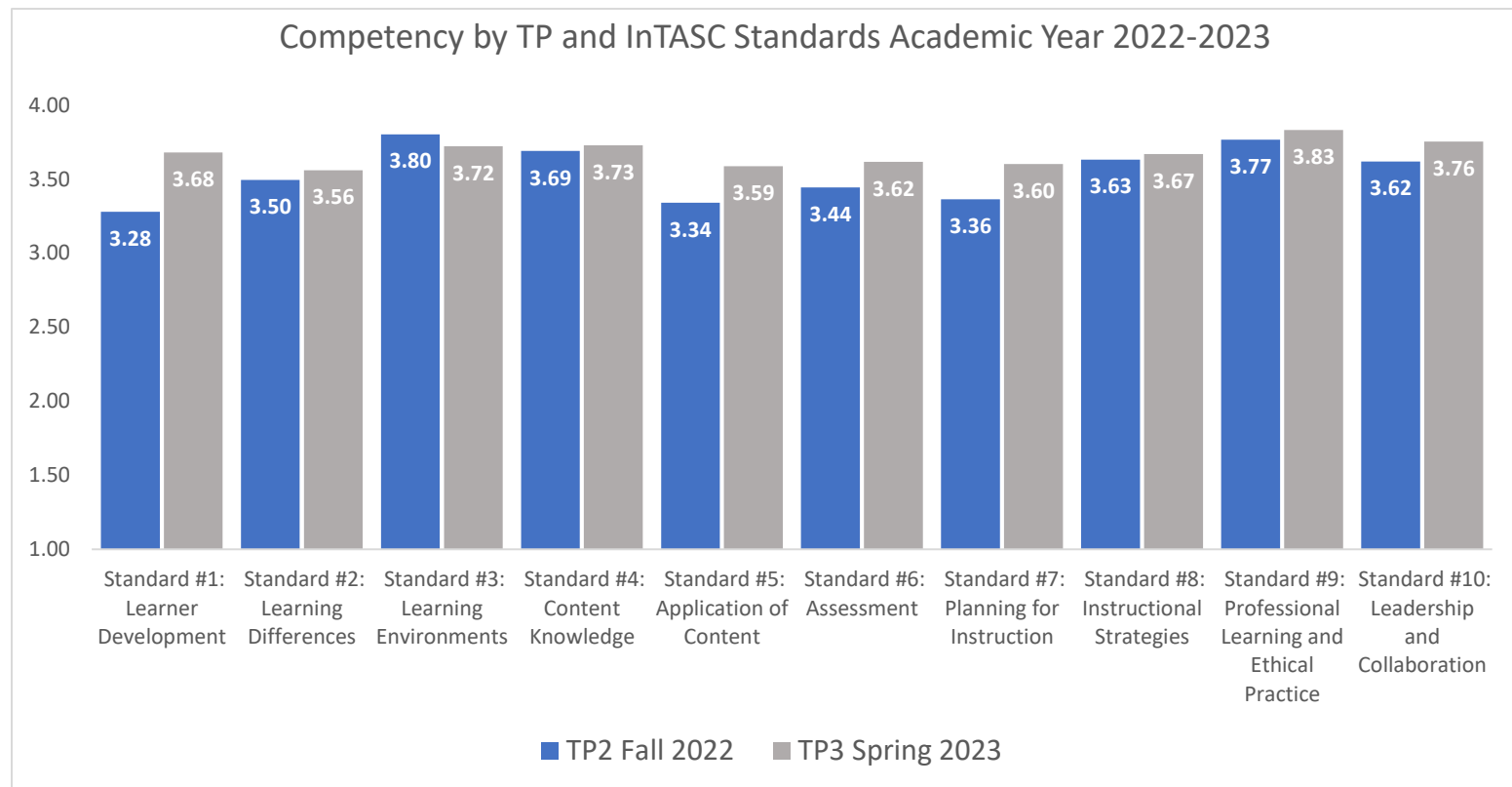
Completers by Year, Level, Sex, Race, and Ethnicity



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Candidate Competencies 2022-2023

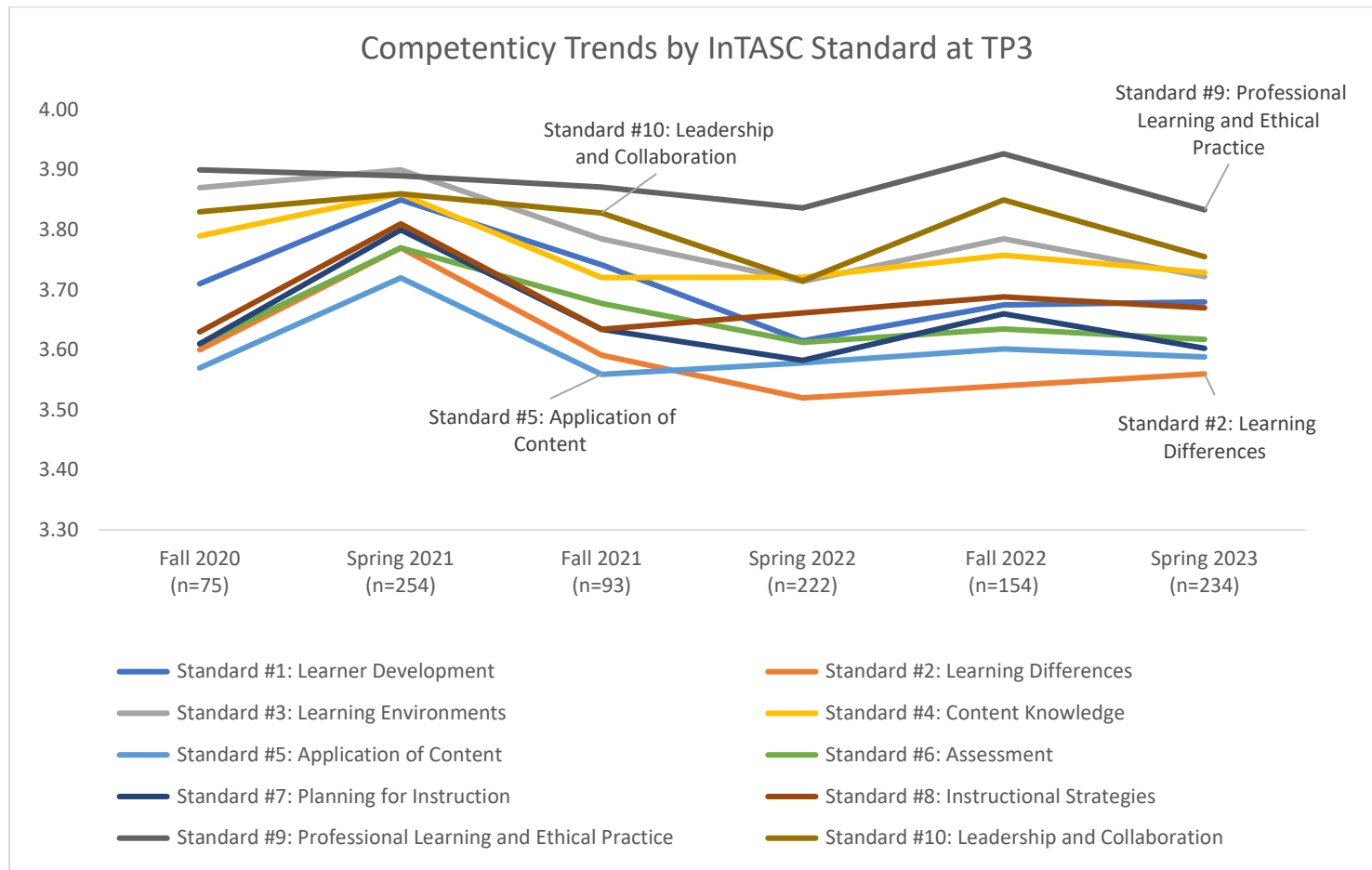
Candidate mean scores on course-embedded and clinical assessments¹ show growth demonstrating competency on the Interstate Teacher Assessment Support Consortium (InTASC) Standards between Transition Point (TP) 2 in Fall 2022 & Transition Point 3 in Spring 2023.



¹ Assessments include: The Unit Plan/Lesson Planning Assignment, Planning, Teaching, and Assessment, and Assessing for Learning (PTAL), Professional Dispositions, and Assessment of Clinical Practice I and II.

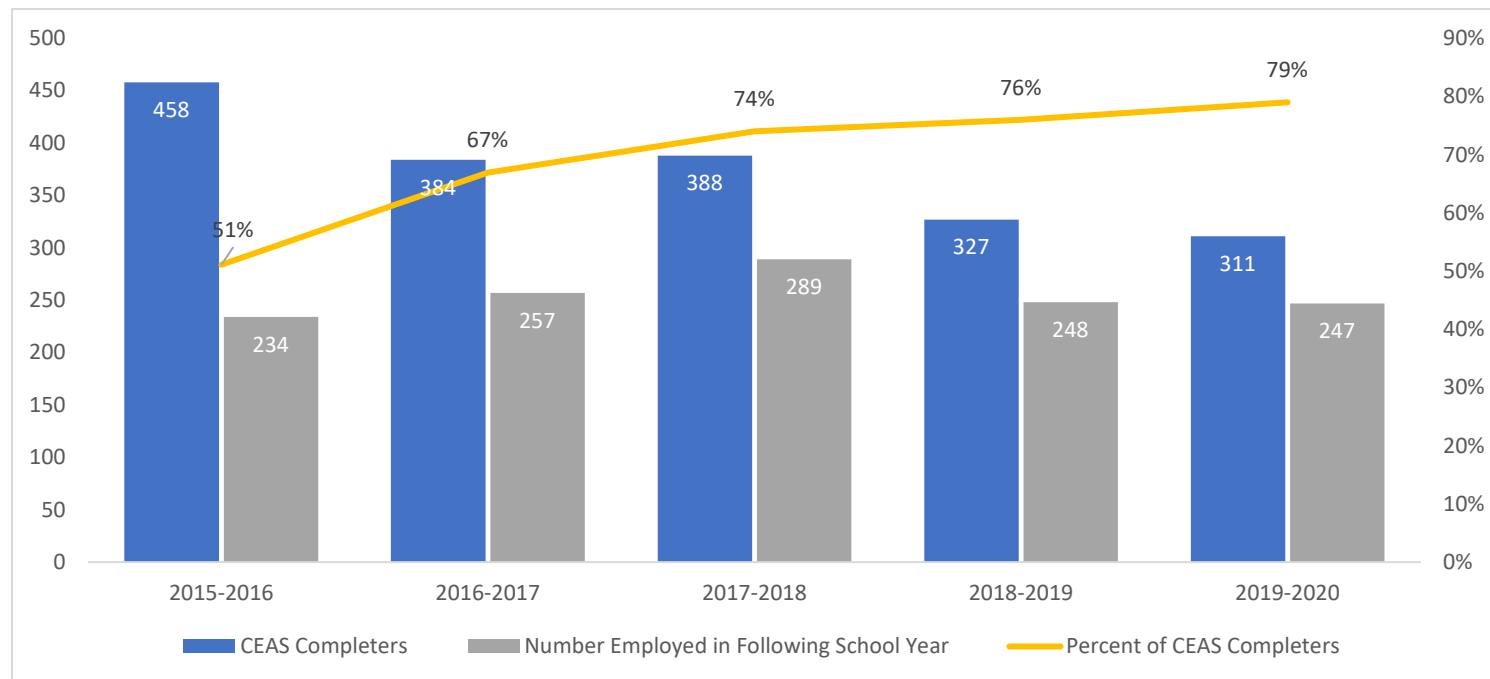
Candidate Competency Trends 2020-2023

Data show that during Transition Point (TP) 3, candidates consistently scored higher in Professional & Ethical Practice and Leadership & Collaboration, and scored lower in the Application of Content and demonstrating the ability to plan and teach for Learning Differences.



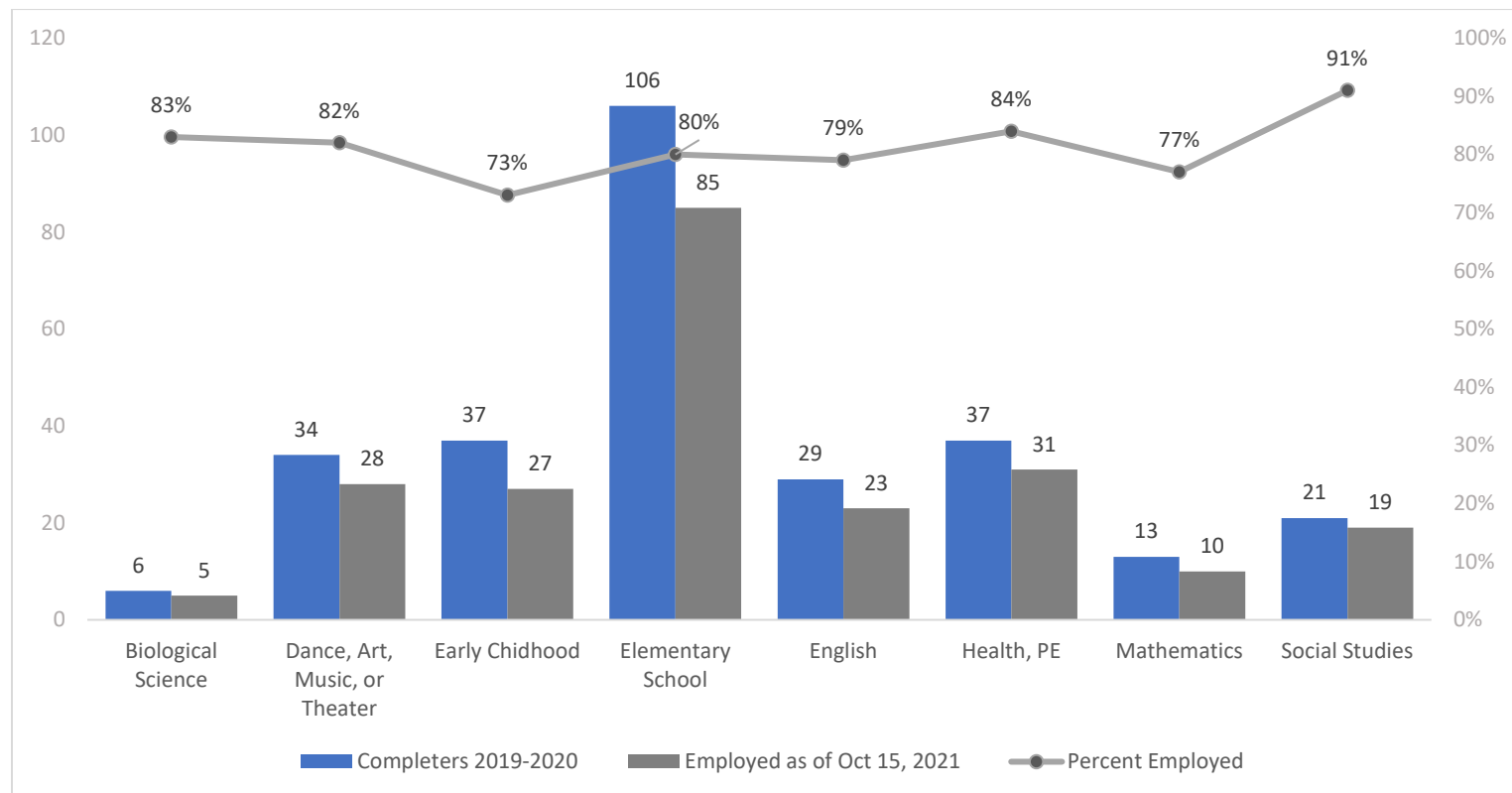
Employment Outcome Trends

These data are provided by the New Jersey Department of Education and are the numbers of Montclair State University completers with a Certificate of Eligibility with Advanced Standing (CEAS) employed in a New Jersey public school in the school year following program completion reported by year of program completion.



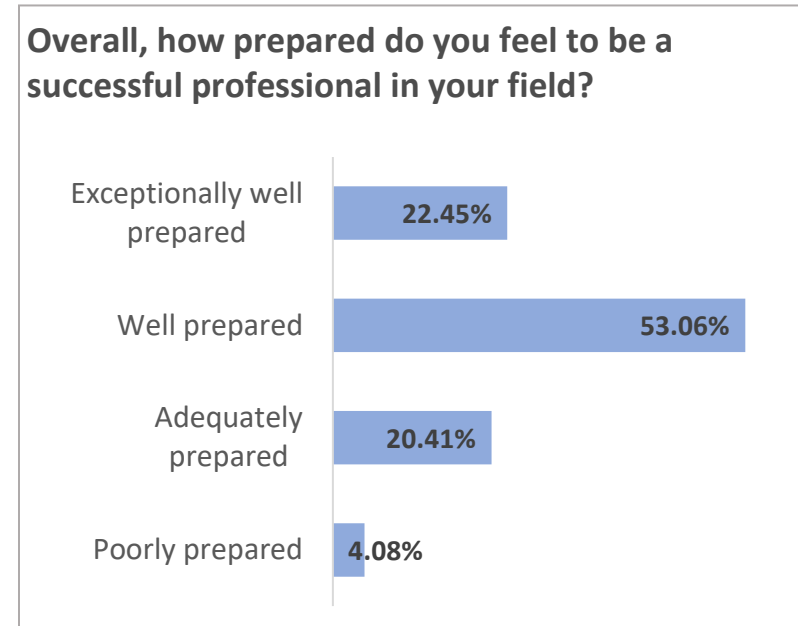
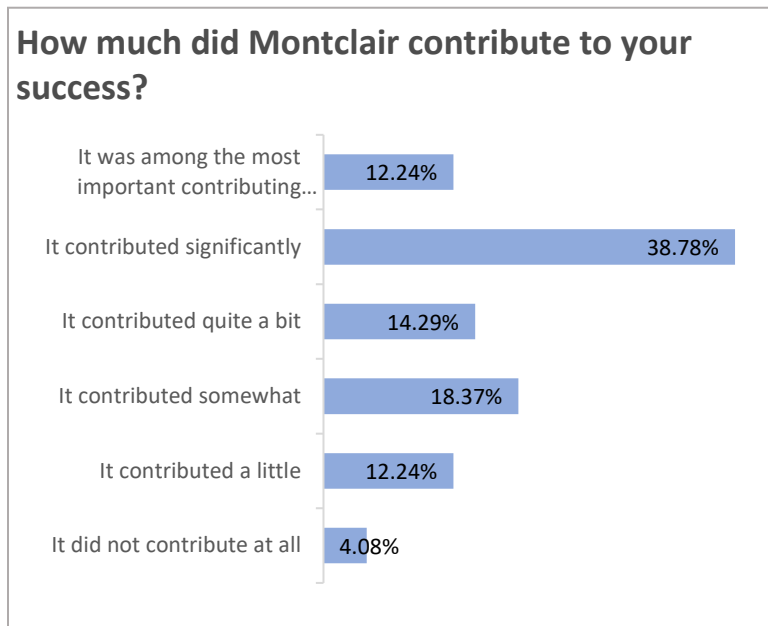
Employment Outcomes

These data are provided by the New Jersey Department of Education and are the numbers of Montclair State University completers in 2019-2020 with a Certificate of Eligibility with Advanced Standing (CEAS) employed in a New Jersey public school by October 15, 2021, listed by teacher certification.



Alumni Satisfaction

These data are a summary of the Fall 2022 Montclair Teacher Preparation Alumni Survey (N=49).



Would you recommend Montclair State University?

Yes - 35

No - 5

Do you have any comments or suggestions for improving the teacher education programs? Topics are sorted by the number of responses.

- Need for more practical instruction on planning, assessment, reading acquisitions, and classroom management (n=7)
- Effectiveness of the curriculum and program (n=7)
- Need for more fieldwork/clinical/technology experiences (n=6)
- Program too political/libera (n=1)
- Need for better or more advising (n=2)
- Ineffectiveness or lack of rigor in the curriculum (n=1)
- Need for more special education and ELLs instruction (n=1)
- Need for more career planning support (n=2)
- Need for better or more advising (n=1)
- Supportiveness of the program (n=2)
- Quality of the faculty (n=3)

Examples of positive comments

“Thank you to everyone in the education department for consciously preparing me for the workforce and instilling the confidence and knowledge I needed to be an adequate candidate for any position regardless of my age, or Masters degree with minimal (paid) in-class experience.”

“Continue to place students in fieldwork. Shadowing early on was great and student teaching both part-time and full-time gave me real-life experience.”

“A big strength was Professor KSF making us create a teaching portfolio. That was very big in my interview. “

“Classes within the music department were MUCH more helpful in preparing me for my career than the Education Department. I taught for 3 years in a public school before beginning a family and used most of what I learned in the music department, but very little of what I learned in the education classes, since they spent so much time on social activism.”

“I learned so much from my education program! Whatever I did not learn in the classroom, I learned hands-on during clinical hours. Each class provided me with resources, ideas, and colleagues that help me to this day.”

“Although there were only two content-specific education classes, the rest of the program and the things I learned in those other classes highly influenced my skills as a dance educator. The professors were knowledgeable and helped to create a great learning environment.”

Examples of suggestions for improvement

“So a few things. Require us to go through mock interviews so we can do well with them. The biggest struggle I saw as a teacher is how addicted they are to phones and they have no discipline at home. So you need to have classes on classroom management. Force real experience of kids acting out. Have a panel of professionals come in and talk about how to control a room. I tried a lot of stuff and the kids still acted out. Next would be lesson plans. The college students and alumni should have a place to up kid lesson plans to help each other. You should require us to learn how to write for granted. The thing I would make students aware of is how little the money is in the beginning. I had a 20-step guide in my district. To create a driver education certificate course I had to get that on my own. Having a health class gives you a cert in instructor CPR and AED. A lot of high schools want health teachers ready to teach driver education and CPR. Create a study guide for the praxis! “

“Eliminate the lengthy lesson plan template, it is unrealistic and difficult to understand. Focus more time on understanding and reading the common core standards and offering specific, direct learning objectives and lessons of how to teach each. Offer specific ideas for differentiation as this is a huge focus for most districts and it would be more helpful to have examples to go off of when in a classroom. “

“For education classes: Technology in education. None of my classes taught the many useful tech tools and sites available. Although now I could teach a course on useful and fun websites that engage students in learning. Behavior management strategies. Creating lessons based on formal observation criteria. Lesson structure- using centers. I had no idea what that meant. More classes that focus on actual teaching strategies other than I do, we do, you do. Examples: flipped classroom, jigsaw, centers, project-based learning, etc. “

“Professors often spend too much time on politics and political activism instead of teaching content. I want to learn facts, not to be "indoctrinated" by the teachers' political views. I taught 3 years in the public school before beginning a family, and I feel that the classes in the Education Department generally did not prepare you for real-world situations. For example, how do ACTUALLY implement all the modifications in an IEP when you have every student in the school? Some classes at MSU were not rigorous, challenging, or relevant to real-life teaching situations. I feel that much of my success was due to holding myself to high standards and going above and beyond the call of duty.”