title **II** higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

NJ **Montclair State University**
Traditional Report AY 2021-22
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

185590

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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▼

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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

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	Both	
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

20

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))**

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: Praxis Core is required or ACT of 23, or SAT of 1660 can exempt a student.	○ Yes	● No	○ Yes	● No

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

> 3

3. What 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:

Since 1954, Montclair State University's Teacher Education Program has been continually accredited by the National Council for Accreditation in Teacher Education (NCATE), now called the Council for the Accreditation of Educator Preparation (CAEP). Through our affiliation with national networks committed to the simultaneous renewal of P-12 schools and teacher education, Montclair has maintained its commitment to excellence. The Teacher Education Admissions, Recruitment and Diversity Department oversees admissions for teacher candidates in the Teacher Education Program at the undergraduate level and for the Combined Bachelor's/Master's Program. Graduate level admissions is overseen by the Graduate School in collaboration with the Department of Teaching and Learning. We are dedicated to preparing knowledgeable and committed teachers who develop a set of strong commitments to equity and diversity, critical thinking, social responsibility, and critical reflection. We believe that instilling teachers with such attitudes and dispositions, found in the Portrait of a Teacher, lays the foundation for sustaining a political and socially just democracy. As a result, in making decisions about admission to the Program, the Portrait is used as a guideline to select students whose commitments match those of the Program. The Portrait is also used for ongoing assessment of students as they progress through the Program. There are five (5) possible outcomes of the application process at the undergraduate level: Full Acceptance: Full acceptance into the Teacher Education Program. This is also required before Fieldwork/Clinical I. Provisional Acceptance: Provisional acceptance requires satisfying the additional conditions identified during the admissions review process. These provisions must be met within a period of two successive semesters or else a student may be withdrawn from the program. Supplemental Status: Students whose overall GPA is between 2.75 and 3.00 may be considered for admission through the Supplemental Application process. The academic GPA requirement for admission to the Teacher Education Program at Montclair State University is a 3.0 (on a 4.0 scale and with no failing grades). Candidates with an overall and/or major grade point average that is .25 below the required minimum may be considered for admission through the Supplemental Admission Process. Reject - Not Accepted This is based on careful review of the student's application, the criteria for admission to the Teacher Education Program have not been met and the student is not accepted into the Program. In most cases students are permitted to re-apply in a subsequent admissions cycle. Not Eligible Based on careful review of the student's application, the student did not submit a complete application eligible for consideration for review into the Teacher Education Program. Students may re-apply in a subsequent admissions cycle if they successfully submit their application at that time. PLEASE NOTE: Combined Bachelor's/Master's with Inclusive Education Program requires a 3.25 GPA required (overall and major).

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

	Yes	No	Yes	No
Transcript	●	○	○	●
Fingerprint check	○	●	○	●
Background check	○	●	○	●
Minimum number of courses/credits/semester hours completed	●	○	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	○	●	●	○
Minimum GPA in professional education coursework	○	●	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	●	○	○	●
Subject area/academic content test or other subject matter verification	○	●	●	○
Recommendation(s)	●	○	○	●
Essay or personal statement	●	○	○	●
Interview	●	○	○	●
Other Specify: Praxis Core is required or ACT of 23, SAT of 1660, or GRE (verb.155/Quant.156) …	●	○	○	●

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:

Montclair State University offers nearly 100 graduate programs, with a significant portion geared for future teachers. The Graduate School offers three levels of programs for certification; Master of Arts in Teaching (M.A.T.), Master of Arts in Teaching - Dual Certification (M.A.T. Dual Cert), and Post-Baccalaureate. Master of Arts in Teaching (M.A.T.): Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) and teaching certification simultaneously. Additional undergraduate course work in the content area may be required to meet certification standards. M.A.T. in Content Areas, M.A.T in Early Childhood P-3 Education, M.A.T. in Elementary K-6 Education. Master of Arts in Teaching - Dual Certification (M.A.T. Dual Cert): Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) Dual Certification. Additional undergraduate course work in the content area may be required to meet certification standards. Dual Certification: M.A.T. Content Areas and Teacher of Students with Disabilities, Dual Certification: M.A.T. Early Childhood P-3 and Teacher of Students with Disabilities, Dual Certification: M.A.T. Elementary K-6 and Teacher of Students with Disabilities Teacher Certification: Students with a baccalaureate degree and interest in teaching may earn teacher certification only. Additional undergraduate course work in the content area may be required to meet certification standards. Post-Baccalaureate Program in Content Areas, Post-Baccalaureate Program in Early Childhood P-3, Post-Baccalaureate Program in Elementary K-6. The Teacher Education Admissions, Recruitment and Diversity Department oversees admissions for teacher candidates in the Teacher Education Program at the undergraduate level and for the Combined Bachelor's/Master's Program. Graduate level admissions is overseen by the Graduate School in collaboration with the Department of Teaching and Learning.We are dedicated to preparing knowledgeable and committed teachers who develop a set of strong commitments to equity and diversity, critical thinking, social responsibility, and critical reflection. We believe that instilling teachers with such attitudes and dispositions, found in the Portrait of a Teacher, lays the foundation for sustaining a political and socially just democracy. As a result, in making decisions about admission to the Program, the Portrait is used as a guideline to select students whose commitments match those of the Program. The Portrait is also used for ongoing assessment of students as they progress through the Program. Candidates for admission to the Post-baccalaureate and M.A.T. programs must submit materials such as: an official transcript* from every college attended, two

references, and, for the M.A.T. program, Basic Skills/GRE scores (general test). In addition, applicants to the M.A.T. and Post-baccalaureate Programs may be required to take the appropriate Praxis II Subject Assessment prior to being admitted into the Program. Full matriculation requires passing the Basic Skills test(s). In addition to transcripts and Basic Skills and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language. In selecting students for the graduate level Initial Instructional Certification Program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The Portrait of a Teacher is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content or major area of study, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the Portrait of a Teacher. Upon successful completion of the Program, students are recommended to the New Jersey Department of Education for Certification. There are three matriculation statuses available to graduate students: 1. Full Matriculation Students are granted full matriculation if they meet all admission requirements for the University and their graduate programs. If they have already taken graduate level classes at Montclair State University as a non-degree student or as part of another graduate program, they must have a graduate grade point average greater than a 2.75 at the time of admission. They have five years for (teacher certification), six years (for MAT programs)to complete their programs. 2. Deferred Matriculation Students are granted deferred matriculation if they meet all the standard university requirements for admission but do not have the academic background required for full matriculation. Generally these students take undergraduate prerequisite courses to build the equivalency of an undergraduate major (30 credits) in their subject. For instance an applicant has a very strong application (good undergraduate grades, test scores, letters of recommendation, etc.), but he received his undergraduate degree in English and now wants to get a masters degree in Physical Education. He needs to take four courses to prepare for admission to the program. He is granted deferred matriculation status. He must complete the courses identified by his graduate advisor on his/her deferred matriculation acceptance letter with a minimum grade point average of 2.75. Deferred matriculated students have three semesters (excluding summers) to complete the prerequisite courses. 3. Conditional Matriculation Students are granted conditional matriculation when it is determined that they do not meet the standards for full matriculation for any or all of the following reasons: 1. Undergraduate grades overall or in specific courses are below standard 2. Scores of Basic Skills/GRE or other examinations are below standard 3. Program wants to assess their level of competency in graduate level courses prior to full matriculation 4. Student was dismissed from another graduate program at Montclair State University 5. Writing proficiency is below standard. Students are required to take a few (2-3) courses identified by the graduate advisor and listed in the Conditional Matriculation acceptance letter. They must complete these courses with a minimum grade point average of 3.0. Conditionally matriculated students have three semesters (excluding summers) to complete the conditional matriculation.

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 2021-22. (§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	225
Number of clock hours required for student teaching	600

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	775
Years required of teaching as the teacher of record in a classroom	1

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	15
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	59
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	320
Number of students in supervised clinical experience during this academic year	314

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

Supervised clinical experiences increase in frequency and rigor as candidates progress through the Teacher Education Program. In the initial semesters, candidates engage in a total of at least 50 hours of supervised clinical experience that directly relates to their coursework on the purposes of education, lesson planning, assessment, curriculum, and inclusive pedagogies. The final two semesters of an undergraduate or graduate level student's course of study in the Teacher Education Program are when the two most significant clinical internships take place. In the penultimate semester, students take Clinical I and a corresponding class, Seminar I. The primary objective of the Clinical I experience is to provide students with concrete, hands-on opportunities to prepare for Clinical II in the following semester. During Clinical I the student becomes acquainted with the cooperating teacher's full range of responsibilities and styles of teaching, the school's operating procedures and culture, and the pupils with whom they will be working. Although purposeful observation is important, the great majority of time spent in the school involves active participation in the class/school and direct interactions with pupils. In the 20-21 academic year Clinical I students were required to complete 175 hours in their placement. In order to ensure that students gain a broad base of knowledge and experiences in preparation for Clinical II, the hours in the Clinical I placement were allocated as follows: Observing students: 15% of time at placement. Examining teacher materials: 15% of time at placement. Teaching/tutoring students: 40% of time at placement. Conversing with Staff and students: 10% of time at placement. Performing other teacher-related activities: 10% of time at placement. Observing other teachers/classes: 10% of time at placement. Students taking Clinical I in the 19-20 academic year typically taught a complete lesson by the 40-hour mark. Students ideally taught a "mini unit" of 3-5 lessons by the end of the Clinical I experience. Based upon successful completion of Clinical I, students are assigned to the same school for Clinical II. This structure provides students with a deeper connection to a school and a richer understanding of school and classroom dynamics. However, accepting a student for Clinical I does not obligate the district to accept them for Clinical II; this ensures that if a positive relationship does not develop during /Clinical I the student can be placed elsewhere. At the end of Clinical I, the cooperating teacher completes an Assessment of Student Performance form. This form, along with a manual internal audit of each student, determines students' eligibility to move on to Clinical II. Other factors that are considered for student readiness for student teaching include: passing score on required Praxis II tests; GPA standard met for overall GPA as well as major GPA; completion of all teacher education coursework; and completion of all major coursework. Clinical II is the culminating clinical internship in the Teacher Education Program. It is a full semester, full-time experience in a classroom in the student's certification area. Students who are working towards certification that may be used in the full P-12 spectrum, such as art, music, dance, theater and physical education, complete half a semester in a lower grade setting and half a semester in an upper grade setting. All other students have one placement and as stated above, typically it is the placement where Clinical I was completed. Student teachers are observed every other week by a University-appointed supervisor and are also formally observed and evaluated by the cooperating teacher at least three times during the semester. Successful completion of student teaching is based on the supervisor/cooperating teacher formative and summative evaluations. Student teaching is taken with a corresponding course – Seminar II – where students discuss their experiences and complete assignments that enhance their field-based experience in the classroom.

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))**

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

2021-22 Total	
Total Number of Individuals Enrolled	842
Subset of Program Completers	308

Gender	Total Enrolled	Subset of Program Completers
Male	207	81
Female	631	225
Non-Binary/Other	0	0
No Gender Reported	4	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	38	13
Black or African American	23	3
Hispanic/Latino of any race	182	72
Native Hawaiian or Other Pacific Islander	1	1
White	555	203

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	24	6
No Race/Ethnicity Reported	19	10

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	24	6
No Race/Ethnicity Reported	19	10

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22**

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	118
13.1202	Teacher Education - Elementary Education	100

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	51
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	26
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	37
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	20
13.1314	Teacher Education - Physical Education and Coaching	37
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	27
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	57
13.99	Education - Other Specify: Bilingual/Bicultural	41

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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 2021-22**

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	83
13.1202	Teacher Education - Elementary Education	45
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	12

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
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	2
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Educational Foundations for Elementary Teachers	10
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	9
19	Family and Consumer Sciences/Human Sciences	55
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	14
24	Liberal Arts/Humanities	1
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	13
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	1
40	Physical Sciences	2
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	5
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	21
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	17

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Physical Education	25

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:**

   Montclair State University (MSU) is committed to serving the educational needs of New Jersey (NJ) students and schools with programs characterized by academic rigor and currency in knowledge development and application. The University offers a wide range of baccalaureate, post baccalaureate, master's degree, and additional certification programs. MSU recruits faculty with exceptional academic and/or professional credentials and commitment to pursuing their development as teachers and scholars. Montclair admits students with potential for high achievement, diligence in pursuit of education, and high aspirations for using their education. The University is committed to maintaining a learning community that reflects NJ's ethnically/racially diverse population. University programs seek to develop students' abilities to discover, create, evaluate, apply, and share knowledge in a climate of tolerance and openness. Curricular and co-curricular programs cultivate the ability to think critically, act ethically, and become informed citizen-

participants prepared to assume leadership roles in a democracy. Montclair State University seeks to ensure that all students develop an understanding of global issues and their responsibilities as world citizens. The University seeks to focus the professional activities of faculty and the educational endeavors of students on the enduring disciplines that continue to constitute the knowledge base of an educated citizenry, as well as on more specific and changing areas of study that have particular relevance to the region. Montclair plays a role beyond the campus community, partnering and collaborating at local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to use knowledge in constructive ways in the world, and to share a rich array of intellectual and cultural resources. Teacher candidates major in academic disciplines and take 30 credits of education coursework in the College of Education and Human Services (CEHS). Many departments in CEHS, in the College of Science & Mathematics, the College of Humanities & Social Sciences, and the College of the Arts offer majors and play roles in preparing educators, coordinated by the Center of Pedagogy. The core elements of the CEHS Mission are to provide programs for traditional and non-traditional students; develop professionals who will achieve the College's academic goals and meet professional standards; support and engage in service and scholarship that add to knowledge and practice; and collaborate with field-based professionals to support their continued learning and foster the simultaneous renewal of the preparation of professionals and of their professions. The University offers 20 initial teacher preparation programs (P-3, K-6, & P-12 disciplinary programs), 16 of which allow additional Teacher of Students with Disabilities certification. Certification programs are approved by the New Jersey Department of Education and are aligned with New Jersey Professional Teaching Standards. Art, Dance, Theatre and Music programs are accredited by other agencies (NASAD, NASD, NAST, NASM, respectively). To prepare general education teachers who can teach students with disabilities effectively, Montclair State University teacher candidates in the Early Childhood Education (P-3), Elementary Education (K-6), and Subject Area (P-12) certification programs take a combination of the following courses at the undergraduate or graduate levels: ECEL 279- Foundations of Philosophy in Inclusive Education, ECEL 420- Building Programs & Community in Inclusive Early Child. Ed., ECEL 410- Clinical Practice I: Inclusive Elementary Classrooms, ECEL 412- Seminar I: Inclusive Elementary Classrooms, ECEL 414- Clinical Practice II: Inclusive Elementary Education Settings, ECEL 421- Seminar II: Inclusive Elementary Classrooms, ECSE 339- Pedagogy in Inclusive Elementary Education, SASE 320- Curriculum Design for Inclusive Classrooms , SASE 321- Assessment Practices for Inclusive Classrooms, SASE 451- Seminar in Inclusive Pedagogies, SASE 452- Advanced Seminar in Inclusive Pedagogies, ECSE 502- Sociocultural Context of Disability and Inclusive Education; ECSC 528- Early Childhood Curriculum and Pedagogy in Inclusive Classrooms, ECEL 502- Seminar I: Inclusive Early Childhood and Elementary Classrooms, ECEL 510- Clinical Practice I: Inclusive Early Childhood and Elementary, ECEL 513- Integrating Math/Science/Technology in Inclusive Early Childhood Classrooms, ECEL 504- Seminar II: Inclusive Early Childhood and Elementary Classrooms, ECEL 511- Clinical Practice II: Inclusive Early Childhood and Elementary Classrooms, ECSE 539- Pedagogy in Inclusive Elementary Education, SASE 517- Inclusive Classrooms in Middle and Secondary Schools, SASE 526- Seminar in Inclusive Pedagogies, SASE 543- Advanced Seminar in Inclusive Pedagogies. These courses expose teacher candidates to the central issues in the inclusion of students with disabilities in U.S. elementary, middle and secondary schools. Best practices for providing access to the general education curriculum for students with disabilities in inclusive settings are presented. In addition, the students learn the use of best practices and the role of teachers, paraprofessionals, and special service providers in an inclusive setting. Strategies and methods for differentiating instruction and adapting materials and presentations for inclusive settings are also presented. The courses to prepare general educators to teach limited English proficient students are: READ 500- Literacy Foundations, SASE 516- Meeting the Needs of English Language Learners, READ 399 - Early Literacy Development and Instruction, SASE 322 - Language & Learning in Content-Area Teaching. These classes ensure that teacher education candidates know the central issues pertinent to the education of English language learners in U.S. schools. These courses help our students learn about best practices in educating English language learners. Issues addressed in the courses include principles of second language acquisition and academic content instruction for English language learners. The Teaching English Language Learners in Early Childhood and Elementary Settings program (TELL) provides undergraduate teacher education candidates seeking initial certification in P-3 or K-6 education the opportunity to obtain a minor in Teaching English Language Learners. Focused on the characteristics and instructional needs of preschool and elementary school English Language Learners (ELLs), this minor provides candidates who will begin their teaching careers in general education or inclusion classrooms (as opposed to bilingual or ESL classrooms) with a much-in-demand area of expertise in New Jersey public schools. This minor complements the second certification in ESL offered in the MSU Linguistics Department, which focuses primarily on preparing ESL teachers for teaching in self-contained and pull-out ESL programs. For students preparing to become P-3 or K-6 teachers, this minor offers a program of study focused largely on supporting the success of ELLs in the context of the general education early childhood and elementary classrooms in which the vast majority of ELL students are taught. Because the language and learning contexts, needs, and developmental imperatives are very different for children of different ages, early childhood and elementary teachers need preparation designed specifically for teaching younger ELL children. This program addresses that need. To prepare general education teachers who can teach students who can provide instruction to students from low-income families and effectively teach students in urban, suburban and rural communities, Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: ECEL 501- Perspectives on Early Childhood and Elementary Education in a Diverse Society, SASE 505 - Teaching, Democracy, and Schooling, ECEL 200- Perspectives on ECEL Education in a Democracy, SASE 210- Public Purposes of Education: Democracy and Schooling, EDFD 221 - Historical Foundations in Education, ECEL 516 - Social Studies and the Arts: Understanding Democracy in Elementary Classrooms. In these courses students inquire into the role of schools in fostering the development of democratic principles and practices and examine various curriculum designs and pedagogical strategies from historical, political, social, and cultural perspectives. Students critically analyze issues influencing our current public education system to determine their impact on schools, teachers, children, families, and society. They examine how our education systems reflect and respond to the changing needs, knowledge, and dispositions of our democratic society. Students also learn about and explore the main issues stemming from efforts to teach democratically in public schools with low income students. They also complete up to 30 hours of field experiences in an assigned high-performing urban school, which provides a context for these explorations.

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.

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 (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

For the 2021-2022 academic year, our goal was to graduate 15 students with Mathematics certification.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

For the 2021-2022 academic year, our goal was to graduate 15 students with Mathematics certification. We prepared exactly 15 Mathematics teachers and met this goal. We implemented extensive recruitment efforts such as offering conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, and our new Urban Teacher Residency.

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 (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

For the 2022-2023 academic year, our goal is to graduate 15 students with Mathematics certification. While we are still experiencing the effects of the world-wide teacher shortage on our recruitment and retention, we intend to follow through on our 5 year Strategic Plan and its more ambitious initiatives for recruiting and enrolling specific populations, such as math teachers. We expect gains in enrollment and completion by way of new admissions processes, such as conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, our new Urban Teacher Residency, and other initiatives.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For the 2023-2024 academic year, our goal is to graduate 15 students with Mathematics certification. In 2021, the College of Science and Mathematics created a new position of Assistant Dean for Special Programs and Professional Education. We intend to partner with the college and this individual to help increase the number of students interested in pursuing teacher certification in Mathematics. We plan to continue our recruitment efforts by offering conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, our Urban Teacher Residency, our grant-funded programs, such as the NOYCE Mathematics Education program and other initiatives.

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

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

For the 2021-2022 academic year, our goal was to graduate 10 students with science certification.

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:

For the 2021-2022 academic year, our goal was to graduate 10 students with science certification. We prepared 9 science teachers and fell short of our goal by one student. We continued with extensive recruitment efforts such as offering conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, and our new Urban Teacher Residency. We believe that recruitment efforts during 2020 and 2021 were affected by the COVID pandemic and the world-wide teacher shortage, therefore, we are experiencing the results in the number of completers in this area.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

For the 2022-2023 academic year, our goal is to graduate 10 students with science certification. While we are still experiencing the effects of the world-wide teacher shortage on our recruitment and retention, we intend to follow through on our 5 year Strategic Plan and its more ambitious initiatives for recruiting and enrolling specific populations, such as science teachers. We expect gains in enrollment and completion by way of new admissions processes, such as conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, our new Urban Teacher Residency, and other such initiatives.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For the 2023-2024 academic year, our goal is to graduate 10 students with science certification. In 2021, the College of Science and Mathematics created a new position of Assistant Dean for Special Programs and Professional Education. We intend to partner with the college and this individual to help increase the number of students interested in pursuing teacher certification in science. We plan to continue our recruitment efforts by offering conditional admission for new freshmen, 2+2 programs with our community college partners, Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools, our Urban Teacher Residency, our grant-funded programs, such as the NOYCE Science Education program and other initiatives.

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

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

For the 2021-2022 academic year, our goal was to graduate 100 students with special education certification.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

For the 2021-2022 academic year, our goal was to graduate 100 students with special education certification. We prepared 118 students with this certification. In fall 2011, Montclair State University began 5-year Dual Degree and Dual Certification Programs for P-3, K-6, and P-12 Subject Area and Teacher of Students with Disabilities. These dual certification programs allow teacher education candidates to receive both a BA, BS or BMUS and an MAT degree with teacher certification in both general education and special education. Extensive recruitment for this program has helped to increase the number of students pursuing the special education certification. In addition, we offer the Teacher of Students with Disabilities (ToSD) certification option with the MAT degree for new teachers, as well as the additional ToSD certification for returning teachers. In 2020, our Urban Teacher Residency began preparing all students for dual certification: P-3, K-6, or P-12 Subject Area and Teacher of Students with Disabilities. These students also earn their MAT degree. This program has allowed us to increase the number of students seeking the special education certification.

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 (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

For the 2022-2023 academic year, our goal is to graduate 100 students with special education certification. While we are still experiencing the effects of the world-wide teacher shortage on our recruitment and retention, we intend to follow through on our 5 year Strategic Plan and its more ambitious initiatives for recruiting and enrolling specific populations, such as special education teachers. We expect gains in enrollment and completion by way of conditional admission for new freshmen; 2+2 programs with our community college partners; Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools; and all of our Urban Teacher Residency participants will obtain SPED certification.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For the 2023-2024 academic year, our goal is to graduate 115 students with special education certification. While we are still experiencing the effects of the world-wide teacher shortage on our recruitment and retention we intend to follow through on our 5 year Strategic Plan and its more ambitious initiatives for recruiting and enrolling specific populations, such as special education teachers. We expect gains in enrollment and completion by way of conditional admission for new freshmen; 2+2 programs with our community college partners; dual enrollment programs with local high schools; and all of our Urban Teacher Residency participants will obtain SPED certification.

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

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

For the 2021-2022 academic year, our goal was to graduate 10 students with ESL certification.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

For the 2021-2022 academic year, our goal was to graduate 10 students with ESL certification. We prepared 57 students with ESL certification; 41 students with Bilingual/Bicultural certification and 3 students completed our Teaching English Language Learners minor, which more than exceeded our goal. Through collaboration with the Office of Off-Site Programs, the Linguistics Department has accommodated specific cohorts from school districts in need of ESL-certified teachers. The department was able to satisfy requests for convenient online course scheduling and a quick time to program completion. The Linguistics Department's cooperation with Off-site Programs has brought in a substantial number of teachers who are adding an additional ESL certification.

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 (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

For the 2022-2023 academic year, our goal is to graduate 10 students with ESL certification. While we are still experiencing the effects of the world-wide teacher shortage on our recruitment and retention, we intend to follow through on our 5 year Strategic Plan and its more ambitious initiatives for recruiting and enrolling specific populations, such as teachers who are prepared to instruct emergent bilingual students. We expect gains in enrollment and completion by way of new admissions processes, such as conditional admission for new freshmen; 2+2 programs with our community college partners; Future Educator Clubs and Teacher Academy Grow-Your-Own programs with local high schools; the ELL certificate program; encouraging our Urban Teacher Residency bilingual participants to seek the ESL certification; and continue partnering with school districts to provide flexible options for their teachers to complete these additional certifications (ESL and/or Bilingual/Bicultural).

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For the 2023-2024 academic year, our goal is to graduate 50 students with a combination of ESL certification, Bilingual/Bicultural certification and students completing the Teaching English Language Learners minor. We intend to continue our initiatives for recruiting and enrolling specific populations, such as teachers who are prepared to instruct emergent bilingual students. We plan to expand our collaboration with school districts to meet their need to add more certified ESL teachers and those with Bilingual/Bicultural certification. We plan to continue building on our partnerships with regional school districts to establish new district cohort groups, and to disseminate information about the program through our existing network (MSUNER). In addition, we will work with our existing MAT programs and undergraduate Early Childhood, Elementary Education and Subject Area programs to establish new dual certification options for initial certification students. Currently, students can be dual certified as a Teacher of Students with Disabilities. We plan to expand this to include a Bilingual Bicultural dual certification pathway. We also plan to continue to encourage our undergraduate, MAT, and Urban Teacher Residency bilingual participants to seek the ESL and Bilingual/Bicultural certifications.

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.

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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	164	8	80
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	11	169	11	100
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	13	165	11	85
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	15	169	15	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	167	10	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	41	169	36	88
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	40	170	40	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	44	168	42	95
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	35	171	35	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2019-20	3			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	4			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	48	43	46	96
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	45	43	43	96
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	35	44	35	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	3			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2021-22	94	54	92	98
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	86	53	81	94
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	111	55	108	97
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2021-22	3			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2020-21	3			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	8			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	19	46	19	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2020-21	9			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	24	48	23	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	34	44	34	100
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	24	42	23	96
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	38	44	38	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	26	48	26	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	33	48	33	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	30	49	29	97
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	26	47	26	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	22	47	22	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	23	47	23	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	15	42	14	93
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	16	41	15	94
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	12	42	11	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	9			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	11	40	8	73
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	6			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	10	54	10	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	12	51	12	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	15	53	15	100
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2021-22	5			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	174	28	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	100	169	79	79
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	94	176	94	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	94	175	93	99
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	109	176	109	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	169	27	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	100	165	81	81
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	94	170	93	99
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	94	170	93	99
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	108	170	108	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	169	25	86
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	96	162	61	64
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	94	172	94	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	94	170	94	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	109	168	109	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	164	24	83
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	95	154	46	48
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	94	168	93	99
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	95	165	94	99
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	109	166	109	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	32	171	18	56
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	24	177	22	92
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	33	178	32	97
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	28	179	28	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	10	168	10	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	26	163	20	77
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	37	169	37	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	32	167	32	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2019-20	39	169	39	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	17	168	13	76
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	17	166	15	88
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	12	165	12	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	163	14	74
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	20	170	20	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	11	167	11	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	24	166	24	100
ACT1005 -OPI ENGLISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1005 -OPI ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT1005 -OPI ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	20	168	14	70
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	25	169	25	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	25	164	23	92
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	23	169	23	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5641 -THEATRE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5641 -THEATRE Educational Testing Service (ETS) Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2020-21	2			
ACT2004 -WPT ENGLISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2004 -WPT ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT2004 -WPT ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	4			

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.

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, 2021-22	300	292	97
All program completers, 2020-21	299	276	92
All program completers, 2019-20	310	303	98

Low-Performing

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.

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:

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

- ◯ Yes
- ⬤ No

Use of Technology

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.

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.**

   To prepare teachers who can teach students using technology effectively, Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels: ECEL 427 - Explorations: Science, Math, and Technology, ECEL 417 - Problem Solving in Science, Technology, and Math, ECEL 513- Integrating Math/Science/Technology in Inclusive Early Childhood Classrooms, ECEL 517- Integrating Science and Technology in Early Childhood and Elementary Classrooms, and SASE 518 - Technology Integration in the Classroom. These courses introduce pre-service teachers to the dimensions of educational technology for teaching and learning. Students focus on the pedagogical and practical implementation of educational technologies, youth technology culture, and emerging technologies. The Program enables the students to draw upon field-based experiences to plan instructional technology environments that are student-centered, collaborative, and inquiry-based; that emphasize critical thinking; and that support specific curricular goals as articulated in institutional, state and national standards for technology in education. The more advanced elective course includes application of technological literacy such as planning a course of instruction (unit plans, lesson plans, technology learning activities); laboratory management, equipment, and safety; record keeping and assessment. Montclair State University education candidates in the P-12, K-6, and P-3 certification programs respectively take a combination of the following courses at the undergraduate or graduate levels to learn about collecting, managing, and analyzing data to improve student achievement and to use universal design for learning: SASE 321- Assessment Practices for Inclusive Classrooms, SASE 519 - Assessment for Authentic Learning, ECSC 528- Early Childhood Curriculum and Pedagogy in Inclusive Classrooms, ECEL 408 - Social Studies and the Arts in Elementary Classrooms, ECSC 328 - Curriculum and Pedagogy in Inclusive Early Childhood Classrooms, ECSE 339 - Pedagogy in the Inclusive Elementary Classroom. The

courses provide hands-on practice using different assessment methods, evaluating performance, and using assessment data to adjust and improve in-class instruction and student learning. Students learn the elements of good assessment and evaluation practices, as well as how to use assessments as tools for learning and instructional decision-making: i.e. using test data to inform instruction, curriculum based measurement, transparent based criteria for student evaluation. Finally, these courses examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data to inform learning activities. MSU has performance assessment systems in place for its teacher preparation programs. The assessments are aligned with the MSU Institutional Standards, the INTASC Standards, the NJ Professional Teaching Standards, and, as relevant, Standards of the respective SPAs. These standards to which the assessments align address content knowledge, diversity, culturally responsive instruction, and the understanding and belief that all children and adolescents can learn. Multiple assessments are used at key transition points throughout the programs—(1) at admission, (2) after most coursework but before the culminating clinical practice or culminating activity semester, and (3) after all requirements have been completed. MSU assessments require candidates to demonstrate knowledge and proficiency by creating a product (e.g., a unit plan) or performing a task (teach a lesson) that is evaluated according to performance criteria aligned with MSU standards and articulated in rubrics delineating levels of performance (unacceptable/does not meet expectations, acceptable/meets expectations, exceptional/exceeds expectations). Data analyses show how students are progressing through programs and ways the programs are successful and/or require review and improvement. Audits for each candidate are performed before and after student teaching to determine whether the candidate has met all of the requirements to proceed to the next phase—student teaching or program completion, respectively. A crown jewel in support of technology integration and innovation is the ADP Center for Learning Technologies in the College of Education, which functions as a hub for innovation in pedagogy, curriculum and instructional planning, educational technology and professional development at Montclair State University. The ADP Center strives to enhance teaching, learning, and research through the incorporation of technology. The Center provides services, training, and support, as well as access to state-of-the-art equipment in the College of Education at Montclair State University. The ADP Center offers a variety of programs including workshops, seminars, and conferences as well as providing services such as room/lab rentals, media services, equipment use and 1:1 technology help. The ADP Center improves the quality of education for teacher education students, faculty, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools and post-secondary education by providing access to highly mediated instructional spaces, educational computing laboratories, an online learning design studio, educational media publishing tools as well as the requisite support and professional development in using them to improve education. More specifically, the Center receives approximately 10,000 student visits each year to our collaboration resource center where they utilize various print and electronic resources that support learning in their critical content area and methods coursework and approximately 35,000 visits each year to our classrooms of the future and instructional technology design laboratories, through both their coursework and by attending professional development workshops, where they are exposed to and practice emerging methods of using digital teaching tools to design and facilitate interactive student centered data-informed instruction and assessment. The ADP Center is a beacon for using technology in teaching and learning for K-12 schools across New Jersey, serving the curriculum, instruction, educational technology and professional development needs of more than 52,000 patrons each year, including university faculty, staff and students and practicing educators from the Montclair State University Network for Educational Renewal- a network of 34 public school districts including Newark. Over 11,000 patrons accessed the resources located in the ADP Center while we host and support an annual average of nearly 2,400 university classes, professional development workshops, conference sessions, professional meetings, camps for children and other events requiring access to the digital teaching and learning tools found in both our instructional technology labs and classrooms of the future. The ADP Center for Learning Technologies is a partner and the home of the New Jersey Educational Computing Cooperative (NJECC), a professional network of 100 school districts interested in transforming education through the use of technology. Each year, the ADP Center plans, hosts and facilitates the NJECC monthly meetings for 75-100 K-12 school leaders responsible for educational technology in their respective school districts. These meetings focus on topics ranging from optimal school network configuration to which apps best prepare a student to become a fluent reader and everything in between. The ADP Center plans, hosts and facilitates, in collaboration with NJECC, the annual NJ Educational Technology Conference. This conference is the largest and oldest K-12 educational technology in New Jersey and is attended by nearly 1,000 educators each year over three days. The 21st Century Teacher Professional Development In addition to the almost 50 free after-school, summer and online professional development workshops facilitated for nearly 1000 educators and teacher education students each year, The ADP Center for Learning Technologies designs and facilitates an innovative hybrid (face-to-face and online) professional development workshops for practicing K-12 educators and teacher candidates interested in building their 21st Century teaching skills so that they may better use the technologies available to meet the changing learning needs of students growing up in the digital age. Topics include Interactive Whiteboards, Google Apps in Education, Media in the Classroom, Coding in the Classrooms and Presentation Innovations. International Influence The ADP Center for Learning Technologies has hosted visitors from K-12 schools and colleges of education across the globe who are interested in learning more about how we work with teacher education students, faculty and practicing educators in the K-12 schools to prepare them for teaching in the digital age. Visitors have come from South Korea, China, Russia, Israel and Scotland. In addition, we have hosted and facilitated several virtual conferences from our highly mediated classrooms, connecting our teacher education faculty with educators from Asia, Europe, South America, Africa and Australia. The ADP Center has also hosted an e-Diplomacy course where students collaborate weekly through video conferencing with the University of Hungary.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   To prepare general education teachers who can teach students with disabilities effectively, Montclair State University teacher candidates in the Early Childhood Education (P-3), Elementary Education (K-6), and Subject Area (P-12) certification programs take a combination of the following courses at the undergraduate or graduate levels: ECEL 279- Foundations of Philosophy in Inclusive Education, ECEL 420- Building Programs & Community in Inclusive Early Child. Ed., ECEL 410- Clinical Practice I: Inclusive Elementary Classrooms, ECEL 412- Seminar I: Inclusive Elementary Classrooms, ECEL 414- Clinical Practice II: Inclusive Elementary Education Settings, ECEL 421- Seminar II: Inclusive Elementary Classrooms, ECSE 339- Pedagogy in Inclusive Elementary Education, SASE 320- Curriculum Design for Inclusive Classrooms , SASE 321- Assessment Practices for Inclusive Classrooms, SASE 451- Seminar in Inclusive Pedagogies, SASE 452- Advanced Seminar in Inclusive Pedagogies, ECSE 502- Sociocultural Context of Disability and Inclusive Education; ECSC 528- Early Childhood Curriculum and Pedagogy in Inclusive Classrooms, ECEL 502- Seminar I: Inclusive Early Childhood and Elementary Classrooms, ECEL 510- Clinical Practice I: Inclusive Early Childhood and Elementary, ECEL 513- Integrating Math/Science/Technology in Inclusive Early Childhood Classrooms, ECEL 504- Seminar II: Inclusive Early Childhood and Elementary Classrooms, ECEL 511- Clinical Practice II: Inclusive Early Childhood and Elementary Classrooms, ECSE 539- Pedagogy in Inclusive Elementary Education, SASE 517- Inclusive Classrooms in Middle and Secondary Schools, SASE 526- Seminar in Inclusive Pedagogies, SASE 543- Advanced Seminar in Inclusive Pedagogies. These courses expose teacher candidates to the central issues in the inclusion of students with disabilities in U.S. elementary, middle and secondary schools. Best practices for providing access to the general education curriculum for students with disabilities in inclusive settings are presented. In addition, the students learn the use of best practices and the role of teachers, paraprofessionals, and special service providers in an inclusive setting. Strategies and methods for differentiating instruction and adapting materials and presentations for inclusive settings are also presented.

   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.***

   General Education students take two special education courses where they learn to participate as a member of an individualized program (IEP) team. Students take ECEL 279 Foundation and Philosophy of Inclusive Education and ECSE 502 Sociocultural Context of Disability and Inclusive Education. In these courses, class sessions review the basics of the law, including the IEP process and learning how to participate in IEP meetings. In addition, students are required to take ECSE 339 Pedagogy in the Inclusive Elementary Classroom and ECSE 539 Pedagogy in Inclusive Elementary Education, both of which focus on adapting curriculum to meet all learners needs, while covering disability law and the basics of the IEP. In addition, observing IEP meetings and reviewing IEPs is assigned as part of the general requirements of Clinical Practice I and II, which is facilitated through instruction in both Seminar in Inclusive Pedagogies and Advanced Seminar in Inclusive Pedagogies for both undergraduate and graduate students.

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

   The courses to prepare general educators to teach limited English proficient students (READ 500- Literacy Foundations, SASE 516- Meeting the Needs of English Language Learners, READ 399 - Early Literacy Development and Instruction, SASE 322 - Language & Learning in Subject-Area Teaching) ensure that teacher education candidates know the central issues pertinent to the education of English language learners in U.S. schools. These courses help our students learn about best practices in educating English language learners. Issues addressed in the courses include principles of second language acquisition and academic content instruction for English language learners. The Teaching English Language Learners in Early Childhood and Elementary Settings program (TELL) provides undergraduate teacher education candidates seeking initial certification in P-3, K-6, or P-12 Subject Areas the opportunity to obtain a minor in Teaching English Language Learners. Focused on the characteristics and instructional

needs of preschool and elementary school English Language Learners (ELLs), this minor provides candidates who will begin their teaching careers in general education or inclusion classrooms (as opposed to bilingual or ESL classrooms) with a much-in-demand area of expertise in New Jersey public schools. This minor complements the second certification in ESL offered in the MSU Linguistics Department, which focuses primarily on preparing ESL teachers for teaching in self-contained and pull-out ESL programs. For students preparing to become P-3, K-6, or P-12 Subject Area teachers, this minor offers a program of study focused largely on supporting the success of ELLs in the context of the general education classrooms in which the vast majority of ELL students are taught. Because the language and learning contexts, needs, and developmental imperatives are very different for children of different ages, early childhood and elementary teachers need preparation designed specifically for teaching younger ELL children. This program addresses that need.

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**

All special education teachers in N.J. must have dual certification in a general education subject and/or grade level (P-3, K-6, or P-12 Subject Area) and special education (Teacher of Students with Disabilities). To prepare special education teachers to teach students with disabilities effectively, Montclair State University offers three graduate dual certification programs in general education and special education: P-3, K-6, or P-12 Subject Area and Teacher of Students with Disabilities. The Master of Arts in Teaching Program in Early Childhood Education and Teacher of Students with Disabilities (ToSD) is a 51 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach preschool through third grade (P-3) and certification to teach students with disabilities in P-3 settings (P-3/ToSD). Courses in this program include: ECSE 502- Sociocultural Context of Disability and Inclusive Education, ECSE 505 - Learning and Development in Children With and Without Disabilities, ECSE 506 - Observation and Assessment of Young Children with Disabilities: Birth to Age 8, ECSC 508 - Strengthening Partnerships with Families of Children with Disabilities, ECSE 509 - Principle and Practices in Inclusive Early Childhood Education, ECSE 523 - Communication, Collaboration and Consultation in Inclusive Early Childhood and Elementary Contexts, ECSC 528 - Early Childhood Curriculum and Pedagogy in Inclusive Classrooms, and ECEL 513- Integrating Math/Science/Technology in Inclusive Early Childhood Classrooms. The Master of Arts in Teaching Program in Elementary Education and Teacher of Students with Disabilities is a 51 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach Kindergarten through fifth grade (K-6) and certification to teach students with disabilities in K-6 settings (K-6/ToSD). Courses in this program include: ECSE 502- Sociocultural Context of Disability and Inclusive Education, ECSE 505 - Learning and Development in Children With and Without Disabilities, ECSC 508 - Strengthening Partnerships with Families of Children with Disabilities, ECSE 536 - Observation and Assessment of Elementary Age Children with Disabilities, ECSE 539 - Pedagogy in Inclusive Elementary Education, ECSE 580 - Conceptual Foundations of Autism Spectrum Disorders: Bio-Psych-Social Perspectives, and READ 515 - Literacy Strategies for the Inclusive Elementary Classroom. The Master of Arts in Teaching Program in Subject Area and Teacher of Students with Disabilities is a 44-46 credit program designed to provide graduate students with a master's degree as well as dual certification: initial certification to teach in a subject area (P-12) and certification to teach students with disabilities in those settings (P-12 Subject Area/ToSD). Courses in this program include: SPED 566 - Creating Curricular Access for Adolescents with Disabilities, SPED 568 - Teaching Methods for Inclusive Education, SPED 579- Special Education for Students with Disabilities, SPED 586- Educational Planning for Adolescents with Disabilities, SPED 588- Positive Behavior Supports for Diverse Learners, SPED 584- Assessment in Special Education and Classroom Practice, SASE 526 - Seminar in Inclusive Pedagogies, and SASE 543 - Advanced Seminar in Inclusive Pedagogies. Applicants who do not hold general education certification may also obtain advanced teacher certification in P-3, K-6, or P-12 Subject Area and special education certification (Teacher of Students with Disabilities). In fall 2011, Montclair State University began 5-year Dual Degree and Dual Certification Programs for P-3, K-6, and P-12 Subject Area and Teacher of Students with Disabilities. These dual certification programs allow teacher education candidates to receive both a BA, BS or BMUS and an MAT degree with teacher certification in both general education and special education. The program is designed to be consistent with the "best practice" of educating children with disabilities in inclusive environments and to enable teachers to develop competencies needed to teach students who have disabilities along with those who do not. Many of the courses in these programs are the same as those in the general education professional sequences (listed above). New Courses in the BA-BS-BMUS/MAT programs include: SPED 279 - Foundation and Philosophy of Inclusive Education, SPED 469 - Inclusive Methods for Middle and Secondary Schools, SPED 483- Advanced Inclusive Methods for Middle and Secondary Schools, SPED 488 - Promoting Prosocial Behaviors in Inclusive Settings, SPED 690 - Action Research in Inclusive Settings, ECEL 420- Building Programs & Inclusive Classrooms, ECSE 305 - Development & Learning in Children with and without Disabilities, ECSE 542 - Inclusive Pedagogies for Students with Complex Learning Needs, and ECEL 691 -Issues Trends, and Research in Inclusive Education. The 36-credit M.Ed. in Inclusive Education prepares graduate level candidates who hold an initial general education certification in Early Childhood (P-3) or Elementary Education (K-6) and wish to obtain the Teacher of Students with Disabilities (TSD) certification and a master's degree. Candidates who enroll in the M.Ed. in Inclusive Education have the option to choose among the two concentrations, based upon their initial certification: Early Childhood (P-3) or Elementary Education (K-6).

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*.**

Special Education candidates learn how to participate as a member of individualized education program (IEP) teams in several classes. In ECSE 508 Strengthening Partnerships with Families of Children with Disabilities, students learn roles in IEP meetings, advocacy in IEP meetings, cultural competency approaches to IEP development, and role playing conflicts in IEP meetings. In ECSE 509, Principles and Practices in Inclusive Early Childhood Education, they complete a vision plan and IEP analysis assignment. In ECSE 506 Observation and Assessment of Young Children with Disabilities: Birth to Age 8 and ECSE 536, Observation and Assessment of Elementary Age Children with Disabilities, they collect strength-based assessment data on a student (case study) through various methods (interviews, observations, collecting reports, student work). They subsequently write a report (present levels of performance statement) and fill out core aspects of an IEP by making recommendations and writing IEP goals. Students enrolled in SPED 586 Educational Planning for Adolescents with Disabilities, examine the principles and processes of educational planning for students with disabilities, and how to develop IEP's; The course provides an overview of disability experiences and diagnostic criteria and emphasizes collaborative assessment and planning, self-advocacy, and self-determination for individuals with disabilities.

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

The program emphasis is on inclusive education. All programs to prepare special education teachers include a combination of the following courses to effectively teach students who are emergent bilinguals: ECEL 501- Perspectives on Early Childhood and Elementary Education in a Diverse Society, ECSC 519 - Language and Early Literacy Development, READ 500- Literacy Foundations, READ 515 - Literacy Strategies for the Inclusive Elementary Classroom, and SASE 509 - Sociocultural Perspectives on Curriculum and Assessment.

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.

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.

The history of Montclair State University has been one of growth and distinction for more than 100 years. An R2 - Doctoral University with high research activity, Montclair has 10 Colleges/Schools and a total enrollment of 21,784 students. Located in the metropolitan New York/New Jersey area, Montclair State's 252-acre campus has a suburban/urban flavor. The undergraduate student population consists of 17,290 students, 89% full-time and 11% part-time. Sixty percent of students are female and 40% are male. A demographically balanced student population, the profile of our students is the following: Hispanic/Latino: 36%, American Indian/Alaska Native: 0%, Asian: 7%, Black/African American: 13%, Native Hawaiian/Other, Pacific Islander: 0%, White: 37%, Two or More Races: 3%, Race/Ethnicity Unknown: 3%. The graduate student population consists of 4,494 students, 38% full-time and 62% part-time. Seventy one percent of students are female and 29% are male. The demographic profile of our graduate students is the following: Hispanic/Latino: 21%, American Indian/Alaska Native: 0%, Asian: 6%, Black/African American: 11%, Native Hawaiian/Other, Pacific Islander: 0%, White: 47%, Two or More Races: 2%, Race/Ethnicity Unknown: 6%. Now in its second century, the University continues to: provide expanded opportunities to students within a richly diverse setting; seek to focus the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry; provide the facilities, equipment and funding to support the University's expansion; embrace the pervasive and transforming use of technology; be a center for global study and understanding; foster a vibrant sense of community in which each student is challenged to attain her or his full potential; and serve as an important resource for local, regional, national and international communities. More than 50% of Montclair's students identify as underrepresented minorities. It is one of New Jersey's two Hispanic-Serving Institutions, serving more Latinx students than any other university in the state. Montclair's highly diverse students thrive in the University's supportive, welcoming environment. Their graduation rates outperform state and national benchmarks and predictions with U.S. News & World Report ranking Montclair as seventh among national universities in graduation rate performance in 2022. It is consistently recognized as one of the most inclusive and best value universities and ranked No. 21 in the country in social mobility. The College of Education and Human Services (CEHS) offers a wide range of outstanding undergraduate and graduate programs to 5,153 students in eight academic departments. Within the College is the Center of Pedagogy, the formal structure charged with coordinating teacher education, whereby faculty from arts and sciences, education and the public schools are equal partners in the ongoing work of preparing and sustaining teachers. Under-girding this work is the belief that in order for teacher education to support and sustain the critical place of schooling in a political and social democracy, school renewal and teacher education renewal must be simultaneous. A well-articulated vision for teaching and learning in a democratic society, the Agenda for Education in a Democracy, guides teacher education. Embedded in this Agenda is a belief in the transformative power of public education as a vehicle for social justice, equity, and the betterment of persons in our society. The Teacher Education Program is nationally recognized, cited for excellence in several areas — coherence of vision, rigorous subject matter preparation, attention to issues of diversity, and partnership with the public schools and community-based organizations. The College of Education is dedicated to: providing quality undergraduate and graduate programs for both traditional and non-traditional students; developing professionals who will achieve the College's goals and meet requisite professional standards; and making available several learning opportunities; supporting and engaging in service and scholarship (including local, national, and international collaborations) which add to the bodies of knowledge and practice in the disciplines represented across the University and which address the consequential issues faced by local, national, and global communities; collaborating with field-based professionals-based on parity, trust and mutual interests to support the continued learning of experienced professionals and foster the simultaneous renewal of the preparation of professionals and of the professions and communities in which they serve. Our academic programs are committed to preparing professionals who: • Have the requisite knowledge and skills to be excellent practitioners. • Engage in critical reflection, inquiry, critical thinking, and life-long learning. • Are committed to the moral and ethical dimensions and standards of their professions, and pursuit of social justice. • Promote learning and growth for all, and respect social, cultural, economic, and individual differences. • Are stewards of best practice within their profession. • Engage in supporting individuals and groups to be active and critical participants in our political and social democracy. The Teacher Education Program accomplishes these goals through its commitment to the simultaneous renewal of the preparation of professionals and of the professions in which they will serve. In addition to outstanding faculty who design innovative curriculum and learning experiences within its academic departments, the College of Education and Human Services has developed institutional structures to support excellence in preparing the next generation of educators. Montclair State University's Teacher Education Program has been identified as one of the leading Teacher Education preparation programs in the nation. Since 2002 the program has won several awards and gained national recognition from organizations such as the American Association of Colleges for Teacher Education (AACTE), the George Lucas Educational Foundation, the American Educational Research Association (AERA), the National Network for Educational Renewal (NNER), the Council of the Great City Schools, the Academy for Educational Development's National Institute for Work and Learning, and Teachers for a New Era (TNE) Learning Network Universities. Montclair State University's teacher preparation program was recognized in the TNE publication, "Partnering to Prepare Tomorrow's Teachers," in which Montclair State University's

teacher education programs, especially the Urban Teacher Residency, are prominently featured as exemplars of best practice. Montclair State University's teacher education program was identified as one of 7 programs across the U.S. that are exemplary with regard to preparing teachers to teach for deeper learning and equity. The study of those institutions by the Learning Policy Institute resulted in the 2019 book, Preparing Teachers for Deeper Learning (by Linda Darling-Hammond and Jeannie Oakes; Harvard Education Press). Montclair is one of 15 leading educator preparation partner programs in the Educator Preparation Laboratory (EdPrepLab), created by the Learning Policy Institute in partnership with Bank Street College of Education (supported by the Carnegie Corporation of New York, the William and Flora Hewlett Foundation, and the Sanders Foundation). Linking research, policy, and practice, EdPrepLab supports preparation programs that are equity-focused, student-centered, and grounded in the science of learning and development, and seeks to expand these approaches systemwide. Red Hawks Rising Teacher Academy is a 4-year Career and Technical Education (CTE) pathway led by the Newark Board of Education, in partnership with the American Federation of Teachers (AFT) and Montclair State University. Launched in Fall 2019, the CTE curriculum is approved by the NJ Dept of Education. Red Hawks Rising Dual Enrollment Program allows 11th and 12th grade Teacher Academy students to earn up to 30 college credits. Red Hawks Rising (RHR) students are guaranteed admission to Montclair State upon high school graduation. The program's intent is that Teacher Academy Alumni attend Montclair State, complete the Teacher Education Program with teacher certification, and return to teach in Newark upon successful graduation. U.S. News & World Report's 2022 edition of Best Graduate Schools ranked several of the University's programs among the best in the nation, including our education program (second in New Jersey and 103 in the nation). Each year, U.S. News & World Report provides independent assessments of the country's top professional school programs in education, basing its ratings on a combination of expert opinions of program excellence and statistical data that measure the quality of a school's faculty, research and students. The Montclair State University Network for Educational Renewal (MSUNER) promotes the simultaneous renewal of the schools and the education of educators through collaboration between and among Montclair State University, its 34 member school districts, and several community-based organizations as equal partners. Teachers and administrators in member districts can apply for Clinical Faculty status, whereby they are officially appointed by the Dean of the College of Education and Human Services. As clinical faculty, they may serve as cooperating teachers, on-site education mentors, co-facilitators of workshops, co-teachers of seminars, and adjunct faculty for other courses on campus. The MSUNER offers an array of professional development opportunities for member school districts including after school mini courses, a Summer Conference, Teachers as Scholars program, funding for Teacher Study Groups, and other grant-funded professional development programs. The MSUNER has over 1500 Clinical Faculty members in its partnership and provides access to professional development activities for all teachers and administrators (over 11,000) in its partner school districts. The "Portrait of a Teacher" is a statement of the vision and mission of the Teacher Education Program that reflects the knowledge, skills, and dispositions necessary for admissions, curriculum, selection of school-based faculty to serve as clinical faculty, assessment of student teachers' performances and the assessment of the program. The Portrait evolved through the collaborative efforts of the faculty from education, the arts and sciences, and the public schools and is constantly open for review and revision. Through all of these institutional structures and mechanisms, Montclair State University has been able to enact its shared vision and to articulate, reflect upon, and create support for achieving excellence in all aspects of its teacher education program. Other supporting documents (links): Partnering to Prepare Tomorrow's Teachers: https://www.fhi360.org/sites/default/files/media/documents/Partnering_to_Prepare_Tomorrow%27s_Teachers.pdf

Supporting Files

Pursuing Excellence in Teacher Preparation	
Preparing Teachers for Deeper Learning Montclair Brief	
Portrait of a Teacher	
Red Hawks Rising Article	

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:

Lisa Abreu Morel

TITLE:

Director, Teacher Education Advisement and Retention

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, Center of Pedagogy