



Dear Undergraduate Teacher Candidates:

Welcome to the School of Education! I want to congratulate you on your decision to become a teacher. I can think of no finer, no nobler pursuit. As a teacher, you will “touch the future,” and as a teacher candidate at Monmouth, you can make an immediate difference for students. Through Monmouth’s extensive clinical experiences you will work shoulder-to-shoulder with practicing teachers using the very latest instructional strategies for maximizing student learning.

As you make the journey into the teaching profession, the School of Education at Monmouth University will support you every step of the way. As the Dean of the School of Education, I am proud to inform you that we have highly committed faculty and staff. Each and every one of us, including myself, is available to provide assistance, help, and support.

One of your most valuable resources is the *Undergraduate Student Handbook*. It provides critical information for meeting the many challenges on the road to becoming a teacher. Combined with expertise of our advisors and faculty, this handbook can help your professional journey be a very successful one.

Once again, on behalf of the School of Education, I welcome you to the challenging, rewarding, and wonderful world of teaching!

Sincerely,

A handwritten signature in black ink that reads "John E. Henning". The signature is written in a cursive style with a large, sweeping flourish at the end.

Dr. John E. Henning
Professor and Dean
School of Education
Monmouth University

MONMOUTH UNIVERSITY

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Undergraduate Advising Mission Statement

The School of Education Undergraduate Advising mission is to provide students with assistance, accurate and timely information, a dynamic and interactive educational process, and mentoring regarding transition to the workplace. Advisors use these tools to encourage students to develop decision-making skills as they assume responsibility in setting career goals and academic plans.

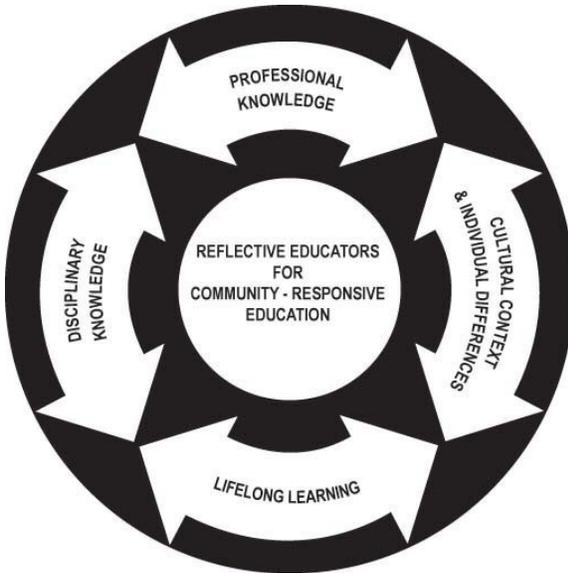
Our goal is to facilitate the student in collaborating with the University and professional community and to become self-directed learners. Faculty and program advisors not only mentor their advisees as they progress through their academic program, but also prepare them for the professional and pedagogical arena in the education profession(s).

Outcomes: Students will be:

1. Knowledgeable about curriculum and sequence requirements required for completion of their academic program and teacher certification
2. Able to make wise and informed decisions when selecting classes
3. Provided University referrals as needed for additional information and/or support
4. Kept up to date on changes within the School of Education, Monmouth University and New Jersey State Department of Education Certification Requirements
5. Provided seminars and developmental programs to enhance their educational knowledge and marketability
6. Monitored to insure sound professional and academic development in University classes and partnership schools

Conceptual Framework

Candidate Proficiencies



All School of Education credential programs have been aligned with Specialized Professional Association (SPA) standards and the following list of candidate proficiencies are aligned with the New Jersey Professional Teaching Standards. Initial and advanced programs in the School are designed to ensure candidates develop the following professional knowledge, skills, and competencies.

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.
2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.
3. Demonstrate an understanding of the principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.
4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.
5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.
6. Demonstrate an understanding of the general goals and professional standards of one's professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.
7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to, print; non-print; and technological tools to promote student learning.

8. Utilize effective communication skills in the classroom/professional practice including verbal and non-verbal techniques, technology, and the media.

9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age-and level-appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.

10. Analyze and reflect on the results of assessments to:

- evaluate students' strengths and weaknesses;
- make decisions regarding future teaching/practice;
- communicate the results of performance to all stakeholders;
- provide opportunity for discussion with the community members, including families and professionals, to support student learning

11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.

12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self-reflection on instructional/professional practice, and learning/growth in the people they serve.

Undergraduate Program Advisors

Monmouth University School of Education students have two advisors after Freshman year: (1) an advisor within the School of Education and (2) an advisor within their content, such as, Anthropology, English, Biology, Health/Physical Education, etc.

The School of Education Undergraduate advisors are a faculty member or one of the SOE Undergraduate Program advisors. Students can find their advisor(s) on the WEBadvisor audit and/or student information. Advisors are listed below:



UNDERGRADUATE
PROGRAM ADVISORS

Jenifer M. Joyce
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UNDERGRADUATE
FACULTY ADVISORS

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Professor Bazler
jbazler@monmouth.edu

Professor Kim
jkim@monmouth.edu

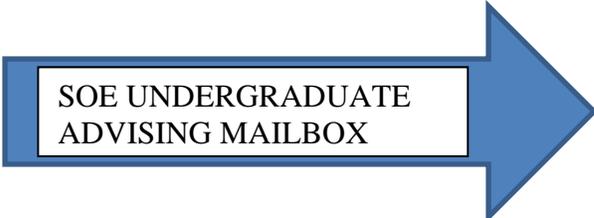
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aromagno@monmouth.edu



SOE UNDERGRADUATE
ADVISING MAILBOX

If you need assistance and are unable to reach your SOE advisor via email or office hours, the following MU WEBpage will allow you to email the Undergraduate Program Advising Office directly. This provides you with a quick and easy access for answers and information.

<https://www.monmouth.edu/school-of-education/UG-advising-inquiry/>

Programs of Study

- **Curriculum Charts for program requirements for the following Bachelor programs can be found at <http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx>**

ELEMENTARY K-6

(Kindergarten to 6th Grade)

Bachelor of Arts (BA)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Anthropology • Art • English • English/Creating Writing • Foreign Language (Spanish) | <ul style="list-style-type: none"> • History • History/Political Science • Music • Political Science |
|--|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Biology • Chemistry • Mathematics |
|---|

SPECIALTY K-12

(Kindergarten to 12th Grade in Content Area)

Bachelor of Arts (BA)

- | |
|--|
| <ul style="list-style-type: none"> • Art • Foreign Language (Spanish) • Music |
|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Health/Physical Education |
|---|

SECONDARY K-12

(5th to 12th Grade — Content Specific)

Bachelor of Arts (BA)

- | | |
|--|--|
| <ul style="list-style-type: none"> • English • English/Creative Writing • History | <ul style="list-style-type: none"> • History/Political Science • Political Science |
|--|--|

Bachelor of Science (BS)

- | |
|---|
| <ul style="list-style-type: none"> • Biology • Chemistry • Chemistry-Physical Science • Mathematics |
|---|

PRESCHOOL THROUGH GRADE 3 (P-3) and TEACHER OF STUDENTS WITH DISABILITIES

(Special Education Certification provides direct instruction in the areas of the instructional certificate and may provide inclusive and support services at all levels.)

Bachelor of Arts (BA)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Anthropology • English • English/Creating Writing | <ul style="list-style-type: none"> • Foreign Language (Spanish) • History • Music |
|---|--|

PROGRAMS OF STUDY ~Five Year Programs

The School of Education offers students the opportunity to enhance their program knowledge and expertise by providing five-year programs. Candidates will complete their baccalaureate degree and certification requirements in four years, and then the Master's in their fifth year. Graduate studies will begin during the fourth year and will require summer courses.

Incoming freshmen need to submit their interest to the Admissions Office to confirm their eligibility for such programs. If thereafter a student wishes to consider the five-year program, he/she needs to see Janis Marcus or Jenifer Joyce (jmarcus@momouth.edu or jjoyce@monmouth.edu, respectively). Eligibility guidelines for the five year programs/sequence can be found at <http://www.monmouth.edu/university/five-year-baccalaureate/master-s-programs.aspx>.

Curriculum Charts for program requirements for the following four year bachelor programs can be found at <http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx>

M.S.Ed. with Endorsement in Teacher of Students with Disabilities

Bachelor Degree/Education Program:

Elementary:

Anthropology
English
History
Spanish
Mathematics

Secondary

English
History
Mathematics

K-12 (Specialty)

Spanish
Health/Physical Education

M.S.Ed. in School Counseling

Or

M.S.Ed. in Student Affairs and College Counseling

Bachelor Degree/Education Program

Psychology

Education Endorsements

To increase your knowledge base and marketability, the following four endorsements may be taken with your Education program as listed. You may take one or more of these endorsements with your program.

➤ TEACHER OF STUDENTS WITH DISABILITIES (TSD)

The TSD endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Elementary, Secondary or K-12.

This endorsement enables you to teach both General and Special Education. The program will give you opportunities to teach in general, special, and inclusive classrooms.

➤ ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Elementary, Secondary or K-12.

This endorsement program is for future educators to serve the cultural and linguistic diversities in the educational setting.

➤ MIDDLE SCHOOL

The Middle School endorsements can only be combined with programs with the following content majors coupled with Education and an Endorsement in Elementary Education (Anthropology, Biology, Chemistry English/English Creative Writing, History, History/Political Science, Mathematics and Political Science).

This endorsement program prepares future educators to teach in both the elementary and middle school settings (K-6 and 5-8).

➤ PRE-SCHOOL THROUGH GRADE 3 (P-3)

The P-3 program can only be combined with elementary education.

This endorsement program addresses the needs of young children from diverse cultural and linguistic backgrounds and young children with special needs.

Note: There are additional testing requirements for some certifications mentioned above. For questions, contact our Credential Officer, Ms. Christine Borlan, cborlan@monmouth.edu
The link below details the endorsements' programs of study:
<http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx>

Education Courses

Cohort Courses: The School of Education provides students with paired course structures (cohort courses) on campus and at off-site locations (in our professional partner schools). They are coupled by course code/section code so that students can work together with peer teaching candidates and professional faculty in a consistent and professional educational arena. Faculty and the course location(s) provide students with not only consistency in course structure and content, but also with exposure to the school districts and professional teachers and administrators.

Cohort paired courses are as follows: (*for Elementary Candidates*)

{ EDL327 Literacy Instruction in K-6 Educational Settings II
ED361 Methods of Teaching Science for Elementary School

{ ED360 Methods of Teaching Elementary Mathematics
ED362 Teaching Elementary Social Studies

Locations and specific information regarding courses and fieldwork are provided on WEBadvisor: Sections Offered by Term / Comments.

Secondary Majors: All majors in secondary or K-12 education and content majors must complete at least 12 credits at the 300+ level. See your advisor for specific requirements for those 12 credits specific to your particular major.

Field Experience Courses: All courses which include field experience will require a fieldwork application to be completed online (available at the MyMU Portal). Be sure to read all comments listed on the right of course information in *Sections Offered by Term* on webadvisor for course details and locations. Fieldwork courses are listed on the following page.

Student Teaching: Student teaching (9 credits) is completed during the last semester of your program. Students must register via webadvisor for both ED416 (8 credits of student teaching) and ED416S (1 credit student teaching seminar) after completing all program requirements and all required testing.

Undergraduate Early Field Experience Courses (requiring field hours and fieldwork application)

FALL 2015 and SPRING 2016

AR 351/ ED-351	Methods of Teaching Art I (Fall)	20 hours
AR 352/ ED-352	Methods of Teaching Art II (Spring)	20 hours
ED 250	Foundations of Teaching and Learning (Fall and Spring)	10 hours
ED 319	Content Literacy (Fall and Spring)	15 hours
ED 320	Teaching Children with Diverse Needs (Fall and Spring)	8 hours
ED 327	Theories & Practice of ESL Instruction Part I (Fall)	15 hours
ED 328	Theories & Practice of ESL Instruction Part II (Spring)	20 hours
ED 360	Methods of Teaching Elementary Mathematics (Fall and Spring)	20 hours
ED 361	Methods of Teaching Elementary Science (Fall and Spring)	20 hours
ED 362	Teaching Elementary Social Studies (Fall and Spring)	20 hours
ED 365	Teaching Secondary Math Part I (Fall)	TERM A 20 hours
ED 366	Teaching Secondary Math Part II (Fall)	TERM B 20 hours
ED 367	Teaching Language Arts at the Secondary Level Part I (Fall)	TERM A 20 hours
ED 368	Methods of Teaching English at the Secondary Level Part II (Fall)	TERM B 20 hours
ED 369	Teaching Secondary Science Part I (Fall)	TERM A 20 hours
ED 370	Teaching Secondary Science Part II (Fall)	TERM B 20 hours
ED 371	Teaching Social Studies Secondary Part I (Fall)	TERM A 20 hours
ED 372	Teaching Social Studies Secondary Part II (Fall)	TERM B 20 hours
ED 374	Issues and Practices in World Language Part II (Fall)	15 hours
ED 377	Integrated Teaching Methods K-12 (Art/Music/Spanish/Phys Ed) (Fall)	20 hours
ED 378	Methods of Teaching Health (Spring)	20 hours
ED 379	Methods of Teaching Physical Education	20 hours
ED 380	Middle Level Learning and Teaching (Spring)	20 hours
ED 427/FO 427	Teaching World Languages (Spring)	20 hours
EDL 325	Language & Early Literacy Development (Spring)	15 hours
EDL 326	Literacy Instruction in Education Settings P-6 (Fall and Spring)	24 hours
EDL 327	Literacy Instruction in Education Settings K-6 (Fall and Spring)	16 hours
EDL 363	Early Childhood Curriculum & Methods (Fall)	20 hours
EDS 336	Classroom Management (Fall and Spring)	20 hours
EDS 342	Instructional Methods and Materials for Middle/Secondary (Spring)	20 hours
EDS 350	Individualizing Curricula & Instruction for Special Education (Fall and Spring)	20 hours
EDS 352	Curricula, Methods and Materials for Learners (Fall and Spring)	20 hours
ED-331 MU 331	Music for the Child (MU 331) (every other Fall, odd years only, ex 2015)	15 hours
ED-333/MU 333	The Teaching of Music in the Secondary School (MU 333) (every other Spring, even years only, ex. 2014)	15 hours

TERM A runs from 9/8/15 to 10/26/15

TERM B runs from 10/27/15 to 12/14/15

NOTE: These requirements are subject to change. Please check with your Professor and review your syllabus to confirm specific requirements.

University School Partnerships

P-12 School Partnerships

We are engaged in collaborative P-12 School Partnerships. Our partnerships with many local school districts provide multiple opportunities for students to teach, tutor, mentor, and collaborate with P-12 students in local school settings. In addition, our faculty as well as the teachers and administrators in the districts collaboratively design and conduct research and professional development in a joint effort to positively improve P-12 student learning.

You may be assigned a field placement in one or more of the following school partnership districts:

P-12 School Partnerships

- **Atlantic Highlands School District**
- **Barnegat Township Public Schools**
- **Bradley Beach Elementary School District**
- **Eatontown Public Schools**
- **Fair Haven Public Schools**
- **Freehold Township Public Schools**
- **Hazlet Township Public Schools**
- **Henry Hudson Regional School**
- **Holmdel Township Public Schools**
- **Jackson Township Public Schools**
- **Keansburg Public Schools**
- **Keyport Public Schools**
- **Lacey Township Public Schools**
- **Little Egg Harbor Township Public Schools**
- **Long Branch Public Schools**
- **Manalapan-Englishtown Regional Public Schools**
- **Middletown Township Schools**
- **Monmouth Regional High School**
- **Oceanport School District**
- **Old Bridge Township Public Schools**
- **Red Bank Charter School**
- **Red Bank Borough Public Schools**
- **Red Bank Regional High School District**
- **Shore Regional High School**
- **The Shore Center for Students with Autism**

- **Tinton Falls Public Schools**
- **Toms River Regional Schools**
- **Township of Ocean School District**
- **West Long Branch Schools**

The following link will direct you to the above partnership schools:

http://www.monmouth.edu/academics/schools/education/school_partnerships/pk12partnerships.asp

Please see all the specifics regarding field experiences and placements in the early field experience handbook at the MyMU Portal

Grade Point Average (GPA)*

The School of Education requires all students to have a minimum cumulative Grade Point Average (GPA) of 3.0.

Why a Minimum GPA?

NJ State Department of Education requires all certified teachers to have a GPA of 3.0.



Where can I find my GPA?

Your GPA is on the academic audit or transcript (which are available on WEBadvisor).



What if my GPA is < 3.0?

Contact your Education advisor regarding probation or changing your major.**



If I reach the GPA of 3.0. can I return to the School of Education?

We hope that you do! Email/meet with your advisor for planning asap.

***Note:** The GPA requirement is dictated by the New Jersey State Department of Education. Monmouth University (MU) will update/change the minimum GPA should State requirements be modified. The MU School of Education will notify all students.

**Probation – Based on GPA, students will be notified via email if placed on probationary status for a semester, during which they will have the opportunity to improve their GPA to meet the required 3.0. Students will work closely with their Education advisor to ensure their success in remaining with their current Education program.

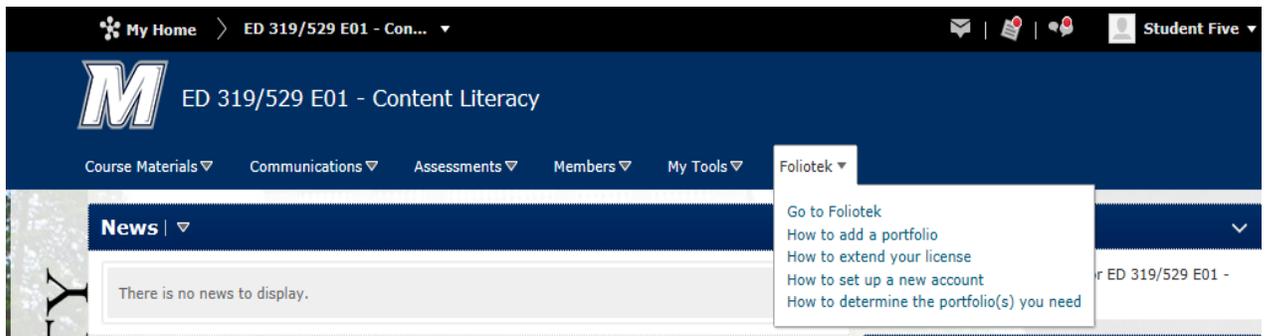
**Change of Major – When necessary based on a low GPA, students will need to change major from Education via the change of major e-form. The Education advisor will work closely with the student to devise the appropriate plan. Students are placed in the current academic year program upon returning to the School of Education.

foliotek Portfolio and Assessment Management

The School of Education requires that all undergraduate students develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University to build a showcase portfolio which can be used when you apply for positions or to share your best work with others.

You will be uploading the required core assessments for your program and any additional endorsements, as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum. Faculty will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments.

All School of Education courses that are linked to core assessments will have a **Foliotek** menu in **ecampus**.



- **Go to Foliotek** – Logs Student or Faculty into Foliotek
- **How to add a portfolio** – Tells student how to add a portfolio to their account
- **How to extend your license** – Instructions for extending an expired Foliotek account license
- **How to set up a new account** – Instructions for creating a Foliotek account
- **How to determine the portfolio(s) you need** – Helps student convert their MU program into valid Foliotek portfolio(s)

If you haven't already signed up for a foliotek account, you will be prompted to register for a new account (instructions below) after clicking the **Go To Foliotek** link for the first time. If you receive an error message after clicking the link, email foliotek@monmouth.edu for help with establishing your account. In that email you will need to supply your first name, your last name, your Monmouth University email address, your School of Education program(s), and your current School of Education courses.

Information needed to register for a new account:

When you register for a foliotek account, you will be asked for the following:

- Portfolio structures needed for your SOE program (refer to 'How to determine the portfolio(s) you need' link)
- Sign a user license agreement
- Student number
- Anticipated graduation date
- Credit card information to pay for your account
- Questions related specifically to your program (may not apply to all students)

Details of your foliotek account:

- Cost: **\$30**
- License Length: **1 year**
 - At the end of 1 year, your account will expire. When you try to access your account you will be notified of the expiration and can choose to extend your license.
 - Any previous work you've done in your account will remain intact and you will be able to access it after extending your account.
- Need your account for more than 1 year?
 - Extend the length of your license under your profile:
 - In your profile, you will have a link to 'Extend your license'
 - Click this link and follow the prompts to purchase an extension online with a credit card
 - You will be able to choose the length of your extension, and that amount of time will be added to your current license.

Core Program Assessments

INITIAL TEACHER PREPARATION PROGRAM ASSESSMENTS			
Program	SPA	Assessment	BA/BS
Elementary Education(K-6)	ACEI	<ul style="list-style-type: none"> • Praxis II • Interdisciplinary resource unit • Practice Teacher Work Sample • Student Teaching Final Evaluation • Teacher Work Sample • Math Lesson Plan Content • Content Area Literacy Project • Web Quest Project 	Prior to Stud Tch ED 361 ED 362 ED 416/417 ED 416/417 ED 360 EDL 327 EDL 327
Subject Endorsement: Art Education	NAEA	<ul style="list-style-type: none"> • Praxis II • Resource packet • lesson plan • Student Teaching Final Evaluation • Teacher Work Sample • Literacy theme project • Nonprint Media Research Project • Optional 	Prior to Stud Tch ED 377 ED 377 ED 416/417 ED 416/417 ED 319 ED 319
Subject Endorsement: Music Education	NAFME	<ul style="list-style-type: none"> • Praxis II • Resource packet • lesson plan • Student Teaching Final Evaluation • Teacher Work Sample • Literacy theme project • Nonprint Media Research Project • Optional 	Prior to Stud Tch ED 377 ED 377 ED 416/417 ED 416/417 ED 319 ED 319
Subject Endorsement: Foreign Language Education: Spanish	ACTFL	<ul style="list-style-type: none"> • Praxis II (Spanish only) or Exam • Linguistic Analysis of Spanish Language; • Lesson plan • Student Teaching Final Evaluation • Teacher Work Sample • Oral proficiency exam • Assessment Plan • Field-based Professional Development Plan 	Prior to Stud Tch FS 315 ED 374 ED 416/417 ED 416/417 Prior to Stud Tch ED 374 ED 427
Subject Endorsement: English Education	NCTE	<ul style="list-style-type: none"> • Praxis II • Literary Theme Resource Project • Lesson Planning • Student Teaching Final Evaluation • Teacher Work Sample • Mini lesson Project • Content Literacy Theme Project • Nonprint Media Research Project 	Prior to Stud Tch ED 368 ED 367 ED 416/417 ED 416/417 ED 367 ED 319 ED 319

Subject Endorsement: Math Education	NCTM	<ul style="list-style-type: none"> • Praxis II • Required Math Courses • Math Lesson Plans • Math Student Teaching Observation (Final) • Math Impact of Student Learning Project (Teacher Work Sample) • Content Portfolio 	Prior to Student Teaching Math Department ED 365/366 ED 416/417 ED 416/417 ED 365/366
Subject Endorsement: Science Education	NSTA	<ul style="list-style-type: none"> • Praxis II • GPA scores in science courses • Pre Student Teaching Teacher Work Sample • Student Teaching Final Evaluation • Teacher Work Sample • Safety Test • Case Study • Resource units 	Prior to Stud Tch End of Science Method Courses ED 416/417 ED 416/417 ED369 ED370 ED370
Subject Endorsement: Social Studies Education	NCSS	<ul style="list-style-type: none"> • Praxis II • Social Studies content knowledge; GPA • Social studies lesson plans • Student Teaching Final Evaluation • Teacher Work Sample • Practice Teacher Work Sample(Unit Plan) • Technology & Society Resource Unit 	Prior to Stud Tch Throughout program ED371/372 ED 416/417 ED 416/417 ED 371/372 ED 371/372
Subject Endorsement: Health/Physical Education	AAHE NASPE	<ul style="list-style-type: none"> • Praxis II • Resource Packet • Content-Based Lesson Plan • Student Teaching Final Evaluation • Teacher Work Sample • Content Literacy Theme Project • Nonprint Media Research Project 	ED 378/379 ED 378/379 ED 416/417 ED 416/417 ED 319 ED 319

UNDERGRADUATE ENDORSEMENTS

Program	SPA	Assessment	Courses
P-3 Endorsement Undergraduate	NAEYC	<ul style="list-style-type: none"> • Praxis II • Early Childhood Philosophy and Reflection • Language Development Project P-K4 • Reading and Writing Project • Student Teaching Final Evaluation • Teacher Work Sample • Early Childhood Curriculum Project • Parent Information Project • Early Childhood Observation Project 	Prior to Student Teaching EDL 280 EDL 325 EDL 325 ED 416 ED 416 EDL 363 EDL 333 EDL 363

Elementary with Subject Specialization (5-8)	AMLE	<ul style="list-style-type: none"> • Praxis II • Middle School Interdisciplinary resource unit • Lesson Planning • Student Teaching Final Evaluation • Teacher Work Sample • Case Study • Content Literacy Theme Project • Web Quest Project 	<p>Prior to Stud Tch ED 380</p> <p>Methods Course ED 416/417 ED 416/417 ED 380 EDL 327 EDL 327</p>
TSD Endorsement P-3, Elementary Undergraduate	CEC	<ul style="list-style-type: none"> • Comprehensive Exam • Individualized Educational Plan Project • Case Study Project • Student Teacher Final Evaluation • Integrated Thematic Unit Plan • Philosophy of Special Education • Behavior Intervention Plan • Transition Planning and Resources Project 	<p>EDS 330 EDS 338 EDS 350 Student Teaching EDS 352 EDS 330/352 EDS 336 EDS 332</p>
TSD Endorsement Secondary Undergraduate	CEC	<ul style="list-style-type: none"> • Comprehensive Exam • Individualized Educational Plan Project • Case Study Project • Student Teacher Final Evaluation • Integrated Thematic Unit Plan • Philosophy of Special Education • Behavior Intervention Plan • Transition Planning and Resources Project 	<p>EDS 330 EDS 338 EDS 350 Student Teaching EDS 342 EDS 330 EDS 342 EDS 336 EDS 332</p>
ESL Undergraduate Endorsement	TESOL	<ul style="list-style-type: none"> • Grades • Position Paper • Unit Plan • Evaluation of field work from Field • TWS from the field • Field-Based Professional Development Plan • Assessment Plan • Resource Packet 	<p>EN442, AN 380, ED327, ED328, EDL327 or ED319,ED320 ED 327 ED 327 ED 328 ED 328 ED 328 ED 327 ED 328</p>

Student Organizations

International Reading Association Monmouth University Council
(IRA)



Contact Faculty Advisors:

Professor Lilly Steiner, lsteiner@monmouth.edu, 732-571-4691

Professor Kerry Carley-Rizzuto, krizzuto@monmouth.edu, 732-923-4619

www.reading.org

The purpose of the International Reading Association (IRA) MU Council is to provide an opportunity for undergraduate and graduate students to become part of the leading advocacy group for worldwide literacy, to facilitate literacy connections with Monmouth University's greater community, to foster lifelong reading, and to reach out and support literacy development initiatives for children of any age.

Kappa Delta Pi (KDP) Honor Society *NU TAU CHAPTER*



Contact Faculty Advisors

Professor Mary Brennan, mbrennan@monmouth.edu, 732-263-5292

Professor Alex Romagnoli, aromagno@monmouth.edu, 732-263-5541

www.kdp.org

Kappa Delta Pi is an international honor society in education that provides leadership experience, service projects, professional growth, and fellowship. The purpose of Kappa Delta Pi is to promote excellence in education. KDP invites into its membership undergraduates who exhibit the ideals of scholarship, high personal standards, and promise in the field of teaching. All initiates must have completed 70 credits, with at least 12 semester hours of professional education courses completed or in progress. Students must maintain an overall GPA of 3.2 or better.

Student Council for Exceptional Children (SCEC)

Contact Faculty Advisor:

Professor Carol McArthur- Amedeo, cmcarthu@monmouth.edu, 732-923-4618

www.cec.sped.org

The Council for Exceptional Children is an internationally known organization for educators in the field of special education. This local council holds regularly scheduled on-campus meetings. Its community service projects involve working with and providing assistance to students with disabilities.

Alpha Upsilon Alpha Honor Society

Contact Faculty Advisors:

Professor Lilly Steiner, lsteiner@monmouth.edu , 732-571-4691

Professor Kerry Carley-Rizzuto, krizzuto@monmouth.edu , 732-923-4619

www.reading.org

Alpha Upsilon Alpha (AUA), the honor society of the International Reading Association, has as its purpose the recognition and encouragement of scholarship, the development of personal and professional leadership qualities, and service to the field of reading—with special emphasis at the undergraduate and graduate levels. The International Reading Association is uniquely qualified to recognize scholarship and to stimulate interest in the field of reading education through the sponsorship of an honor society. Through membership in the society, individuals are acknowledged as having excelled in their academic preparation.

AUA is open to undergraduate students who meet the following criteria:

Undergraduate Students

- Shall have completed 5 semesters of undergraduate study or its equivalent
- Shall be elected from the upper 25% of their class in scholarship
- Shall have completed at least one course in reading/language arts and be recommended by a faculty member in this field

School of Education

Scheduled Events

During the academic year, the following events will be planned for current students. Please check for School of Education emails denoting time and dates for these events. We look forward to seeing you there!

Sophomore Connection: Come meet School of Education faculty, advisors and students. You will get acquainted with students that are currently in the program. This is a time to ask questions, learn about organizations, special events, programs and available resources.

Professionalism/Community Service Seminars: These seminars are part of your program in the School of Education designed to give you helpful tips and information to prepare you for your professional career as a teacher. The seminars will enhance job knowledge, as well as your marketability in the competitive job market.

Community Service: The School of Education is extremely proud of our Community Service Initiative. Our pre-service teacher candidates (predominately freshman and sophomore students) devote six hours per semester working with students who represent historically marginalized groups of children. The Monmouth University students tutor the pupils in all aspects of literacy development; oral language, reading, and writing. The sites that we have used include the Food Pantry at St. Anthony's of Padua Community Center in Red Bank as well as the Red Bank Charter School.

Peer Advisor Mentor Program: As the SOE kicks off the Peer Advising Mentor Program detailed in this handbook, students will be invited as mentors and mentees to learn about the program and meet their respective mentor or mentees. Watch for the important emails regarding the program and social events. The mentoring on-campus functions will allow mentors, and mentees to share, communicate, and establish a rapport.

Symposium: Every year, the School of Education holds a symposium for area teachers, administrators, and graduate and undergraduate students. Educators have the opportunity to acquire comprehensive techniques and strategies to enhance their teaching skills by listening to a keynote speaker, highly regarded in educational research, and attending a talk given by an author of children's literature. In addition, the attendees have the opportunity to participate in two workshops that address various issues in literacy, core content and classroom inclusion.

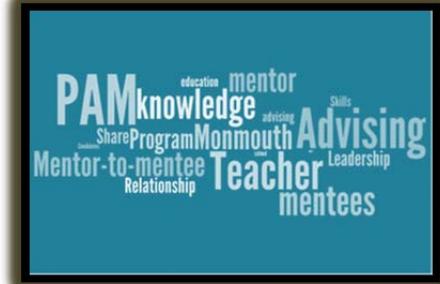
Peer Advising Mentor Program (PAM)

Jenifer Joyce and Janis Marcus Coordinators

Mission Statement

The Peer Advising Mentor (PAM) Program is to assist new Freshmen, upcoming Sophomore and transfer students to transition into their educational program. Peer mentors will help students to identify, work toward, and achieve their academic goal--culminating in the completion of a MU teacher preparation program. Mentors provide valuable insight and knowledge specific to The School of Education and Monmouth University.*

**This will be an mentor program for the academic school year (Sept thru May) for one year.*



What is PAM and how does it work?

The Peer Advising Mentor (PAM) Program is a student based mentoring system. Current Junior and Senior students, selectively chosen by faculty and SOE Advisors, serve as fellow students and mentors to the new Sophomores.

Mentors will be assigned mentees in September with whom they can meet, correspond via email, provide assistance and guide through academic challenges. The PAM coordinators will establish expectations and provide support to mentors, and at the conclusion of the academic year, the coordinators present each mentor with a "Certificate of Mentoring Service."

Mentees

Mentees are encouraged to partake in the many experiences and benefits of PAM.

The PAM program:

- Is for one year, and available to all new Freshmen and upcoming Sophomores
- Encourages contact with mentor and student involvement
- Role of mentee –
 - Ask questions
 - Learn about minors and endorsements
 - Become familiar with WEBstudent/WEBregistration
 - Meet and learn about the excellent SOE faculty

Mentors*

Mentors have approximately 5-6 mentees each

- Role –
 - “Check-In” with mentees occasionally via email or in person
 - Answer questions regarding schedules, courses and registration.
 - Guide students through the education field experiences and prepare them for upcoming assessment and student teaching requirements.
 - Exemplify professionalism
 - Provide information on SOE and Monmouth University and valuable contacts to mentees
 - Complete evaluation forms
 - Share valuable Monmouth University campus and social information
 - Share SOE club information

**The assignment for mentor in the School of Education PAM program is for one academic year.*

Application to Request a Mentor visit website

<http://www.monmouth.edu/school-of-education/PAM-application.aspx>

Contact Information: pam@monmouth.edu or 732-263-5688

Undergraduate Advising

Frequently Asked Questions (FAQ'S)

Why is there a minimum GPA requirement?

The New Jersey Department of Education in conjunction with Monmouth University requires all teacher candidates to maintain a 3.0 GPA. In addition to the GPA requirement students must receive a minimum grade of "C" in all required Education courses.

What if my GPA falls below 3.0?

Your GPA will be evaluated by the Chair and your advisor. Based on your GPA and their evaluation, you will be either considered for a probationary semester (at the end of which you must reach the GPA of 3.0) or be advised to change your major. If your GPA falls below the minimum requirement, contact your Education advisor. When your GPA increases, we hope to see you return to the School of Education.

Why do I have two majors and two advisors?

All Education students at Monmouth University are required to have a second major in the arts and sciences. You are considered a dual major; therefore, you must seek advisement from your two major departments.

What are the subject areas?

Anthropology, Art, Biology, Chemistry, Chemistry/Physical Science, English, English/Creative Writing, Health/Physical Education, History, History/Political Science, Political Science, Mathematics, Music, and Spanish.

What Grade levels are available?

Preschool through 3 (with TSD), Elementary, Secondary and K-12 (with Art, Music, Spanish and Health and Physical Education only)

What endorsements are available to enhance my education and marketability?

Early Childhood (P-3), Middle School (5-8), Teacher of Students with Disabilities and English as a Second Language

How long will it take to complete my program?

Our programs overall are designed to be taken in four years. However, if you add an additional certification or endorsement, it can take longer.

Can I graduate in four years?

Yes, but that depends on the number of credits in your major and how many credits you take each semester. You may have to take summer classes and/ or 18 credits per semester.

What will my Early Field Experiences be like?

You will be assigned to diverse school districts for field placement experiences during your education program. In order to prepare you to become a highly competent teacher, the majority of your education classes will require field experiences.

Why do we have some courses in the public schools?

In order to become a competent teacher, you need to practice the craft in multiple settings over a period of years. Taking a course in a school district gives students a rich, in-depth experience and an opportunity to work with mentors. The courses take place in our K-12 University School Partnership districts.

When can I do my Student Teaching?

It is the last class taken as a senior. You must complete all program requirements and pass all test requirements prior to student teaching.

Can I student teach in my home town, or out of state?

The Office of Certification, Field Placements, and School Partnership Office places all students. Students are generally placed in Monmouth, Middlesex or Ocean counties. All students are required to have placements in diverse settings.

Will substitute teaching or working as a paraprofessional count as field work hours?

Although it is good experience and we highly suggest you get your substitute teaching license, it will not count as your field work hours.

Student Teaching Application Process

Student teaching takes place in the **final semester**. It is a full semester experience following the school district calendar. **Student teaching is the final nine credits of academic preparation. Only a total of 12 credits will be allowed during your final semester**, however, it is strongly recommended that you do not take more than 9 credits. Student teaching is a full time experience (full days, 5 days a week). Any credits in excess of 12 must receive prior approval from the Chair and/or Dean. Do NOT apply for student teaching if you do not meet the academic requirements.

The student teaching applicant must:

1. Complete all required academic and professional education courses.
2. Resolve any incomplete grades prior to student teaching.
3. Possess a major (or its equivalent) in a content area to qualify for certification.
4. Undergraduates must maintain a minimum cumulative GPA of 3.0. Candidates must meet content major GPA requirement for graduation.
5. Applicants for New Jersey licensure must pass the appropriate Praxis II Subject Assessment/Specialty Area Test(s), ACTFL Oral Proficiency Interview (OPI) for Spanish or Chinese and the OPI and Writing Proficiency Test (WPT) for English as a Second Language (ESL). Proof of a passing score must be submitted to the Certification, Field Placements and School Partnerships Office **prior to student teaching**. This requirement is not subject to appeal or exceptions.
6. If you have been convicted of a crime in this or any other state, you may not be eligible for certification. Please contact the Certification, Field Placements and School Partnerships Office.
7. **In addition to submitting this application you MUST register for student teaching**

Undergraduates: ED416 – 8 credits and ED416s – 1 credit

FUTURE STUDENT TEACHERS
Fall 2016 and Spring 2017 Semesters
APPLICATION WORKSHOPS
Wednesday, November 11, 2015
2:30 – 3:30 p.m.
OR
4:00-5:00p.m.

Rebecca Stafford Student Center – Anacon Hall (2nd Floor)
If you are planning to student teach Fall 2016 or Spring 2017,
you MUST ATTEND one of these workshops!

State of New Jersey, Department of Education ~ Criminal History Review

Questions and Answers: http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm

22. Are volunteers and student teachers required to undergo the CHRC process?

Unpaid volunteers may now be submitted for the state and federal criminal history record check at a reduced fee from that which is charged for paid employees. Recently, the department has been authorized to allow school districts to submit student teachers for the criminal history record check process. They may be submitted by using the same codes and fees as that used for submitting the unpaid volunteer. However, the state will not retain or flag the print image. Therefore, if the unpaid volunteer or student teacher is arrested subsequent to approval, no notification will be made to the department. Should the student teacher or the unpaid volunteer seek employment with an educational facility, they would be required to undergo a new criminal history record check as would a new applicant for employment. They would not be eligible for the Archive Submission Process. Also, upon request from the nonpublic schools, this office will process volunteers using the nonpublic school statute, N.J.S.A.18A:6-4.14.

39. What procedure should be followed for individuals in substitute positions and school bus drivers who change or add on new employers?

Effective January 18, 2011, all educational facilities and authorized school bus contractors that employ school bus drivers or individuals serving in substitute positions who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) website, to the Criminal History Review Unit. Please visit NJDOE website and select "ePayment Criminal History Record Check" then select Transfer Request (<http://www.nj.gov/education/educators/crimhist> Substitutes & Bus Drivers are eligible). There currently is no fee for filing a Transfer Request.

50. If an employee transfers to schools *within the same district*, are they required to undergo a new Criminal History Record Check?

No, since the educational facility is the common employer.

NJ Substitute Teaching License

The School of Education strongly recommends that you substitute during your academic program here at Monmouth University.

6A:9B-6.5 Substitute credential is intended only for persons acting temporarily in replacement of a fully certified and regularly employed classroom teacher when the supply of properly certified teachers is inadequate to staff the school. The holder of the substitute credential may serve for no more than a total of 20 instructional days in the same position in one school district during the school year.

- A candidate shall apply for a substitute credential to the executive county superintendent through the school district or its designee.
- A substitute credential can be used in any county of the State. This credential is transferable from school district to school district and county to county.
- The school district or its designee submits the candidate's application, official transcripts, signed and notarized oath of allegiance, academic credentials and appropriate fee to the executive county superintendent for review and approval.
- The executive county superintendent may issue a substitute credential to candidates who can present the following:
 1. Minimum of 60 semester-hour credits completed at a regionally accredited college or university.
 2. Successful criminal history qualification letter from the Department. Frequently Asked Questions and Answers Regarding the Fingerprint Process:
http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm
 3. Evidence of negative Mantoux (TB) test
- The substitute credential is valid for a five-year period from the date of issuance and may be renewed within six months prior to its expiration.
- Individuals serving in substitute positions, who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) website, to the Criminal History Review Unit. Visit NJDOE website and select 'File Authorization and make Electronic payment for Criminal History Record Check' then select Transfer Request
www.state.nj.us/education/educators/crimhist
There currently is no fee for filing a Transfer Request.

For information on requirements and procedures contact your local school district.

County Information & Services: <http://www.state.nj.us/education/counties/>

Teacher Candidate Testing Requirements

2015-2016

Praxis II, ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)

IT IS A MONMOUTH UNIVERSITY REQUIREMENT THAT YOU TAKE AND PASS THE PRAXIS II TEST(S), ACTFL ORAL PROFICIENCY INTERVIEW (OPI) FOR SPANISH, CHINESE OR ESL AND WRITING PROFICIENCY TEST (WPT) FOR ESL PRIOR TO STUDENT TEACHING. Please do not leave the test to the last minute!

The Praxis II Series is an Educational Testing Service (ETS) program that provides tests and other services for states to use as part of their teacher certification process. Students are required to take one or more Praxis II Series tests if they want to teach, or obtain a professional certificate in a state (including New Jersey) that includes these tests as part of its teacher licensure process.

Praxis II Series Registration Bulletins are available on the Internet through the Praxis website at www.ets.org/praxis. You can contact ETS at 1-800-772-9476 or 1-609-771-7395.

Please note that Monmouth University must receive an official notice of your Praxis II test results directly from Educational Testing Service (ETS). When applying to take the Praxis II, you must indicate Monmouth University code #RA2416 in the Agencies To Receive Score Reports and Passing Status Information section. Only official score reports from Educational Testing Service (ETS) are accepted for student teaching and licensure.

When you complete the registration form for the Praxis II, you MUST include your CORRECT SOCIAL SECURITY NUMBER. If you do not give your social security number or give the wrong social security number, you will NOT receive your license from the State of New Jersey.

If you test out-of-state you must report your scores to the state of New Jersey (code #7666) to be licensed.

ETS is no longer mailing Praxis II test score reports to individuals. You MUST download your Praxis II score report from ETS. It is very important that you adhere to the ETS deadline to download your score reports within the stated timeframe to avoid paying an additional fee. www.ets.org/praxis: Your official score report will be available to you online via your Praxis account on the score report release date, approximately four weeks after the test date. You MUST upload your Praxis II score report to your Foliotek portfolio account under Assessment I: Praxis II.

Students applying for certification as a Teacher of Students with Disabilities must take the appropriate Praxis II test in their primary certification area(s) (Preschool through Grade 3 and/or Elementary Education or the appropriate Praxis II specialty test, e.g., Math, English, Social Studies, etc., for Secondary Education candidates.)

Students who are seeking certification in Spanish must pass the Spanish ACTFL Oral Proficiency Interview (OPI) in addition to the Praxis II Spanish: World Language (5195).

- Candidates MUST contact the Foreign Language Department to arrange for a proctor to obtain available dates and times.

- After obtaining dates and times that the proctor is available, contact Language Testing International (LTI) to schedule the OPI.
- If a candidate does not receive a score of Advanced Low or higher on the Spanish OPI they are required to wait 90 days before testing again.
- LTI offers a one-time option to waive the 90 day waiting period between tests. A candidate must contact LTI to request this option indicating a valid reason and obtain approval.
- Test results are available from LTI anywhere from 2 to 6 weeks from the test date.
- Candidates can pay an additional fee to expedite the test results (results available in 1 to 2 weeks).

Students who are seeking certification in Chinese must pass the ACTFL Oral Proficiency Interview (OPI). Students seeking certification English as a Second Language (ESL) must pass the English Language ACTFL Oral Proficiency Interview (OPI) and the English Writing Proficiency Test (WPT).

The tests are administered by the ACTFL Language Testing Office and all information regarding registration, fees, testing, and test sites can be accessed by going online to www.languagetesting.com or by calling the Language Testing International Office at 914-963-7110. Your Certificate of Proficiency must be submitted to the Certification, Field Placements and School Partnerships Office to be approved for student teaching.

For the most current information on test requirements for the specific teaching license you are seeking, please visit the New Jersey Department of Education (NJDOE) website.

IMPORTANT TEST INFORMATION:

- Educational Testing Service (ETS) link: www.ets.org/praxis
- ETS is no longer offering paper-delivered tests. The computer-delivered assessments are given by appointment through a national network of Prometric™ Testing Centers. Visit ETS Test Centers and Dates: http://www.ets.org/praxis/register/centers_dates/ to find testing centers near you or call Prometric Candidate Services at 800-853-6773.

INSTRUCTION ENDORSEMENT	REQUIREMENTS
Art	Art: Content Knowledge #5134
Bilingual/Bicultural	No Praxis ACTFL English Oral Proficiency Interview (OPI) AND English Writing Proficiency Test (WPT) AND OPI and WPT in the Target Language
Chinese	ACTFL Chinese Oral Proficiency Interview (OPI)
Elementary School Teacher K-6	Elementary Education Multiple Subject #5001 <u>All FOUR parts must be passed</u> <ul style="list-style-type: none"> • Reading & Language Arts #5002 • Mathematics #5003 • Social Studies #5004 • Science #5005
To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. You are not required to take the full test on your first attempt. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the	

same time, select Elementary Education: Multiple Subjects #5001 when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.	
Elementary School with Subject Matter Preparation: Language Arts Literacy (5-8)	Middle School English Language Arts #5047
Elementary School with Subject Matter Preparation: Mathematics (5-8)	Middle School Mathematics #5169) On-screen calculator provided
Elementary School with Subject Matter Preparation: Social Studies (5-8)	Middle School Social Studies #5089
Elementary School with Subject Matter Preparation: Science (5-8)	Middle School Science #5440
English	English Language Arts: Content Knowledge #5038
English as a Second Language	ACTFL English Oral Proficiency Interview (OPI) AND English Writing Proficiency Test (WPT)
Health and Physical Education	Health and Physical Education: Content Knowledge #5857
Mathematics	Mathematics: Content Knowledge #5161 On-screen graphing calculator provided
Music	Music: Content Knowledge #5113
Preschool through Grade 3	<i>New test as of 9/1/2015: Early Childhood: Content Knowledge #5025</i>
Science (Biology)	Biology: Content Knowledge #5235 AND General Science: Content Knowledge #5435
Science (Chemistry)	Chemistry: Content Knowledge #5245 AND General Science: Content Knowledge #5435
Science (Physical Science)	Chemistry: Content Knowledge #5245 AND Physics: Content Knowledge #5265 AND General Science: Content Knowledge #5435
Social Studies	Social Studies: Content Knowledge #5081
Spanish; and/or Elementary School with Specialization: Languages/Spanish (5-8)	Spanish: World Language #5195 AND ACTFL Spanish Oral Proficiency Interview (OPI)
Students with Disabilities	Exempt – Test being developed – Not required to date

Applicants must achieve the current required passing score(s) for certificate issuance. Passing scores are always subject to change. A test score must meet the current passing score to satisfy the test requirement.

SOE Student Professionalism

Teacher candidates are responsible not only to teach content subject(s) to students, but also to exemplify acceptable social values. As a primary influence to each student, your professionalism and ethics—such as responsibility, respect and integrity--are of utmost importance.

As a Monmouth University School of Education student, you need to:

1. Familiarize yourself with the New Jersey Professional Teaching Standards (NJPTS) on the following pages.
2. Use precaution when using all social media/networking/voicemails/emails
 - Keep all webpages *totally* private
 - Do not post possible 'inappropriate' pictures that an administrator, cooperating teach, staff member, parent, or student can view
 - Make sure any and all postings are suitable for general public – including *your* future employers and/or students

BE CAUTIOUS : When in doubt, leave it out!

3. While performing all field work and while in professional settings:
 - Use a professional, collaborative demeanor
 - Remember you are a guest in the school setting
 - Present yourself as a professional: observe coworkers/administrators and follow the appropriate dress code
 - Avoid any criticism and negative comments regarding your cooperating teacher, other teachers, pupils, the school or the community
 - Be professional – do not discuss school topics outside of school context
 - Use equipment and supplies for professional (assigned) use only (do not use for personal use)
4. Commit to your field placements and student teaching--these require a great deal of time and need to be the teacher candidate's first priority:
 - Attend all professional assignments and events
 - Be punctual, accept responsibility and show initiative
 - Insure that personal obligations do not interfere with the successful completion of your program requirements
5. Accept constructive criticism and suggestions as those tools to promote your professional growth and ability to respond with maturity and professionalism

NJ Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards were first adopted by the State Board of Education in 1996. The standards are not curriculum, which is decided at the local level. Rather, the standards describe what students should know and be able to do upon completion of a thirteen-year public school education. The standards are also designed to help teachers prepare our students to be college- and career-ready.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student need. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution.

The New Jersey Core Curriculum Content Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following:

21st-Century Life and Careers;

Comprehensive Health and Physical Education;

Science;

Social Studies;

Technology;

Visual and Performing Arts; and

World Languages.

NJ Department of Education Core Curriculum Content Standards (NJCCCS) 2009 Standards for Visual Arts, Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, 21st Century Life and Careers: www.state.nj.us/njded/cccs

Common Core State Standards

Standards for **Mathematics** and **Language Arts Literacy** are part of the [Common Core State Standards initiative](#) coordinated by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations. The New Jersey State Board of Education adopted the Common Core State Standards in 2010. The most recent review and revision of the standards occurred in 2014.

The standards focus on core concepts and procedures starting in the early grades, which gives teachers the time needed to teach them and gives students the time needed to master them.

For grades K-8, grade-by-grade standards exist in English language arts/literacy and mathematics. For grades 9-12, the standards are grouped into grade bands of 9-10 grade standards and 11-12 grade standards.

Specialty Professional Association [SPA] Standards

The Specialty Professional Association (SPA) standards are professional teaching standards by content area as established by official national organizations. If you have not already done so, please become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. You will need to refer to these when planning lessons and units.

The SPA standards are grounded in research and best teaching practices. They tap the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues.

Provided below are the web links for professional teaching standards by content area as established by official national organizations. Some of the web sites have a specific link to the standards; for others, you will have to enter the word “standards” and/or “advanced search”.

Art - NAEA: National Art Education Association <https://www.arteducators.org/>

Elementary - ACEI: Association for Childhood Education International www.acei.org

English - NCTE: National Council of Teachers of English <http://www.ncte.org>

ESL - TESOL: Teachers of English to Speakers of Other Languages <http://www.tesol.org>

Foreign Languages - ACTFL: American Council on the Teaching of Foreign Languages <http://www.actfl.org>

Math - NCTM: National Council of Teachers of Mathematics <http://www.nctm.org>

Middle School - AMLE: Association for Middle Level Education www.ample.org

Music - NAME: National Association for Music Education <http://www.nafme.org>

NBPTS: National Board for Professional Teaching Standards www.nbpts.org

Physical Education - AAHPERD, NASPE: American Alliance for Health, Physical Education, Recreation and Dance, National Association for Sport and Physical Education <http://www.shapeamerica.org/standards/pe/>

P-3 – NAEYC: National Association for the Education of Young Children www.naeyc.org

Reading - IRA: International Reading Association <http://www.reading.org>

Science - NSTA: National Science Teachers Association <http://www.nsta.org>

Social Studies - NCSS: National Council for the Social Studies <http://www.ncss.org>

Special Education - CEC: Council for Exceptional Children <http://www.cec.sped.org>

New Jersey Professional Standards for Teachers (NJPST) as of August 4, 2014

The Professional Standards for Teacher identify the knowledge, skills, and dispositions that teachers need to practice responsibly. Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification.

Candidates Proficiency <i>(see page 2)</i>	Standards
1, 3, 5	<u>Standard One – Learner Development</u> – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
3, 5, 8	<u>Standard Two – Learning Differences</u> – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3, 4, 7	<u>Standard Three – Learning Environments</u> – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
1, 2	<u>Standard Four –Content Knowledge</u> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
2, 7	<u>Standard Five – Application of Content</u> – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6, 9, 10	<u>Standard Six – Assessment</u> – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
5, 6, 7	<u>Standard Seven – Planning for Instruction</u> –The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
4, 8	<u>Standard Eight – Instructional Strategies</u> – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10, 11 12	<u>Standard Nine – Professional Learning</u> – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action

	research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
11, 12	Standard Ten – Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11	Standard Eleven – Ethical Practice – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

6A:9-3.3 Professional standards for teachers

