MONMOUTH UNIVERSITY
SCHOOL OF EDUCATION

Master of Arts in Teaching (MAT)

Monmouth University
School of Education
Master of Arts in Teaching

Department of Curriculum and Instruction

Dr. Ruth Morris, Chair
rkmorris@monmouth.edu
Dr. Alex Romagnoli, MAT Program Director
aromagno@monmouth.edu
Sarah Moore, Graduate Program Advisor
smoore@monmouth.edu

Colleen Finnigan, Office Coordinator
cfinniga@monmouth.eu
(732) 571-4417

Dean's Office

Dr. John Henning, Dean
jhenning@monmouth.edu   (732) 571-4484

Dr. Wendy Harriott, Associate Dean
wharriot@monmouth.edu

Dr. Tracy Mulvaney, Assistant Dean
tmulvane@monmouth.edu

Kathleen O'Donnell, Assistant to the Dean
kodonnel@monmouth.edu   (732) 571-5513

Mary Kate Kane, Secretary
mkane@monmouth.edu   (732)571-7518

Certification, Field Placements and School Partnerships

Patricia Heaney, Director of Field Placements
pheaney@monmouth.edu   (732) 263-5431

Corina Earle, Coordinator of Early Field Placements
cearle@monmouth.edu   (732) 263-5798

Christine Borlan, Credential Officer
cborlan@monmouth.edu   (732) 571-7558

Lisa Bach, Secretary
lbach@monmouth.edu   (732) 263-5473

Table of Contents

MONMOUTH UNIVERSITY
SCHOOL OF EDUCATION

Dear MAT students,

Welcome to the Master of Arts in Teaching (MAT) program and the beginning of a new professional career.

Please review this handbook carefully as it will be a useful resource for you to review the tools, requirements and assessments the program will use to gauge your academic and professional growth. This program marks the beginning of a demanding experience aimed at preparing you to be the best in the teaching profession so that your future students will be successful.

I am proud to welcome you into one of the noblest professions and look forward to your attainment of the title "teacher."


Dr. Alex Romagnoli
MAT Program Director

Mission Statement

The School of Education's mission is to be a leader in the preparation of highly competent, reflective teachers, and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, 21st-Century skills, and dispositions required to improve the teaching and learning of students in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve all students from diverse backgrounds in terms of abilities, age, culture, race, ethnicity, family, lifestyle, and socioeconomic status.

Through clinically based field experiences in a wide range of local school and community settings, our candidates practice and demonstrate the utilization of 21st-century skills in their work with students, teachers, and school leaders. Our goal is that candidates use their thorough knowledge of learners and learning to promote positive student outcomes and achievement. Our programs link theory and practice and are designed to instill a commitment to lifelong learning and reflection.

School of Education Conceptual Framework
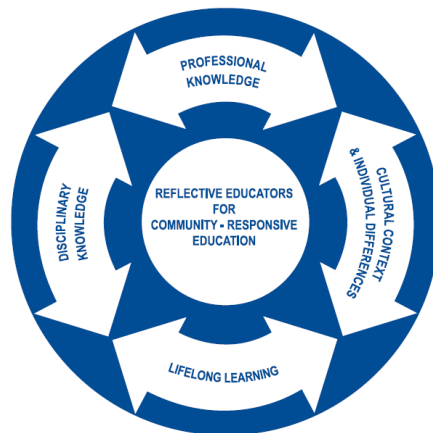
Candidates Proficiency

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.

School of Education – Teacher Residency Program

The Monmouth University Teacher Residency offers teacher candidates a unique opportunity to experience the professional life of a teacher. Being part of the Teacher Residency will provide students with an extensive array of teaching experiences in schools in a variety of roles: tutor, substitute teacher, summer school teacher, paraprofessional, co-teacher, and teacher. Participants will receive a stipend for their work in the schools.

THE NEW VISION

The Monmouth University Teacher Residency program provides an opportunity to be part of the leading edge in teacher preparation. The vision is to create a new type of teacher preparation, one in which teacher candidates are compensated for an extensive school residency. As a result of this new outlook into teacher preparation, teacher residency graduates will be more capable, better qualified and confident in their teaching with a resulting increase in student performance.

Monmouth University students are encouraged to become a part of this forward-looking teacher preparation program. Opportunities will be available to School of Education majors at all levels.

For more information contact:

Dr. John Henning, Dean
School of Education
jhenning@monmouth.edu

Clinical Component Applicants:

Please complete a clinical placement application for each semester in which you are taking courses that require clinical experience. Be sure you choose the correct application for graduate students. The application will be submitted to our office electronically and can be located at the following link: *https://www.monmouth.edu/school-of-education/departments/clinical-experience/*

Transfer students must complete the application process as soon as they register.

Review your course requirements, GPA, and prerequisites for clinical experiences with your advisor. Please make sure that you leave enough time in your schedule to complete your clinical requirements. At a minimum you should set aside at least one morning and one afternoon per week, so plan your schedule accordingly. Some clinical requirements, times, and locations are posted on Web Advisor with specific days and times to help in planning. Many courses are now held off campus and do their hours in the same location. Check Web Advisor for this information as well.

Please speak with your Professors and Education Advisor regarding clinical hours and if you need help with scheduling your courses.

Refer to the list of the graduate courses that require a placement for clinical hours which is in this handbook.

Requests for special considerations for placements or requests for a placement at a worksite MUST be in writing and dropped off at the field placement office, McAllan Hall, Room 123F as soon as possible. You may be able to perform your clinical hours at your worksite if you are employed full time and you obtain a letter from the school/district/agency that is sent to the Field Placement Office (McAllan Hall, Room 123F) which states the following:

1. that you are under a **full time contract** to the district/agency/school;
2. that you may continue employment while meeting your clinical experience requirements;
3. that the worksite is relevant to your area of certification, **content area**, and is viable to the required early clinical requirements;
4. the first and last name of the person who will assume the role of cooperating teacher.

Please note that your clinical hours must be completed outside of your normal work schedule. *This change is not guaranteed and depends on whether you have satisfied a placement in a diverse setting which is a requirement of our program.*

State of New Jersey Requirements for Educators

1. Mantoux Test (May be required)
2. Criminal History Background Check (May be required)
3. Reporting Child Abuse in New Jersey (Required)

A Mantoux test is recommended as it is a requirement in many school districts. You can obtain a Mantoux test at the Monmouth University Health Center for $5 every day except Thursdays.

If you have any questions, please contact me at 732-263-5798. Thank you.

Corina Earle
Field Placement Coordinator
McAllan Hall Room 123F

Clinical Experiences

GRADUATE			
AR 599	Methods of Teaching Art I (ED 351/AR 351) (Fall)		20 hours *
AR 599	Methods of Teaching Art II (ED 352/AR 352) (Spring)		20 hours *
ED 510	Foundations of Education (Fall and Spring)		20 hours
ED 529	Content Literacy (Spring)		75 hours
ED 550	Teaching Children with Diverse Needs (Fall and Spring)		35 hours
ED 556	Teaching Elementary Mathematics (Fall and Spring)		50 hours
ED 562	Teaching Science Elementary (Fall and Spring)		40 hours
ED 564	Secondary Mathematics Methods Part I (Fall and Spring)	TERM A	0 hours
ED 565	Secondary Mathematics Methods Part II (Fall and Spring)	TERM B	100 hours
ED 566	Methods of Teaching Science Secondary Level Part I (Fall)	TERM A	0 hours
ED 567	Methods of Teaching Science Secondary Level Part II (Fall and Spring)	TERM B	100 hours
ED 576	Teaching Social Studies Elementary (Fall and Spring)		40 hours
ED 578	Methods of Teaching English Secondary Part I (Fall)	TERM A	0 hours
ED 579	Teaching Social Studies Secondary Part I (Fall)	TERM A	0 hours
ED 580	Teaching Social Studies Secondary Part II (Fall and Spring)	TERM B	100 hours
ED 582	World Language Education (Fall)		20 hours
ED 583	Theories & Practice of ESL Instruction Part I (Fall)		15 hours
ED 584	Theories & Practice of ESL Instruction Part II (Fall and Spring)		20 hours
ED 585	Methods of Teaching English Secondary Part II (Fall and Spring)	TERM B	100 hours
ED 586	Bilingual Education: Theories and Practices (Spring)		20 hours
ED-587	Integrated Teaching Methods K-12 (Art/Music) (Fall and Spring) (Spanish) (Fall and Spring)		100 hours 20 hours *
ED-596	Methods of Teaching Health K-12 (Spring)		100 hours *
ED-597	Methods of Teaching Physical Education K-12 (Fall)		100 hours *
ED 599/ MU 599	Music for the Child (MU 331) (offered every other Fall, odd years, ex 2015)		20 hours *
ED 599/ MU 599	The Teaching of Music in the Secondary School (MU 333) (every other Spring, even years ex. 2014)		20 hours *
EDL 503	Literacy Instruction (Fall and Spring)		Part of 50 hour requirement
EDL 575	Methods of Teaching Language Arts & Content Literacy Elementary(Fall & Spring)		50 hours
EDS 500	Integrated Approach to Foundations of Special Education (Fall and Spring)		15 hours
EDS 534	Classroom Management Inclusion Settings (Fall and Spring)		30 hours
EDS 535	Technology and Students with Disabilities (Fall and Spring)		10 hours
EDS 552	Methods of Teaching Students with Disabilities (Fall and Spring)		40 hours
EDS 572	Assessment Strategies & Applications in the Classroom (Fall and Spring)		25 hours
FO 599	Teaching World Languages (FO/ED-427) (Fall and Spring)		100 hours

* If you are not taking another Education course this semester with clinical hours, these hours are required.

Teacher Candidate Testing Requirements

Praxis Subject Assessment, ACTFL Oral Proficiency Interview (OPI or OPIC *computer-delivered assessment*) and Writing Proficiency Test (WPT).

> **IT IS A MONMOUTH UNIVERSITY REQUIREMENT THAT YOU TAKE AND PASS THE PRAXIS ASSESSMENT(S), ACTFL ORAL PROFICIENCY INTERVIEW (OPI or OPIC) FOR SPANISH, CHINESE OR ESL AND WRITING PROFICIENCY TEST (WPT) FOR ESL** *(see list for ESL WPT exemption)* <u>PRIOR TO CLINICAL PRACTICE.</u> **Please do not leave the test to the last minute.**

The Praxis Subject Assessments measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. Candidates are required to take one or more Praxis Subject Assessments if they want to teach, or obtain a professional certificate in a state (including New Jersey) that includes these assessments as part of its teacher licensure process.

Register for the Praxis Assessments online through Educational Testing Service (ETS): www.ets.org. 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** to find testing centers near you or call Prometric Candidate Services at 800-853-6773.

Praxis Information Bulletins are available in pdf format (no charge): http://www.ets.org/praxis/about/bulletin. ETS Praxis contact information: http://www.ets.org/praxis/contact

IMPORTANT
- Please note that Monmouth University <u>must receive an official notice of your Praxis results directly from ETS</u>. Only official score reports from ETS will be accepted for clinical practice and licensure.
- When applying to take the Praxis, you must indicate <u>Monmouth University code **#RA2416**</u> in the *Agencies To Receive Score Reports and Passing Status Information* section.
- New Jersey requires a Social Security number (SSN) in order to process educator certification paperwork. ETS does not require your SSN for its own purposes, but will submit it to New Jersey with your test results. Failure to provide your SSN could delay processing of your certification application.
- If you test in New Jersey, your score report will be sent automatically to the New Jersey Department of Education (NJDOE). If you test outside of New Jersey, select the NJDOE (state code #7666) as a score recipient when you register or on an additional score report request.
- ETS is no longer mailing Praxis assessment score reports to individuals. All test takers will access their test scores via their *Praxis* account. This service is free of charge and replaces the mailing of a paper score report.

- Scores will be available approximately 10–16 business days after the testing window closes. The reporting dates vary based on the type of test you take. You <u>MUST</u> download your Praxis report from ETS. Score Release Dates: https://www.ets.org/praxis/scores/get/
- You MUST upload your Praxis II score report to your Foliotek portfolio account under Assessment I: Praxis II.

SPANISH / CHINESE CERTIFICATION:
Students who are seeking certification in Spanish must pass the Spanish ACTFL Oral Proficiency Interview (OPI or OPIC) in addition to the Praxis 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 or OPIc.
- If a candidate does not receive a score of Advanced Low or higher on the Spanish OPI/OPIc 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 two 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 or OPIc).

ENGLISH AS A SECOND LANGUAGE (ESL)
- Students seeking certification English as a Second Language (ESL) must pass the English Language ACTFL Oral Proficiency Interview (OPI or OPIc) and the English Writing Proficiency Test (WPT) – *see list for ESL WPT exemption*.

The OPI, OPIc and WPT 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 clinical practice.

How to Register for English (OPI/OPIc or WPT) or Spanish (OPI/OPIc) Language Testing

Directions:
1. Go to: www.languagetesting.com
2. Upper right corner of the Home Screen - Select: Search for your institution or school program> *(orange)*
3. Are your testing for State Teacher Certification? - Select: Yes
4. In which state are you applying for teacher licensing? – Select State: New Jersey (pulldown menu) and Select Teacher Candidate Program: Monmouth University – Teacher Candidates
5. Select: Continue
6. Read the Welcome Information and Select: Continue

7. Select Language: English or Spanish
8. Select Test(s)
9. Complete Self-Assessment – Select: Continue
10. Select Proctor – Continue
11. Select your Time zone (Eastern)
12. Select Test Date & Time
13. Express Service $50.00 *No need to pay or select these services if you have allowed enough time to test and receive your results for clinical practice.*
    Official copy of certificate $10.00 *(you can download a copy of your proficiency certificate for free)*
14. Payment & Account Information
15. Terms and Conditions
16. Higher Education Act of 1965 – Title II reporting – you **<u>MUST</u>** report your Date of Birth and Social Security # for licensure.

INSTRUCTION ENDORSEMENT	REQUIREMENTS
Art	Art: Content Knowledge #5134
Bilingual/Bicultural (co-certificate) *Exception: Candidates who pass the Praxis CORE (all 3 tests) will be exempt for the English WPT requirement).*	No Praxis ACTFL English Oral Proficiency Interview (OPI/OPIc) **AND** English Writing Proficiency Test (WPT) **AND** OPI/OPIc and WPT in the Target Language
Chinese	ACTFL Chinese Oral Proficiency Interview (OPI/OPIc)
Elementary School Teacher K-6 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, and 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 Education Multiple Subject #**5001** <u>All FOUR parts must be passed</u> • Reading & Language Arts #5002 • Mathematics #5003 • Social Studies #5004 • Science #5005
INSTRUCTION ENDORSEMENT	**REQUIREMENTS**
Middle School with Subject Matter Preparation: Language Arts Literacy (5-8) (co-certificate)	Middle School English Language Arts #5047
Middle School with Subject Matter Preparation: Mathematics (5-8) (co-certificate)	Middle School Mathematics #5169) On-screen calculator provided
Middle School with Subject Matter Preparation: Social Studies (5-8) (co-certificate)	Middle School Social Studies #5089
Middle School with Subject Matter Preparation: Science (5-8) (co-certificate)	Middle School Science #5440
English	English Language Arts: Content Knowledge #5038

English as a Second Language *Exception: Candidates who pass the Praxis CORE (all 3 tests) will be exempt for the English WPT requirement).*	ACTFL English Oral Proficiency Interview (OPI/OPIc) **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	Early Childhood: Content Knowledge #5025
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 Middle School with Specialization: Languages/Spanish (5-8)	Spanish: World Language #5195 **AND** ACTFL Spanish Oral Proficiency Interview (OPI/OPIc)
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.

Testing Support for Teacher Candidates (Praxis)

The Academic Advising and Placement Center recommends the following to students preparing for PRAXIS testing. For those students approaching the yearlong clinical practice, the PRAXIS must be passed before clinical practice semester begins.

Contact your advisor for the best time to begin this testing (general recommendation is at least one year before the beginning of the clinical practice semester).

PREPARATION RESOURSES FOR THE PRAXIS CORE AND PRAXIS SUBJECT ASSESSMENTS:

1. ETS preparation materials: https://www.ets.org/praxis/prepare/materials/
    - Study Companion (pdf) - free
    - Interactive Practice Tests – 90-day subscription
    - Praxis test preparation webinars – Scheduled Live Webinars and Prerecorded Webinars: https://www.ets.org/praxis/prepare/webinars

2. Teachers Test Prep – www.teacherstestprep.com

3. Praxis review site: http://www.mometrix.com/academy/praxis-ii by Mometrix Academy (free public service of Mometrix test preparation) – free resource for practical test taking – 8 hours of review videos and practice tests

4. ExamEdge – realistic practice tests: https://www.examedge.com/praxis/

5. Khan Academy is a good source for math, science and history; www.khanacademy.org

6. Study.com website: http://study.com/

CORE: MATHEMATICS RESOURCES:

1. **Praxis CORE Mathematics** – Khan Academy Instructional Support Videos and Exercises – support test preparation for the Math CORE assessment. Topics mapped to videos or exercises that will assist you in preparation: https://www.ets.org/s/praxis/pdf/khan_academy.pdf

2. MU Tutoring Center – currently setting up openings for **math tutoring for Praxis CORE** (limited availability)

3. **Praxis CORE Math** highly recommended book: Core Math Made Easy by Dr. Lynn Gardner. includes sample problems, exercises, and sample tests to fully prepare each

future teacher on what to expect during the exam. To date, this book has helped over **5,000 teachers** pass the Praxis.

PRAXIS PREP FOR MATH AND ELEMENTARY MATH SUBJECT ASSESSMENTS:

1. Praxis2Math website: http://www.praxis2math.com/

2. Billstein, Libeskend, and Lott. *A Problem Solving Approach to Mathematics for Elementary School Teachers*: Addison Wesley. (Those at ETS who are responsible for writing the Praxis test recommended this book.)

RESOURCE VIDEOS – TEST TAKING:

1. http://www.businessinsider.com.au/this-is-one-of-the-biggest-myths-about-second-guessing-ourselves-2012-6
   Short article. It is about a myth that many people believe about test taking.
2. https://www.youtube.com/watch?v=Zm3Jq4JYTEI&feature=player_detailpage
   Taking a multiple-choice test – short video with solid information.

TUTORS:

- **Social Studies**:
  - Mr. Jerry Joyce for one-on-one tutoring, contact information: jjoyce@srhsnj.com 732-681-2858 ext. 520

- **Science:**
  - Suzanne Fenkel, contact information: suzannefenkel@mersnj.us
  - Jennifer Patterson, contact information: 732-232-7381

- **Math:**
  - Justine Lane, contact information: justinebythesea@gmail.com
  - Paula Gilligan, contact information: pgilliagan@srhsnj.com, cell: 908-309-6579
  - Sandy Abdelaziz, contact information: 732-718-7057
  - Maria Wills, contact information: ms.mariawills@gmail.com

Wyzant: www.wyzant.com: a digital marketplace to connect students to independent tutors in more than 300 skills and subjects. Wyzant bring students and instructors together, online and in-person (founded in 2005).

edTPA Portfolio

The edTPA is a performance-based assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom. The edTPA assessment builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. It is a subject-specific assessments that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment.

Teacher candidates must prepare a portfolio of materials during their clinical experience that demonstrates their readiness to teach through lesson plans designed to support their students' strengths and needs and provides evidence that they can engage real students in ambitious learning, analyze whether their students are learning, and adjust instruction to be more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of this portfolio.
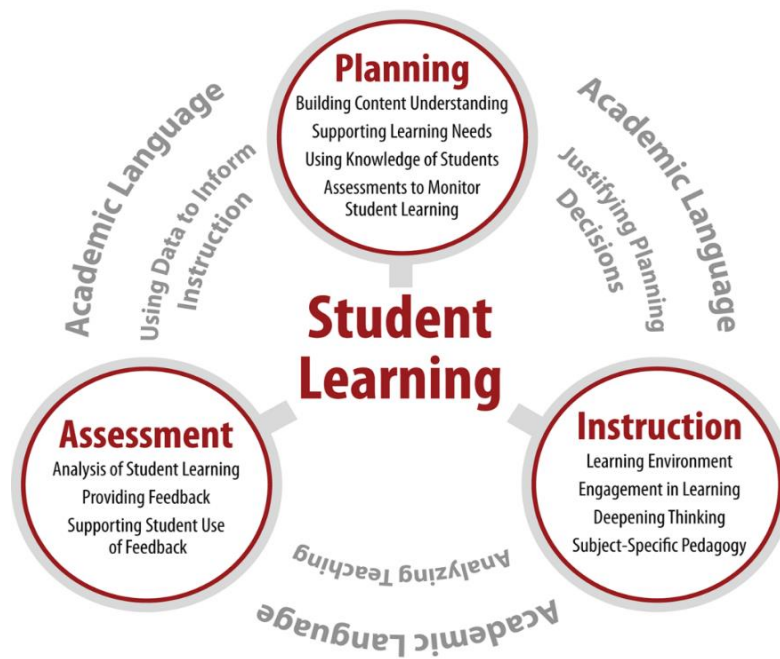
Admission to Clinical Practice

Clinical practice takes place in the **final semester.** It is a full semester experience (15-16 weeks) following the school district calendar. **Clinical practice 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. It 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 clinical practice if you do not meet the academic requirements.

The teacher candidate applicant must:

1. Complete all required academic and professional education courses.

2. Resolve any incomplete grades prior to clinical practice.

3. Possess a major (or its equivalent) in a content area to qualify for certification.

4. Graduates must maintain a minimum 3.0 GPA with no more than six credits below a grade of B-. Candidates must meet content major GPA requirement for graduation.

5. Applicants for New Jersey licensure must pass the appropriate Praxis Subject Assessment/Specialty Area Test(s), ACTFL Oral Proficiency Interview (OPI, OPIc) for Spanish or Chinese and the OPI or OPIc 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 clinical practice**. 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 our office.

7. **In addition to submitting this application you MUST register for clinical practice** (Graduates: Refer to your academic audit for course code – 9 credits). Please see your advisor for approval to register.

8. If it is necessary to be considered a full-time student for health insurance, financial aid, etc. please plan accordingly.

Clinical Practice Placements

The Director of Field Placements will secure clinical practice placements in cooperation with respective school districts. **Students cannot secure placements on their own**. Many factors go into the decision of whether or not a district accepts a student: availability of qualified cooperating teachers, balance among specialty areas and grade levels, and the availability of approved sites are taken into consideration. All placements must be approved by the local Board of Education. All candidates will be placed in school districts so that they will be prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Student teachers are generally placed in our school partnership districts and our greater constituency.

When a placement is approved by the respective school district, the Director of Field Placements will notify each student by letter. **Please contact the Certification, Field Placement and School Partnerships office if you add an endorsement to your existing program after you submit your application**. Be sure this office has your current phone, cell, and address information on file. Please notify our office if this information changes at any time prior to clinical practice. The student teacher should meet with their cooperating teacher and the school principal to discuss the placement, the teaching schedule, students, curriculum, and other obligations prior to the beginning of the semester.

As a representative of Monmouth University, you are expected to conduct yourself in a thoroughly professional, responsible, and reliable manner at all times. Remember that you are a guest in your cooperating school and are expected to maintain the same professional standards as all other instructional staff. It is important that you strive to acquire and refine the personal qualities, knowledge, and standards of a practicing professional educator.

Clinical Practice School District Placement Guide

A request for a placement will be mailed to a school district that matches your program/certification area.

Program / Certification Area	Clinical Practice Placement Request
Preschool through Grade 3 and Elementary Education K-6	Grade: K, 1, 2, or 3
Elementary Education K-6	Grade: K, 1, 2, 3, 4, 5 or 6
Elementary Education K-6 and Middle School 5-8	Split: K-6 (8 weeks) and 5-8 Content (7 weeks)
Content Specific	Grade 9, 10, 11, or 12
Art, Music, Spanish – K-12	K-12
Special Education	Placement will match instructional area (inclusion or split-placement)

Requirements:

❖ **A Mantoux Intradermal Tuberculin test**
The State of New Jersey requires that every college student who works indoors, and has contact with pupils for at least 20 hours per month, be tested for tuberculosis within six months of coming in contact with pupils in the Schools of New Jersey.
If you do not have evidence of a Mantoux test within the required six months, you must take care of this requirement before clinical practice. Monmouth University Health Services offers the Mantoux test. For information please contact them at 732-571-3464.

❖ **Interviewing**
School administrators and prospective cooperating teachers often want to interview teacher candidates. School district personnel may contact you. Place a professional message on your answering machine and cell phone. Dress professionally.

❖ **Substitute License**
Apply for a substitute license in your home county. Check telephone listings under County Offices. It is becoming easier to place students who already have a substitute license. Most school districts require student teachers to complete a criminal background check form and be fingerprinted prior to final approval for placement. Students should inquire if this is a requirement in their district. The student is responsible for this process. Contact your assigned school district for more information.

❖ **Teacher Candidate Test Requirements**

Test requirements must be met prior to clinical practice. **Only official score reports from Educational Testing Service (ETS) will be accepted for clinical practice and licensure**. Students who are seeking certification in Spanish or Chinese must also supply the Certification, Field Placements and School Partnerships Office with a copy of the ACTFL Oral Proficiency Interview (OPI). English as a Second Language (ESL) students must provide a copy of the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). This requirement is not subject to appeal or exceptions.

- ❖ **Physiology and Hygiene Requirement**
  New Jersey requires new teachers to have a general knowledge of physiology and hygiene for certification. Currently, the requirement can be met by completion of a course. Your transcripts will be reviewed for a course in biology, human ecology, nutrition, nursing, sexuality, zoology, drugs and alcohol, anatomy or health and physiology. You will be notified via your Monmouth University email to schedule an appointment to take the P&H test if you **DO NOT** have a course that meets the requirement.

Monmouth University Lesson Plan

Teacher Candidate's Name:

Date:

Lesson Title:

Class / Grade:

Central Focus (Similar to "Enduring Understanding"):

Student Learning Goals / Objective(s):

Academic Standards (NJPST, NJSLS, others…):

Assessments:

- Formal ("Summative")
- Informal ("Formative")

Academic Language:
Examine the learning goal/objective to complete the chart.

Identified Language Demands	Planned Language Supports

Instruction Strategies and Learning Tasks (Procedures):

Support for Accommodations and/or Modifications:

- Specific support strategies outlined for students in the class (examples below):
    - Support for ELLs
    - Support for Students with IEPs or 504 Plans
    - Support for Highly Advanced Students
    - Support for Struggling Students (who do not have IEP/504 Plans)

Materials / Use of Instructional Technology:

- Teacher Materials
- Student Materials (Include adapted materials for differentiated instruction.)

Homework / Assignment for Next Class:

Analysis of Teaching (Reflection):

- What were the main learning outcomes of the lesson?
- What have you learned about your students as learners?
- If you were to teach this lesson again, what changes would you make?
- Why would changes improve the learning of your students? (Cite a learning theory to support your rationale.)

Professionalism

All Monmouth University School of Education students must maintain a mature, professional attitude and appearance which includes dressing appropriately and professionally at all times. Your final grade will be lowered if your clinical faculty, cooperating teacher and Director of Field Placements feel you are unprofessional at any time. **Please refer to the NJPTS (the middle column labeled Dispositions).**

You need to be aware of the safeguards we must all take when using social media/networking/voicemails/emails. Make certain that your page is totally private. Even with the privacy settings on you should not have any pictures that an administrator, cooperating teacher, staff member, parent, or student might find inappropriate. You must also be careful in the postings you make to others, being sure that they can't be misconstrued as unsuitable for a public servant.

You must maintain a professional, collaborative demeanor in all matters pertaining to your students, cooperating teacher(s), clinical faculty, parents, and members of the district administration and staff. You are a guest in the school setting. You must avoid criticism of the cooperating teacher, other teachers, pupils, the school, or community. Do not discuss school matters outside of the school context.

You must meet expectations regarding attendance, punctuality, assumption of responsibility, and initiative. It is imperative that you are supervised by professional staff while at your placement site. This applies to all before and after school hours.

You must be willing to accept constructive criticism and suggestions to assist you in your professional growth and demonstrate an ability to respond in a mature and professional manner. All district equipment (copier, laminators, computers, etc.) paper (copy, color, etc.) and supplies are not to be used for personal use at any time.

Clinical practice requires a great deal of time and must be every teacher candidate's first and foremost priority. You must insure that personal obligations will not interfere with your commitment to the successful completion of the clinical practice experience.

A.P.A., 6th ed. Style for all Written Assignments

The Publication Manual of the American Psychological Association, 6th edition, is the required reference manual for all written assignments in the School of Education.
Failure to properly cite sources used in your submitted work may result in charges of plagiarism by your instructor.
The Monmouth University Writing Center provides access to web pages for A.P.A style through the **Resources for Writers** link on the Writing Center Web site: https://www.monmouth.edu/writing-services/

The link provides information on plagiarism and differences in writing a summary and paraphrasing.

Other Web Pages:

The A.P.A. homepage: http://www.apastyle.org/index.html. This page highlights the 6th edition changes and answers most FAQs, especially those regarding electronic sources.

Western Carolina's Writing Center lists examples of many resources including emails and movies:
http://www.wcu.edu/writingcenter/isource.asp?page=apa_format.html

Electronic Portfolio – Foliotek

If you are enrolled in a School of Education program, you are required to have a foliotek account.   If your professor requires you to upload your work to foliotek for evaluation, they will provide specific instructions for that purpose.

All School of Education courses will have a link to foliotek in the **Course Content** area of **ecampus**.   If you already have an account, you will be logged in to foliotek automatically when you click the link.

After the semester drop/add period has ended:
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 this link for the first time. If you receive an error message after clicking the link to foliotek, please 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 (courses beginning with 'ED').

Information needed to register for a new account:
When you register for a foliotek Account, you will be asked for the following:
- 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.
- If you need to extend the length of your subscription the options and prices are below
- Extend the length of your license under your profile:
    - In your profile, you will have a link to 'Extend your license

Length	Price
1 year	$30
2 years	$59
3 years	$87
4 years	$112
5 years	$120
6 years	$125

eCampus Course Management System

Some of the courses in the M.A.T. program are online and others are hybrid (a combination of online and on campus sessions), or web-enhanced (course meets on campus, but there is an online component). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following link on the Monmouth University Website: https://ecampus.monmouth.edu/login.php

To log in, a student uses his/her Monmouth University ID and email password. If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the "Change Password Form", which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

➢ News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.

➢ Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.

➢ Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, drop box, class list, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

✓ Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.

✓ Discussions: This is where the posting of reflections and online dialoguing take place.

✓ Dropbox: You may be asked to upload your assignments and assessments to this area.

✓ Classlist: This contains the names and email addresses of your classmates.

✓ Chat: This enables the professor to dialogue with students in real time.

✓ Grades: This link takes you to your grades on assignments and assessments.

✓ Library: This is the link to the Monmouth University Library.

✓ Course Home: This link takes you back to the course main page.

eForms

Most of the forms you will be utilizing will be on-line e-FORMS.* A complete list of the e-FORMS can be found in your e-FORMS library; however, the following is the list of the most commonly used e-FORMS. Directions for using e-FORMS begin on the next page.
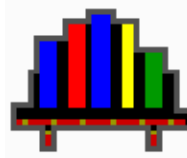
- Application for Academic Amnesty
- Application for Certificate - Non-matriculated students
- Application for Graduation/Diploma/Certificate - Matriculated students
- Application to Register to Audit a Class
- Application for Thesis Continuation
- Change Address - U.S. Students Only
- Change Graduate Program/Major
- Change Name
- Declaration/Removal of Certificate - Matriculated Students
- FERPA
- FERPA - Do Not Disclose
- Leave of Absence Application
- Permission for MAT to Transfer Undergraduate Courses
- Permission to Take Courses at Another Institution (graduates)
- Request to Swap Course(s)
- Request for Transcript of Academic Record
- Request for Transfer of Graduate Credits
- Substitution of Graduate Program Requirements
- Waiver of Graduate Program Requirement
- Withdraw from a Course
- Withdraw from Monmouth University

Directions for e-Forms

The following are directions for e-FORMS. Please note, there is also a Power Point presentation on your WEBstudent account if you should need more assistance.

> ➢ Go to WEBstudent menu
> ➢ Select e-FORMS
> ➢ Enter student ID ('s' and seven digits) and password
> ➢ You will then see following icon on the left top of your screen:
>
> This is the "Library of e-FORMS" icon
>
>
>
> ➢ Click on the "Library of e-FORMS"
>   ○ A list of forms will be displayed
> ➢ Select the e-FORM you need to complete
> ➢ The e-FORM will be populated with your student information (i.e., your name, id, program)
> ➢ Complete the e-FORM
> ➢ Make sure you add comments as you deem necessary on bottom of the e-FORM
> ➢ Select "Submit" to electronically submit this for approval

Once you submit your form, it is routed electronically to the necessary offices for approvals. You will receive emails as your e-FORM moves from office to office, noting approvals/denials/comments. Keep your advisor informed should you have any questions and/or concerns.

Your e-FORM is approved, completed, and reflected on your University record once you receive an email noting "Archived".

Procedures for Graduation

YOU MUST APPLY FOR GRADUATION. An application for Graduation should be filed with the Office of Registration and Records a year in advance of anticipated graduation. It is the student's responsibility to see that all requirements for graduation are met.

Graduation applications are available online through Web Advisor on e-FORMS

Deadlines for filing each semester can be found online in the Academic Calendar

After applying for graduation, the student will receive an official degree audit from the Office of Registration and Records. Official audits are updated during the last semester. Students can review their academic audits at anytime by using their WEBstudent account.

IT IS VERY IMPORTANT TO CHECK YOUR MONMOUTH E-MAIL ACCOUNT FOR NOTICES PERTAINING TO GRADUATION

New Jersey Professional Standards for Teachers

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 *(see page 1)*	Standards
1, 3, 5	**Standard One – Learner Development** – 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	**Standard Two – Learning Differences** – 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	**Standard Three – Learning Environments** – 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	**Standard Four –Content Knowledge** – 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	**Standard Five – Application of Content** – 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	**Standard Six – Assessment** – 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	**Standard Seven – Planning for Instruction** –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	**Standard Eight – Instructional Strategies** – 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	**Standard Nine – Professional Learning** – 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

Standard One – Learner Development

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
1.i.1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;	**1.ii.1** The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**1.iii.1** The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
1.i.2 The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and	**1.ii.2** The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**1.iii.2** The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
1.i.3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**1.ii.3** The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and	**1.iii.3** The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
	1.ii.4 The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	**1.iii.4** The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;

Standard Two – Learning Differences

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
2.i.1 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;	**2.ii.1** The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;	**2.iii.1** The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
2.i.2 The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;	**2.ii.2** The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;	**2.iii.2** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
2.i.3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;	**2.ii.3** The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;	**2.ii.3** The teacher makes learners feel valued and helps them learn to value each other; and
2.i.4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;	**2.ii.4** The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;	**2.iii.4** The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.
2.i.5 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and	**2.ii.5** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and	
2.i.6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.	**2.ii.6** The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.	

Standard Three - Learning Environments

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
3.i.1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry; **3.i.2** The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally; **3.i.3** The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work; **3.i.4** The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention; **3.i.5** The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments; **3.i.6** The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment; **3.i.7** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and **3.i.8** The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	**3.ii.1** The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning; **3.ii.2** The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals; **3.ii.3** The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures; **3.ii.4** The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments; **3.ii.5** The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and **3.ii.6** The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.	**3.iii.1** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments; **3.iii.2** The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning; **3.iii.3** The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and **3.iii.4** The teacher seeks to foster respectful communication among all members of the learning community.

Standard Four – Content Knowledge

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
4.i.1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;	**4.ii.1** The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;	**4.iii.1** The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;
4.i.2 The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;	**4.ii.2** The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;	**4.iii.2** The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
4.i.3 The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;	**4.ii.3** The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;	**4.iii.3** The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
4.i4 The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;	**4.ii.4** The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;	**4.iii.4** The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
4.i.5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;	**4.ii.5** The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;	**4.iii.5** The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.
4.i.6 The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;	**4.ii.6** The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and	
4.i.7 The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;	**4.ii.7** The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.	
4.i.8 The teacher creates opportunities for students to learn, practice, and master academic language in their content; and		
4.i.9 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.		

Standard Five – Application of Content

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
5.i.1 The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);	**5.ii.1** The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	**5.iii.1** The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
5.i.2 The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);	**5.ii.2** The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;	**5.iii.2** The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
5.i.3 The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;	**5.ii.3** The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;	**5.iii.3** The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
5.i.4 The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;	**5.ii.4** The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;	
5.i.5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;	**5.ii.5** The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;	
5.i.6 The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;	**5.ii.6** The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;	
5.i.7 The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and	**5.ii.7** The teacher understands creative thinking processes and how to engage learners in producing original work; and	
5.i.8 The teacher develops and implements supports for learner literacy development across content areas.		

5.ii.8 The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	

Standard Six - Assessment

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
6.i.1 The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;	**6.ii.1** The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;	**6.iii.1** The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
6.i.2 The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;	**6.ii.2** The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;	**6.iii.2** The teacher takes responsibility for aligning instruction and assessment with learning goals;
6.i.3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;		**6.iii.3** The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
6.i.4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;	**6.ii.3** The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;	**6.iii.4** The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
6.i.5 The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;	**6.ii.4** The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;	**6.iii.5** The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
6.i.6 The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;	**6.ii.5** The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;	**6.iii.6** The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
6.i.7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;	**6.ii.6** The teacher knows when and how to evaluate and report learner progress against standards; and	
6.i.8 The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and	**6.ii.7** The teacher understands how to prepare learners for assessments and how to make accommodations in	

6.i.9 The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	assessments and testing conditions, especially for learners with disabilities and language learning needs	

Standard Seven – Planning for Instruction

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
7.i.1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;	**7.ii.1** The teacher understands content and content standards and how these are organized in the curriculum;	**7.iii.1** The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
7.i.2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;	**7.ii.2** The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;	**7.iii.2** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
7.i.3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;	**7.ii.3** The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;	**7.iii.3** The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
7.i.4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;	**7.ii.4** The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;	**7.iii.4** The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
7.i.5 The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and	**7.ii.5** The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;	
7.i.6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	**7.ii.6** The teacher knows when and how to adjust plans based on assessment information and learner responses; and	
	7.ii.7 The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related	

	service providers, language learner specialists, librarians, media specialists, and community organizations.	

Standard Eight Instructional Strategies

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
8.i.1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners; **8.i.2** The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs; **8.i.3** The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest; **8.i.4** The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners; **8.i.5** The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances; **8.i.6** The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes; **8.i.7** The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information; **8.i.8** The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and	**8.ii.1** The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated; **8.ii.2** The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals; **8.ii.3** The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks; **8.ii.4** The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships; **8.ii.5** The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and **8.ii.6** The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	**8.iii.1** The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction; **8.iii.2** The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication; **8.iii.3** The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and **8.iii.4** The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

8.i.9 The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		

Standard Nine – Professional Learning

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
9.i.1 The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards; **9.i.2** The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system; **9.i.3** Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and **9.i.4** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	9.ii.1 The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments; 9.ii.2 The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and 9.ii.3 The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.	9.iii.1 The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice; **9.iii.2** The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families; **9.iii.3** The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and **9.iii.4** The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
10.i.1 The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning; **10.i.2** The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners; **10.i.3** The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals; **10.i.4** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement; **10.i.5** Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being; **10.i.6** The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice; **10.i.7** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues; **10.i.8** The teacher uses and generates meaningful research on education issues and policies; **10.i.9** The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles; **10.i.10** The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and **10.i.11** The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.	**10.ii.1** The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners; **10.ii.2** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning; **10.ii.3** The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and **10.ii.4** The teacher knows how to contribute to a common culture that supports high expectations for student learning.	**10.iii.1** The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success; **10.iii.2** The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals; **10.iii.3** The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning; **10.iii.4** The teacher takes responsibility for contributing to and advancing the profession; and **10.iii.5** The teacher embraces the challenge of continuous improvement and change.

Standard Eleven – Ethical Practice

The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
11.i.1 The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences; **11.i.2** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media; **11.i.3** The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment; **11.i.4** The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice; **11.i.5** The teacher maintains professional relationships with students and colleagues; **11.i.6** The teacher provides access to various points of view without deliberate distortion of subject matter; and **11.i.7** The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.	**11.ii.1** he teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others; **11.ii.2** The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide); **11.ii.3** The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and **11.ii.4** The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.	**11.iii.1** The teacher recognizes that an educator's actions reflect on the status and substance of the profession; **11.iii.2** The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust; **11.iii.3** The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and **11.iii.4** The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

InTASC Interstate Teacher Assessment and Support Consortium

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

New Jersey Student Learning Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed 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 needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

Comprehensive Health and Physical Education:
https://www.nj.gov/education/standards/chp/index.shtml

English Language Arts:
https://www.nj.gov/education/standards/ela/Index.shtml

Mathematics:
https://www.nj.gov/education/standards/math/Index.shtml

Science:
https://www.nj.gov/education/standards/science/Index.shtml

Social Studies:
https://www.nj.gov/education/standards/socst/index.shtml

Computer Science & Design Thinking:
https://www.nj.gov/education/standards/compsci/Index.shtml

Visual & Performing Arts:
https://www.nj.gov/education/standards/vpa/Index.shtml

World Languages:
https://www.nj.gov/education/standards/worldlang/Index.shtml

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 - NCCAS: National Core Arts Standards: www.nationalartsstandards.org/

Elementary - ACEI: Association for Childhood Education International

English - NCTE: National Council of Teachers of English www.ncte.org

ESL - TESOL: Teachers of English to Speakers of Other Languages www.tesol.org

Foreign Languages - ACTFL: American Council on the Teaching of Foreign Languages www.actfl.org

Health and Physical Education - AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance www.shapeamerica.org/standards/pe/

Math - NCTM: National Council of Teachers of Mathematics www.nctm.org

Middle School - Association for Middle Level Education www.amle.org

Music - NCCAS: National Core Arts Standards: www.nationalartsstandards.org/

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

Reading - IRA: International Reading Association www.literacyworldwide.org/

 Science - NSTA: National Science Teachers Association www.nsta.org

Social Studies - NCSS: National Council for the Social Studies www.ncss.org

Special Education - CEC: Council for Exceptional Children www.cec.sped.org