MONMOUTH UNIVERSITY ~ School of Education

Undergraduate Handbook

A Guide to Academic Success
in the
School of Education

2018-2019
Dear Undergraduate Teacher Candidates:

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

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

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

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

Sincerely,

Dr. John E. Henning

Professor and Dean
School of Education
Monmouth University
MONMOUTH UNIVERSITY
SCHOOL OF EDUCATION CONTACT INFORMATION

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

Dr. Wendy Harriott, Associate Dean
wharriot@monmouth.edu (732) 263-5905

Dr. Tracy Mulvaney, Assistant Dean
tmulvane@monmouth.edu (732) 263-5572

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

School of Education Administrative Advisors
(Located in the School of Education Advising and Placement Center)

Jenifer Joyce, Program Advisor
jjoyce@monmouth.edu (732) 263-5688

Janis Marcus, Program Advisor
jmarcus@monmouth.edu (732) 263-5972

Carrie Digironimo, Program Advisor
cdigiron@monmouth.edu (732) 263-5718

Department of Curriculum and Instruction

Dr. Ruth Morris, Chair
rkmorris@monmouth.edu

Department of Special Education

Professor Mary Brennan, Chair
mbrennan@monmouth.edu

Office Coordinator

Colleen Finnigan, McAllan Hall, Room 216
cfinniga@monmouth.edu (732) 571-4417

Certification, Field Placements and School Partnerships

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

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

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

Corina Earle, Field Placement Coordinator
cearle@monmouth.edu (732) 263-5798
# TABLE OF CONTENTS

Undergraduate Advising Mission Statement .......................... 1
Conceptual Framework ....................................................... 2
Praxis Core Academic Skills for Educators Tests 2018-2019 .... 4
Undergraduate Program Advisors ........................................... 6
Programs of Study .................................................................. 7
Programs of Study ~ Five Year Programs ................................ 8
Bachelor of Arts in Interdisciplinary Studies for Elementary Educators .................................................. 9
Education Endorsements ......................................................... 10
Honors School Course – Course HO298 ................................. 11
Study Abroad in the School of Education – Course ED300 .. 12
Clinical Component .............................................................. 13
Fieldwork for Clinical Experience and Component ................. 14
Undergraduate Clinical Experience Courses ......................... 15
Undergraduate School Partnerships: P-12 School Partnerships .... 16
Grade Point Average (GPA) .................................................... 18
Foliotek Portfolio and Assessment Management ...................... 19
Student Organizations .......................................................... 22
School of Education Scheduled Events ................................. 24
Peer Advising Mentor Program (PAM) ................................. 25
School of Education Teacher Residency Program .................... 27
Clinical Practice (Student Teaching) Application Process ........ 28
State of New Jersey, Department of Education ~ .................... 29
    Criminal History Review .................................................. 29
NJ Substitute Teaching License .............................................. 30
edTPA .............................................................................. 31
Teacher Candidate Testing Requirements 2017-2018 ............. 32
Testing Support for Teacher Candidates (Praxis) ................. 36
Student Professional Dispositions .......................................... 38
New Jersey Student Learning Standards ............................... 39
Specialty Professional Associations (SPAS) Standards .......... 40
New Jersey Professional Standards for Teachers (NJPST) ....... 42
Undergraduate Advising Frequently Asked Questions (FAQ’s) .. 44
Undergraduate Advising Mission Statement

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

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

Outcomes:

Students will be:

1. Knowledgeable about curriculum and sequence requirements required for completion of their academic program and teacher certification
2. Able to make wise and informed decisions when selecting classes
3. Provided University referrals as needed for additional information and/or support
4. Kept up to date on changes within the School of Education, Monmouth University and New Jersey State Department of Education certification requirements
5. Provided advisor-led seminars and developmental programs to enhance their educational knowledge and marketability
6. Monitored to insure sound professional and academic development in University classes and partnership schools
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.
Praxis Core Academic Skills for Educators Tests 2018-2019

Students admitted into an Education program in New Jersey must successfully complete the Praxis Core Academic Skills for Educators tests or meet the required scores in ACT or SAT tests (see details below).

New SOE candidates:

**Freshman:** this requirement *must be met* in order for you to remain in the School of Education after your freshmen year and prior to your first Education course (any course coded as ED, EDL, EDS, the only exception is ED250 which can be taken Freshman year).

**Transfer:** this requirement *must be* met before you can enter into the School of Education or take any Education course, with the exception of ED250.

All Education majors must demonstrate basic skills assessment of mathematics and language arts by one of the following methods:

1. Praxis Core Academic Skills for Educators (Register at www.ets.org/praxis):
   Successfully complete: Core Academic Skills for Educators (register via www.ets.org/praxis):
   - Core Academic Skills for Educators: Reading test #5712, Qualifying Score 156 and
   - Core Academic Skills for Educators: Writing test #5722, Qualifying Score 162 and
   - Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided) test #5732, Qualifying Score 150

If you wish to take all three computer-delivered Core Academic Skills for Educators exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

**IMPORTANT**
- Use your correct social security number when registering
- List Monmouth University (code 2416) as a score recipient
- If you test out-of-state you must report your scores to NJ (code 7666)
2. Demonstrate a cut score on the SAT (on verbal and math only as shown below) or a cut score for the ACT (on English and Math as shown below).

<table>
<thead>
<tr>
<th>SAT SCORES:</th>
<th>ACT SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>If taken before 4/1/1995</td>
<td>If taken before 8/28/1989</td>
</tr>
<tr>
<td>VERBAL 480</td>
<td>ENGLISH 20</td>
</tr>
<tr>
<td>MATH 520</td>
<td>MATH 23</td>
</tr>
<tr>
<td>If taken on or between 4/1/1995 to 2/28/2016</td>
<td>If taken on or after 8/28/1989</td>
</tr>
<tr>
<td>VERBAL 560</td>
<td>ENGLISH 23</td>
</tr>
<tr>
<td>MATH 540</td>
<td>MATH 23</td>
</tr>
<tr>
<td>If taken on or after 3/1/2016</td>
<td>610 Evidence-Based Reading and Writing OR .. 30 Reading Section</td>
</tr>
<tr>
<td>610 Evidence-Based Reading and Writing OR .. 30 Reading Section</td>
<td>570</td>
</tr>
</tbody>
</table>

It is important at this time, that you contact your advisor to discuss your new Education program/schedule and requirements mentioned above if you have not already done so; or contact one of the School of Education Undergraduate Advisors below:

- Jenifer Joyce, jjoyce@monmouth.edu, 732-263-5688
- Carrie Digironimo, cdigiron@monmouth.edu, 732-263-5718
- Janis Marcus, jmarcus@monmouth.edu, 732-263-5972
Undergraduate Program Advisors

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

The School of Education Undergraduate advisors are a faculty member or one of the SOE Undergraduate Program advisors. Students can find their advisor(s) on the myMU portal → Personal Academic Information → My Profile. Note: The Undergraduate Program Advisors are all located on the first floor of McAllan Hall in the “School of Education Advising and Placement Center.” SOE Advisors are listed below:

- **Professor Bazler**  
  jbazler@monmouth.edu

- **Professor Kim**  
  jkim@monmouth.edu

- **Professor Wong**  
  cwong@monmouth.edu

- **Professor Romagnoli**  
  aromagno@monmouth.edu

- **Professor Estudillo**  
  aestudil@monmouth.edu

The following SOE faculty members serve as academic advisors.

- **Janis Marcus**  
  jmarcus@monmouth.edu

- **Carrie Digironimo**  
  cdigiron@monmouth.edu

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

# Programs of Study

- Curriculum and Sequence Charts for program requirements for the following Bachelor programs can be found at [http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx](http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx)

## ELEMENTARY K-6

*(Kindergarten to 6th Grade)*

<table>
<thead>
<tr>
<th>Bachelor of Arts (BA)</th>
<th>Bachelor of Science (BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anthropology</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Art</td>
<td></td>
</tr>
<tr>
<td>• English</td>
<td></td>
</tr>
<tr>
<td>• English/Creative Writing</td>
<td></td>
</tr>
<tr>
<td>• Foreign Language (Spanish)</td>
<td></td>
</tr>
</tbody>
</table>

## SPECIALTY K-12

*(Kindergarten to 12th Grade in Content Area)*

<table>
<thead>
<tr>
<th>Bachelor of Arts (BA)</th>
<th>Bachelor of Science (BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art</td>
<td>• Health/Physical Education</td>
</tr>
<tr>
<td>• Foreign Language (Spanish)</td>
<td></td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td>• History/Political Science</td>
<td></td>
</tr>
<tr>
<td>• Interdisciplinary Studies</td>
<td></td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td>• Political Science</td>
<td></td>
</tr>
</tbody>
</table>

## SECONDARY K-12

*(5th to 12th Grade – Content Specific)*

<table>
<thead>
<tr>
<th>Bachelor of Arts (BA)</th>
<th>Bachelor of Science (BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English</td>
<td>• Biology</td>
</tr>
<tr>
<td>• English/Creative Writing</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• History</td>
<td>• Chemistry-Physical Science</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Bachelor of Arts (BA)</th>
<th>Bachelor of Science (BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anthropology</td>
<td>• Foreign Language (Spanish)</td>
</tr>
<tr>
<td>• English</td>
<td>• History</td>
</tr>
<tr>
<td>• English/Creative Writing</td>
<td>• Music</td>
</tr>
</tbody>
</table>
Programs of Study ~ Five Year Programs

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

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

Sequence Charts for program requirements for the following five year programs of study can be found at http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx

<table>
<thead>
<tr>
<th>M.S.Ed. with Endorsement in Teacher of Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor Degree/Education Program:</strong></td>
</tr>
<tr>
<td><strong>Elementary:</strong></td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Secondary:</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>K-12 (Specialty):</strong></td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Health/Physical Education</td>
</tr>
</tbody>
</table>
The Bachelor of Arts in Interdisciplinary Studies for Elementary Studies will certify teacher candidates in K-6th grades. Students interested in teaching general content subjects are provided with a well-rounded subject matter to prepare them with knowledge in English, math, science and social studies, together with their pedagogical courses. As a result, students have an improved preparation for the Praxis tests for Elementary certification, can take endorsements as warranted, are exposed to STEM Curricula, and can seek middle school certification in multiple subjects.

The School of Education and cross-campus faculty have designed specific courses for this major:

<table>
<thead>
<tr>
<th>English</th>
<th>Literacy Studies or Literature</th>
<th>English courses include composition and literature. Additional exposure is provided into classic, contemporary, pre-adolescent texts and young adult literature.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children’s and Young Adult Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Writing</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Number Systems</td>
<td>Math courses provide examination of the math concepts for K-6 education, including the history and applications. Also, they explore number systems, geometry, and problem solving.</td>
</tr>
<tr>
<td></td>
<td>Algebra Thinking, Probability &amp; Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Intro to Structure &amp; Function of Living Systems</td>
<td>These courses provide active learning and lab experiences, examining living organisms and life sciences and ecosystems. Topics include human biology, health, physics, and chemistry.</td>
</tr>
<tr>
<td></td>
<td>Unity and Diversity of Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Biology and Health</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Economics for Social Sciences</td>
<td>Course include US History, Western Civilization, economics, anthropology, geography and political science.</td>
</tr>
<tr>
<td></td>
<td>Western Civilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>US History I and II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Geography</td>
<td></td>
</tr>
</tbody>
</table>

*For information contact: Dr. Jiwon Kim (jkim@monmouth.edu)*
Education Endorsements

To increase your knowledge base and marketability, the following endorsements may be taken with your Education program.

- **TEACHER OF STUDENTS WITH DISABILITIES (TSD)**
  - This endorsement enables you to teach Special Education. The program will give you a wide range of opportunities, such as teaching in a resource room, self-contained setting, or a general education inclusive classroom.
  - The TSD endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Elementary, Secondary or K-12.

- **ENGLISH AS A SECOND LANGUAGE (ESL)**
  - This endorsement program is for future educators to serve cultural and linguistic diversities in the educational setting.
  - The ESL endorsement can only be combined with programs following a content major coupled with Education and an Endorsement in Elementary, Secondary or K-12.

- **MIDDLE SCHOOL**
  - This endorsement program prepares future educators to teach in the middle school setting: grades 5-8.
  - The Middle School endorsements can only be combined with programs with the following content majors coupled with Education and an Endorsement in Elementary Education: English, English/Creative Writing, History, History/Political Science, Interdisciplinary Studies, Political Science and Math.

- **PRE-SCHOOL THROUGH GRADE 3 (P-3)**
  - This endorsement program addresses the needs of young children from diverse cultural and linguistic backgrounds and young children with special needs.
  - The P-3 program can only be combined with elementary education.

**Note:** There are additional testing requirements for some certifications mentioned above. For questions, contact our Credential Officer, Ms. Christine Borlan, cborlan@monmouth.edu
The link below details the endorsements’ programs of study: [http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx](http://www.monmouth.edu/university/undergraduate-curriculum-charts.aspx)
Honors School Course – HO298

The School of Education has a large presence in the Monmouth University Honors School. Students receive Honors School designation on their diploma, a noteworthy recognition and commendable marketability benefit.

Education Course for Honors Students

The School of Education offers an honors course to all students in the Honors School (HO298). The HO298 course is taught by Dr. Alex Romagnoli. The HO298 will be offered in Spring 2019 and will include:

1. The foundations of Education, both psychological and philosophical.

2. A research component, developing the groundwork for a project that may become the honors thesis.

3. Study of research-based textbooks with case studies, analytical studies and mixed method studies.

4. A challenging and expansive coursework.

5. The requirement in the Education Programs of ED250 Psychological and Philosophical Foundations of Education. (See your advisor for a substitution for the ED250 requirement.)
Study Abroad in the School of Education – Course ED300

The School of Education encourages Education students to experience a study abroad.

Information on the Monmouth University Study Abroad opportunities can be found on WEBadvisor in myMU account.

The School of Education recognizes the many benefits to studying abroad, and we have developed an Education course which is run during the winter break and offered to all students. This course:

- Provides education experiences/studies in the global environment.
- Counts as the general education requirement of GU – global understanding.
- Is registered as a spring semester course, but travel is completed over winter break at MU.
- Provided study abroad opportunities in the past in Hong Kong/Beijing and England and proposing a return to Hong Kong/Beijing in 2020!

If you are interested in studying abroad, speak to your advisor so that together you can plan your academic program to include this great opportunity.

**Education Course – ED300 Education and Culture**

ED300 offers students the opportunity to become immersed in educational, cultural, and historical contexts while exploring contemporary issues relevant to various countries or regions. Students will be introduced to cross-cultural issues within that country. They will expand their understanding of the focus country; especially its educational practices, as they gain an immersive experience related to education, history, culture, art, and literature through travel and through participating in volunteer work in a school setting. Students in this course examine another culture in order to gain experience which may transform not only their understanding of that culture, but the way in which they understand culture in general.

For further information on the ED300 course, contact Dr. Lubniewski at 732-923-4610 or kservili@monmouth.edu.
Clinical Component

Clinical Component Courses: The School of Education provides students with courses on campus and at off-site locations (in our professional partner schools). These courses provide an academic environment in which students can work together with peer teaching candidates and professional faculty in a consistent and professional educational arena.

All courses which include Clinical Experience or Practice will require a fieldwork application to be completed online (available on the myMU portal under Offices and Services ➔ Office of Certification, Field Placements, and School Partnerships Clinical Experience).

Students will be required to complete one Clinical Hours Log per semester to keep track of required hours, have the Clinical Hours Log verified by professor(s), and upload the log to their electronic portfolio in Foliotek. The Foliotek Clinical Component Course List on Foliotek is then updated by student.

The School of Education administration and advisors will provide guidance in scheduling courses to optimally meet all Clinical Component requirements as mandated by the New Jersey Department of Education. Clinical Component fieldwork will begin sophomore year with Clinical Experience, followed by Clinical Practice in junior year and the Yearlong Clinical Practice**.

**Yearlong Clinical Practice

The Yearlong Clinical Practice provides two consecutive semesters of invaluable teacher candidate training/experience. The benefits of this yearlong approach are stronger relationships with students, smoother transition to clinical practice/student teaching, extensive exposure to the educational arena, and better preparation of the ‘new’ teacher candidate.

Clinical Practice (Yearlong – First Semester): New Jersey Department of Education requires a minimum of 100 field hours the semester immediately before full time Clinical Practice (student teaching). Future teacher candidates will become immersed in a school setting and gradually gain classroom responsibility. Placement will occur in the same district / school setting as the final semester of student teaching whenever possible.

Clinical Practice (Yearlong – Final Semester): Clinical Practice of student teaching (9 credits) is completed during the last semester of your program. Students must register via WEBadvisor for both ED416 (8 credits of Clinical Practice) and ED416S (1 credit Clinical Practice seminar) after completing all program requirements, all required clinical experience hours, and all required testing for program requirements and teacher certification.
Fieldwork for Clinical Experience and Component

Please complete a clinical placement application for each semester in which you are taking courses that require field experience. The application will be submitted to our office electronically and can be located on your WEBstudent account in myMU:

- Select icon at top of WEBstudent: Offices & Services
- Certification, Field Experience and School Partnership
- Under “Resources and Links” text box, you will see the link to the Field Placement Application
- Once in the Field Placement Application page, near top you will see link for “New”, select that and the application will be displayed for input

Review your course requirements, GPA, and prerequisites for field experiences with your advisor. Please make sure that you leave enough time in your schedule to complete your field requirements. At a minimum you should set aside at least one morning and one afternoon per week, so plan your schedule accordingly. Some field requirements, times, and locations are posted on Web Advisor with specific days and times to help in planning.

Courses requiring fieldwork and the above noted application are listed on the following page.

Clinical Practice School District Placement

Clinical Practice School District – the chart below is the guideline for placing the teaching candidate in districts based on their major/location. A request for a specific placement will be mailed to a school district that matches your program/certification area.

<table>
<thead>
<tr>
<th>Program / Certification Area</th>
<th>Clinical Practice Placement Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool through Grade 3 and Elementary Education K-6</td>
<td>Grade: K, 1, 2, or 3</td>
</tr>
<tr>
<td>Elementary Education K-6</td>
<td>Grade: K, 1, 2, 3, 4, 5 or 6</td>
</tr>
<tr>
<td>Elementary Education K-6 and Middle School 5-8</td>
<td>Split: K-6 and 5-8 Content</td>
</tr>
<tr>
<td>Content Specific</td>
<td>Grade 9, 10, 11, or 12</td>
</tr>
<tr>
<td>Art, Music, Spanish, Health/Phys Ed: K-12</td>
<td>K-12</td>
</tr>
<tr>
<td>Special Education</td>
<td>Placement will match instructional area (inclusion or split-placement)</td>
</tr>
</tbody>
</table>
# Undergraduate Early Field Experience Courses
(requiring field hours and fieldwork application)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 351/ED-351</td>
<td>Methods of Teaching Art I (Fall)</td>
<td>20 hours *</td>
</tr>
<tr>
<td>AR 352/ED-352</td>
<td>Methods of Teaching Art II (Spring)</td>
<td>20 hours *</td>
</tr>
<tr>
<td>ED 250</td>
<td>Psychological and Philosophical Foundations of Education (Fall and Spring)</td>
<td>20 hours **</td>
</tr>
<tr>
<td>ED 319</td>
<td>Content Literacy (Fall and Spring)</td>
<td>75 hours</td>
</tr>
<tr>
<td>ED 320</td>
<td>Teaching Students with Diverse Needs (Fall and Spring)</td>
<td>35 hours</td>
</tr>
<tr>
<td>ED 327</td>
<td>Theories &amp; Practice of ESL Instruction Part I (Fall)</td>
<td>15 hours</td>
</tr>
<tr>
<td>ED 328</td>
<td>Theories &amp; Practice of ESL Instruction Part II (Fall and Spring)</td>
<td>20 hours</td>
</tr>
<tr>
<td>ED 360</td>
<td>Methods of Teaching Elementary Mathematics (Fall and Spring)</td>
<td>50 hours</td>
</tr>
<tr>
<td>ED 361</td>
<td>Methods of Teaching Elementary Science (Fall and Spring)</td>
<td>40 hours</td>
</tr>
<tr>
<td>ED 362</td>
<td>Teaching Elementary Social Studies (Fall and Spring)</td>
<td>40 hours</td>
</tr>
<tr>
<td>ED 365</td>
<td>Secondary Mathematics Methods Part I (Fall and Spring)</td>
<td>0 hours</td>
</tr>
<tr>
<td>ED 366</td>
<td>Secondary Mathematics Methods Part II (Fall and Spring)</td>
<td>100 hours</td>
</tr>
<tr>
<td>ED 367</td>
<td>Teaching Language Arts at the Secondary Level Part I (Fall)</td>
<td>0 hours</td>
</tr>
<tr>
<td>ED 368</td>
<td>Teaching Language Arts at the Secondary Level Part II (Fall and Spring)</td>
<td>100 hours</td>
</tr>
<tr>
<td>ED 369</td>
<td>Methods of Teaching Science for the Secondary Teacher Part I (Fall)</td>
<td>0 hours</td>
</tr>
<tr>
<td>ED 370</td>
<td>Methods of Teaching Science for the Secondary Teacher Part II (Fall and Spring)</td>
<td>100 hours</td>
</tr>
<tr>
<td>ED 371</td>
<td>Teaching Social Studies at the Secondary Level Part I (Fall)</td>
<td>0 hours</td>
</tr>
<tr>
<td>ED 372</td>
<td>Teaching Social Studies at the Secondary Level Part II (Fall and Spring)</td>
<td>100 hours</td>
</tr>
<tr>
<td>ED 374</td>
<td>Issues and Practices in World Language Part II (Fall)</td>
<td>20 hours *</td>
</tr>
<tr>
<td>ED 377</td>
<td>Integrated K-12 Teaching Methods (Fall and Spring) Art/Music Spanish</td>
<td>100 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours</td>
</tr>
<tr>
<td>ED 378</td>
<td>Methods of Teaching Health (Spring)</td>
<td>100 hours*</td>
</tr>
<tr>
<td>ED 379</td>
<td>Methods of Teaching Physical Education (Fall)</td>
<td>100 hours*</td>
</tr>
<tr>
<td>ED 380</td>
<td>Middle Level Learning and Teaching (Spring)</td>
<td>20 hours</td>
</tr>
<tr>
<td>ED 427/FO 427</td>
<td>Teaching World Languages (Fall and Spring) K-12 K-6</td>
<td>100 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours*</td>
</tr>
<tr>
<td>EDL 325</td>
<td>Language &amp; Early Literacy Development (Spring)</td>
<td>25 hours</td>
</tr>
<tr>
<td>EDL 326</td>
<td>Literacy Instruction in K-6 Education Settings I (Fall and Spring)</td>
<td>Shared hours with ED 320</td>
</tr>
<tr>
<td>EDL 327</td>
<td>Literacy Instruction in K-6 Education Settings II (Fall and Spring)</td>
<td>50 hours</td>
</tr>
<tr>
<td>EDL 363</td>
<td>Early Childhood Curriculum &amp; Methods (Fall and Spring) P3/TSD P3 Endorsement only</td>
<td>100 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours*</td>
</tr>
<tr>
<td>EDS 330</td>
<td>Foundations of Special Education: Development Across the Lifespan</td>
<td>15 hours</td>
</tr>
<tr>
<td>EDS 336</td>
<td>Classroom Management (Fall and Spring)</td>
<td>25 hours</td>
</tr>
<tr>
<td>EDS 342</td>
<td>Instructional Methods and Materials for Middle/Secondary (Spring)</td>
<td>20 hours</td>
</tr>
<tr>
<td>EDS 350</td>
<td>Individualizing Curricula &amp; Instruction for Special Education (Fall and Spring)</td>
<td>25 hours</td>
</tr>
<tr>
<td>EDS 352</td>
<td>Curricula, Methods for Learners (Fall and Spring)</td>
<td>20 hours</td>
</tr>
<tr>
<td>ED-331</td>
<td>Music for the Child (MU 331) (every other Fall, odd years only, ex 2015)</td>
<td>20 hours*</td>
</tr>
<tr>
<td>MU 331</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED-333/MU 333</td>
<td>The Teaching of Music in the Secondary School (MU 333) (every other Spring, even years only, ex 2014)</td>
<td>20 hours*</td>
</tr>
</tbody>
</table>

* If you are not taking another Education course this semester with clinical hours, these hours are required.
** Clinical Experience Hours only for students requiring hours to meet NJDOE requirements.

**NOTE:** These requirements are subject to change. Please check with your Professor and review your syllabus to confirm specific requirements.
University School Partnerships
P-12 School Partnerships

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

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

P-12 School Partnerships

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

West Long Branch Schools

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

https://www.monmouth.edu/school-of-education/partnerships/
Grade Point Average (GPA)*

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

**Why a Minimum GPA?**

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

**Where can I find my GPA?**

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

**What if my GPA is < 3.0?**

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

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

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

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

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

***Change of Major – When necessary based on a low GPA, students will need to change major from Education via the change of major e-form. The Education advisor will work closely with the student to devise the appropriate plan. Students are placed in the current academic year program upon returning to the School of Education.
The School of Education requires that all students develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service. The portfolio has capabilities for you to use both while you’re a student and after you graduate from Monmouth University to build a showcase portfolio which can be used when you apply for positions or to share your best work with others.

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

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

- Go to Foliotek – Logs Student or Faculty into Foliotek
- How to add a portfolio – Tells student how to add a portfolio to their account
- How to extend your license – Instructions for extending an expired Foliotek account license
- How to set up a new account – Instructions for creating a Foliotek account
- How to determine the portfolio(s) you need – Helps student convert their MU program into valid Foliotek portfolio(s)
- Foliotek - Course uploads and evaluations: A student will not show up for evaluation in Foliotek until the student is in the portfolio linked to that course evaluation/assessment based on their MU program. Students and Faculty must login to Foliotek using the menu provided for the course in ecampus. Failure to do so will result in an inaccurate or non-existent student list when instructor does Course Evaluations at end of semester. If a student uploads a file(s) to Foliotek after the instructor starts that student’s evaluation, instructor needs to ‘Reset’ the evaluation before the uploads can be seen.
Education Majors not currently enrolled in an Education course: If you are not currently enrolled in an Education course, but need to access Foliotek, you can do so by using the link shown which is available to ‘ED’ majors as soon as you login to ecampus:

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

Information needed to register for a new account:
When you register for a Foliotek account, you will be asked for the following:

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

If applicable, you may use your financial aid to purchase Foliotek through the online bookstore at http://mubookstore.monmouth.edu/home.aspx.

- You should do this online, as the bookstore does not have physical information to provide to you.
- Purchase can be made through the bookstore once the bookstore site is open for the new semester until the final day of financial aid.
- Once purchased, note that you will not have access until after the financial aid period ends in the bookstore.
- Required codes and information will be emailed to student once available to bookstore.
- If questions, contact bookstore or email/call Ms. Nikki Hernandez 732-263-5404 nrichard@monmouth.edu in bookstore.
- Further questions can be addressed to Foliotek@monmouth.edu.
Details of your Foliotek account:

- **Cost:**
  - 1 year $30
  - 2 year $59
  - 3 year $87
  - 4 year $112

- **License Length:**
  - At the end of license, your account will expire. When you try to access your account you will be notified of the expiration and can choose to extend your license.
  - Any previous work you’ve done in your account will remain intact and you will be able to access it after extending your account.

- **Need to extend your license?**
  - Extend the length of your license under your profile:
    - In your profile, you will have a link to ‘Extend your license’
    - Click this link and follow the prompts to purchase an extension online with a credit card
    - You will be able to choose the length of your extension, and that amount of time will be added to your current license.
Student Organizations

International Reading Association Monmouth University Council (IRA)

Contact Faculty Advisors:
Professor Lilly Steiner, lsteiner@monmouth.edu, 732-571-4691
Professor Kerry Carley-Rizzuto, krizzuto@monmouth.edu, 732-923-4619

www.reading.org

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

Kappa Delta Pi (KDP) Honor Society NU TAU CHAPTER

Contact: Professor Mary Brennan, Faculty Advisor
mbrennan@monmouth.edu, 732-263-5292

www.kdp.org

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

Contact Faculty Advisor:
Professor Carol McArthur- Amedeo, cmcarthu@monmouth.edu, 732-923-4618

www.cec.sped.org

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

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

Scavenger Hunt: The yearly fall semester Scavenger Hunt is sponsored by the School of Education Dean’s office. It is an informal overview for first semester freshmen in the School of Education Program. Students will be introduced to the Dean, Dr. John Henning, and to the administrators in the Advising & Placement center. We look forward to meeting our future teacher candidates.

Sophomore Connection: Come meet School of Education faculty advisor and administrative advisors. You will get acquainted with your individualized program. This is a time to ask questions, learn about organizations, special events, programs and available resources.

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

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

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

**Mission Statement**

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

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

**What is PAM and how does it work?**

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

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

**Mentees**

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

The PAM program:

- Is for one year, and available to all new Freshmen and upcoming Sophomores
- Encourages contact with mentor and student involvement
- Role of mentee –
  - Ask questions
  - Learn about minors and endorsements
  - Become familiar with WEBstudent/WEBregistration
  - Meet and learn about the excellent SOE faculty
Mentors*
Mentors have approximately 5-6 mentees each

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

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

Application to Request a Mentor  visit WEBsite
https://www.monmouth.edu/school-of-education/pam/request-a-mentor/

Contact Information: pam@monmouth.edu or 732-263-5688
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 Practice (Student Teaching) Application Process

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

The clinical practice (student teaching) applicant must:

1. Complete all required academic and professional education courses.
2. Resolve any incomplete grades prior to clinical practice (student teaching).
3. Possess a major (or its equivalent) in a content area to qualify for certification.
4. Undergraduates must maintain a minimum cumulative GPA of 3.0. Candidates must meet content major GPA requirement for graduation.
5. Applicants for New Jersey licensure must pass the appropriate Praxis II Subject Assessment/Specialty Area Test(s), ACTFL Oral Proficiency Interview (OPI) for Spanish or Chinese and the OPI and Writing Proficiency Test (WPT) for English as a Second Language (ESL). Proof of a passing score must be submitted to the Certification, Field Placements and School Partnerships Office prior to clinical practice (student teaching). This requirement is not subject to appeal or exceptions.
6. If you have been convicted of a crime in this or any other state, you may not be eligible for certification. Please contact the Certification, Field Placements and School Partnerships Office.
7. In addition to submitting this application you MUST register for clinical practice (student teaching)
   Undergraduates: ED416 – 8 credits and ED416s – 1 credit

FUTURE TEACHER CANDIDATES:
APPLICATION WORKSHOP TO BE ANNOUNCED
If you are planning to do your clinical practice Spring 2019 and Fall 2019
You must attend the workshop
Dates and Times will be Announced
22. Are volunteers and student teachers required to undergo the CHRC process?

Unpaid volunteers may be submitted for the state and federal criminal history record check at a reduced fee of $21.45. The department has been authorized to allow school districts to submit student teachers for the criminal history record check process. They may be submitted by using the same codes and fees as that used for submitting the unpaid volunteer. However, the state will not retain or flag the print image. Therefore, if the unpaid volunteer or student teacher is arrested subsequent to approval, no notification will be made to the department. Should the student teacher or the unpaid volunteer seek employment with an educational facility, they would be required to undergo a new criminal history record check as would a new applicant for employment. They would not be eligible for the Archive Submission Process. Also, upon request from the nonpublic schools, this office will process volunteers using the nonpublic school statute, N.J.S.A.18A:6-4.14.

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

All educational facilities and authorized school bus contractors that employ school bus drivers or individuals serving in substitute positions who transfer from one employer to another, must ensure that a Transfer Request was submitted online at the CHRU website. The Transfer Request may be submitted by the applicant or the employer. Please visit our website at: https://www.nj.gov/education/crimhist/ and select "File Authorization And Make Electronic Payment For Criminal History Record Check" then select Transfer Request (Only Substitutes & Bus Drivers are eligible). Effective August 22, 2016, there will be a $5.00 fee and an additional $1.00 convenience fee charged by the payment processing company to submit a Transfer Request.

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

No, since the educational facility is the common employer.
The School of Education strongly recommends that you substitute during your academic program here at Monmouth University.

N.J.A.C. 6A:9B: SUBCHAPTER 7. Substitute credential is intended only for persons acting temporarily in replacement of a fully certified and regularly employed classroom teacher when the supply of properly certified teachers is inadequate to staff the school. The holder of the substitute credential may serve for no more than a total of 20 instructional days in the same position in one school district during the school year.

- A candidate shall apply for a substitute credential to the executive county superintendent through the school district or its designee.
- A substitute credential can be used in any county of the State. This credential is transferable from school district to school district and county to county.
- The school district or its designee submits the candidate’s application, official transcripts, signed and notarized oath of allegiance, academic credentials and appropriate fee to the executive county superintendent for review and approval.
- The executive county superintendent may issue a substitute credential to candidates who can present the following:
  1. Minimum of 60 semester-hour credits completed at a regionally accredited college or university.
  2. Successful criminal history qualification letter from the Department. Frequently Asked Questions and Answers Regarding the Fingerprint Process:
     https://www.state.nj.us/education/crimhist/faq_crimhist.htm
  3. Evidence of negative Mantoux (TB) test
- The substitute credential is valid for a five-year period from the date of issuance and may be renewed within six months prior to its expiration.
- Individuals serving in substitute positions, who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) WEBSITE, to the Criminal History Review Unit. Visit NJDOE WEBSITE and select ‘File Authorization and make Electronic payment for Criminal History Record Check’ then select Transfer Request

For information on requirements and procedures contact your local school district.
County Information & Services

Handbook for Substitute Credentials: Everything you need to know.
edTPA

What is the edTPA?

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 assessment 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.

Requirements of the Teacher Candidate:

All teacher candidates (student teachers) will complete an edTPA portfolio during their final Clinical Practice semester, using the state-approved edTPA handbook to complete the portfolio and submit it through Foliotek. Candidates will document their classroom work that includes lesson plans, student assignments, assessments, unedited video clips of teaching, and commentaries on student learning and how instruction was adjusted to meet student needs.
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) PRIOR TO CLINICAL PRACTICE (Student Teaching). 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: http://www.ets.org/praxis/register/centers_dates/ to find testing centers near you or call Prometric Candidate Services at 800-853-6773.

Praxis 2018-2019 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 must receive an official notice of your Praxis results directly from ETS. Only official score reports from ETS will be accepted for clinical practice (student teaching) and licensure.
- When applying to take the Praxis, you must indicate Monmouth University code #RA2416 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 MUST download your Praxis report from ETS. 2018-2019 Score Release Dates: [https://www.ets.org/praxis/scores/get/](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](http://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 (student teaching).

<table>
<thead>
<tr>
<th>INSTRUCTION ENDORSEMENT</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art: Content Knowledge #5134</td>
</tr>
<tr>
<td>Bilingual/Bicultural (co-cert)</td>
<td>No Praxis ACTFL English Oral Proficiency Interview (OPI/OPIC) AND English Writing Proficiency Test (WPT) AND OPIC/OPIC and WPT in the Target Language</td>
</tr>
<tr>
<td>Exception: Candidates who pass the Praxis CORE (all 3 tests) will be exempt for the English WPT requirement.</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>ACTFL Chinese Oral Proficiency Interview (OPI/OPIC)</td>
</tr>
<tr>
<td>Elementary School Teacher K-6</td>
<td>Elementary Education Multiple Subject #5001</td>
</tr>
<tr>
<td></td>
<td>All FOUR parts must be passed</td>
</tr>
</tbody>
</table>
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.

### INSTRUCTION ENDORSEMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade Level</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School with Subject Matter Preparation: Language Arts Literacy (5-8)</td>
<td>5-8</td>
<td>#5047</td>
</tr>
<tr>
<td>Middle School with Subject Matter Preparation: Mathematics (5-8)</td>
<td>5-8</td>
<td>#5169</td>
</tr>
<tr>
<td>Middle School with Subject Matter Preparation: Social Studies (5-8)</td>
<td>5-8</td>
<td>#5089</td>
</tr>
<tr>
<td>Middle School with Subject Matter Preparation: Science (5-8)</td>
<td>5-8</td>
<td>#5440</td>
</tr>
<tr>
<td>English as a Second Language Exception: Candidates who pass the Praxis CORE (all 3 tests) will be exempt for the English WPT requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td>#5857</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>#5161</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>#5113</td>
</tr>
<tr>
<td>Preschool through Grade 3</td>
<td></td>
<td>#5025</td>
</tr>
<tr>
<td>Science (Biology)</td>
<td></td>
<td>#5235</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td>#5435</td>
</tr>
<tr>
<td>Science (Chemistry)</td>
<td></td>
<td>#5245</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td>#5435</td>
</tr>
<tr>
<td>Science (Physical Science)</td>
<td></td>
<td>#5265</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td>#5435</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>#5081</td>
</tr>
<tr>
<td>Spanish; and/or Middle School with Specialization: Languages/Spanish (5-8)</td>
<td></td>
<td>#5195</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td>#5195</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>#5081</td>
</tr>
</tbody>
</table>

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.
For the most current information on test requirements for the specific teaching license you are seeking, please visit the NJDOE, Office of Certification and Induction: https://www.nj.gov/education/license/
Testing Support for Teacher Candidates (Praxis)

Teacher Candidate Testing Requirements

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 student teaching 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 student teaching semester).

- ETS preparation materials: [https://www.ets.org/praxis/prepare/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](https://www.ets.org/praxis/prepare/webinars)
- Teachers Test Prep – [www.teacherstestprep.com](http://www.teacherstestprep.com)
- Praxis review site: [http://www.mometrix.com/academy/praxis-ii](http://www.mometrix.com/academy/praxis-ii) by Mometrix Academy
- Khan Academy for math, science and history - [www.khanacademy.org](http://www.khanacademy.org)
- Praxis CORE Math book: *Core Math Made Easy* by Dr. Lynn Gardner
- https://www.youtube.com/watch?v=Zm3Jq4JYTEI&feature=player_detailpage
  Short video on taking multiple-choice test.
- Billstein, Libeskend, and Lott. *A Problem Solving Approach to Mathematics for Elementary School Teachers*: Addison Wesley. (Members of ETS who are responsible for writing the Praxis test recommended this book.)

**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

MU Tutoring Center – currently setting up openings for math tutoring for Praxis CORE (limited availability)
As a Monmouth University School of Education student, you need to:

1. Familiarize yourself with the New Jersey Professional Teaching Standards (NJPTS) on the following pages.

2. Use precaution when using all social media/networking/voicemails/emails
   - Keep all WEBpages ** totally private**
   - Do not post possible ‘inappropriate’ pictures that an administrator, cooperating teacher, staff member, parent, or student can view
   - Make sure any and all postings are suitable for general public – including *your* future employers and/or students

   **BE CAUTIOUS: When in doubt, leave it out!**

3. While performing all field work and while in professional settings:
   - Use a professional, collaborative demeanor
   - Remember you are a guest in the school setting
   - Present yourself as a professional: observe coworkers/administrators and follow the appropriate dress code
   - Avoid any criticism and negative comments regarding your cooperating teacher, other teachers, pupils, the school or the community
   - Be professional – do not discuss school topics outside of school context
   - Use equipment and supplies for professional (assigned) use only (do not use for personal use)

4. Commit to your placements for your clinical experience and clinical practice -- these require a great deal of time and need to be the teacher candidate’s first priority:
   - Attend all professional assignments and events
   - Be punctual, accept responsibility and show initiative
   - Insure that personal obligations do not interfere with the successful completion of your program requirements

5. Accept constructive criticism and suggestions as those tools to promote your professional growth and ability to respond with maturity and professionalism
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:

21st Century Life and Careers: http://www.state.nj.us/education/aps/cccs/career/
Comprehensive Health and Physical Education:
http://www.state.nj.us/education/aps/cccs/chpe/
Language Arts Literacy: http://www.state.nj.us/education/aps/cccs/lal/
Mathematics: http://www.state.nj.us/education/aps/cccs/math/
Science: http://www.state.nj.us/education/aps/cccs/science/
Social Studies: http://www.state.nj.us/education/aps/cccs/ss/
Technology: http://www.state.nj.us/education/aps/cccs/tech/
Visual and Performing Arts: http://www.state.nj.us/education/aps/cccs/arts/
World Languages: http://www.state.nj.us/education/aps/cccs/wl/
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 WEBsites have a specific link to the standards; for others, you will have to enter the word “standards” and/or “advanced search”.


Elementary - ACEI: Association for Childhood Education International [www.acei.org](http://www.acei.org)


ESL - TESOL: Teachers of English to Speakers of Other Languages [http://www.tesol.org](http://www.tesol.org)

Foreign Languages - ACTFL: American Council on the Teaching of Foreign Languages [http://www.actfl.org](http://www.actfl.org)

Health - AAHPERD, AAHE: American Alliance for Health, Physical Education, Recreation and Dance, American Association for Health Education [http://www.aahperd.org](http://www.aahperd.org)


Middle School - Association for Middle Level Education [www.amle.org](http://www.amle.org)


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

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


Special Education - CEC: Council for Exceptional Children http://www.cec.sped.org
**New Jersey Professional Standards for Teachers (NJPST) as of August 4, 2014**

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

<table>
<thead>
<tr>
<th>Candidates Proficiency (see page 2)</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 5</td>
<td><strong>Standard One – Learner Development</strong> – 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.</td>
</tr>
<tr>
<td>3, 5, 8</td>
<td><strong>Standard Two – Learning Differences</strong> – 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.</td>
</tr>
<tr>
<td>3, 4, 7</td>
<td><strong>Standard Three – Learning Environments</strong> – 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.</td>
</tr>
<tr>
<td>1, 2</td>
<td><strong>Standard Four – Content Knowledge</strong> – 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.</td>
</tr>
<tr>
<td>2, 7</td>
<td><strong>Standard Five – Application of Content</strong> – 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.</td>
</tr>
<tr>
<td>6, 9, 10</td>
<td><strong>Standard Six – Assessment</strong> – 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.</td>
</tr>
<tr>
<td>5, 6, 7</td>
<td><strong>Standard Seven – Planning for Instruction</strong> – 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.</td>
</tr>
<tr>
<td>4, 8</td>
<td><strong>Standard Eight – Instructional Strategies</strong> – 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.</td>
</tr>
<tr>
<td>10, 11, 12</td>
<td><strong>Standard Nine – Professional Learning</strong> – 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</td>
</tr>
</tbody>
</table>
research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

<table>
<thead>
<tr>
<th>11, 12</th>
<th><strong>Standard Ten – Leadership and Collaboration</strong> – 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>Standard Eleven – Ethical Practice</strong> – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.</td>
</tr>
</tbody>
</table>


6A:9-3.3 Professional standards for teachers
Undergraduate Advising
Frequently Asked Questions (FAQ’S)

How do I know if I have to take the Praxis CORE (basic skills) test?
Do you have a passing SAT or ACT score as set by the State of NJ? NJDOE – Teacher Candidate Basic Skills Requirement (listed on website)  https://nj.gov/education/

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

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

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

What are the subject areas?
Anthropology, Art, Biology, Chemistry, Chemistry/Physical Science, English, English/ Creative Writing, Health/Physical Education, History, History/Political Science, Interdisciplinary Studies, Political Science, Mathematics, Music, and Spanish.

What Grade levels are available?
Preschool through 3 (with TSD), Elementary(K-6), Secondary and K-12 (with Art, Music, Spanish and Health and Physical Education only)
What endorsements are available to enhance my education and marketability?
Early Childhood (P-3), Middle School (5-8), Teacher of Students with Disabilities and English as a Second Language

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

When can I get my Substitute Teaching License?
You are eligible to apply for your substitute teaching license after you have completed a minimum of 60 semester hour credits at an accredited university; Successful criminal history qualification letter and fingerprinting; Evidence of negative Mantoux (TB) test.

What is Clinical Experience (Fieldwork)?
Clinical experience is the diverse, guided, applications and demonstrations of professional knowledge, skills, and dispositions. Through your placements you will receive integrated, collaborative, and facilitated learning and practice. The activities and responsibilities take place across a variety of settings and are integrated throughout your educator preparation program.

What is Clinical Practice?
Clinical practice is the yearlong field-based internship, culminating in the last semester of student teaching. In addition, there are on-campus seminars and focus groups.

When can I do my Clinical Practice of Student Teaching?
The final semester of the Clinical Practice (Student Teaching) is the last class taken as a senior. You must complete all program requirements, all required clinical experience, and all test requirements prior to beginning the Clinical Practice.

Can I perform my Clinical Practice in my home town, or out of state?
The Office of Certification, Field Placements, and School Partnership Office places all students. Students are generally placed in Monmouth, Middlesex or Ocean counties. All students are required to have placements in diverse settings.