

Spring 2024 Exit Survey

	EPP n= 58	UG n= 54	MAT n= 4	ELEM n= 35	TSD n= 32	P-3 n= 13	K-12 n= 4	SecEd N= 17
3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards. (NJPST 1,4)	4.88	4.87	5.00	4.85	4.87	5.00	4.50	5.00
4. Plan instruction based on learners' needs, developmental progress, and prior knowledge. (NJPST 7)	4.86	4.85	5.00	4.85	4.87	5.00	4.50	4.94
5. Engage in interdisciplinary unit planning. (NJPST 4)	4.79	4.79	4.75	4.85	4.90	4.92	4.25	4.76
6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area. (NJPST 1)	4.72	4.70	5.00	4.68	4.71	4.92	4.25	4.88
7. Identify differences in student learning styles to teach to the developmental ability of the student. (NJPST 2,3,7)	4.81	4.79	5.00	4.76	4.81	5.00	4.50	4.94
8. Use strategies to support the learning of ESL/bilingual students. (NJPST 3)	4.33	4.30	4.75	4.21	4.35	4.31	4.25	4.53
9. Use available and appropriate resources for instructional planning. (NJPST 4)	4.74	4.75	4.50	4.68	4.71	5.00	4.50	4.88
10. Use educational technology effectively for instruction. (NJPST 4,8)	4.75	4.75	4.75	4.71	4.74	5.00	4.50	4.88
11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.). (NJPST 5)	4.77	4.81	4.25	4.79	4.81	4.92	4.50	4.76
12. Understand assessment and measurement related issues to interpret test score data. (NJPST 5)	4.74	4.77	4.25	4.79	4.81	4.92	4.25	4.71
13. Apply strategies for effective classroom environment and climate. (NJPST 6)	4.81	4.79	5.00	4.76	4.77	4.92	4.50	4.94
14. Establish a positive classroom environment conducive to learning. (NJPST 2,6)	4.86	4.80	5.00	4.85	4.87	5.00	4.50	4.94
15. Motivate students to engage in learning. (NJPST 4,6)	4.82	4.83	4.75	4.85	4.87	5.00	4.50	4.82
16. Modify instruction to accommodate the learning needs of all students. (NJPST 3,7)	4.81	4.81	4.75	4.83	4.88	5.00	4.50	4.82
17. Interpret and implement an Individualized Education Plan (IEP). (NJPST 7)	4.50	4.54	4.00	4.46	4.50	4.92	4.25	4.59
18. Develop questioning techniques to stimulate critical thinking. (NJPST 2,4,8)	4.57	4.57	4.50	4.46	4.56	4.92	4.50	4.76
19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom. (NJPST 8)	4.66	4.65	4.75	4.60	4.72	4.92	4.50	4.76
20. Effectively communicate and collaborate with parents, peers, and community members. (NJPST 9)	4.76	4.74	5.00	4.74	4.81	4.92	4.50	4.82
21. Effectively communicate and collaborate with school administration and other school personnel. (NJPST 9)	4.74	4.72	5.00	4.71	4.78	4.92	4.50	4.82
22. Use education research to make decisions that benefit my teaching. (NJPST 10)	4.78	4.78	4.75	4.71	4.75	4.85	4.50	4.94
23. Engage in professional development activities and reflection to promote learning in the students I serve. (NJPST 10)	4.72	4.72	4.75	4.69	4.72	4.85	4.50	4.82
24. Use instructional methods related to Specialty Professional Association (SPA) Standards (NJPST 1)	4.61	4.60	4.75	4.50	4.58	4.92	4.25	4.88
25. Use instructional methods related to New Jersey Professional Standards for Teachers. (NJPST)	4.71	4.69	5.00	4.63	4.69	5.00	4.50	4.88
26. Effectively teach in my content area. (NJPST 1)	4.79	4.80	4.75	4.77	4.84	5.00	4.50	4.88
27. Reflect on and develop appropriate teaching dispositions. (NJPST 10)	4.78	4.78	4.75	4.77	4.84	5.00	4.50	4.82
28. Design learner outcomes that are linked to assessment. (NJPST 4,5)	4.78	4.80	4.50	4.77	4.84	4.92	4.25	4.88

29. Compare pre and post data to analyze student learning. (NJPST 5)	4.72	4.74	4.50	4.74	4.81	4.92	4.25	4.76
30. Reflect on assessment and instruction to identify ways to improve teaching and student learning. (NJPST 4, 5)	4.76	4.78	4.50	4.74	4.78	4.92	4.50	4.82
31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.84	4.83	5.00	4.80	4.84	5.00	4.50	5.00

Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1

**Qualitative Q1 Please describe the positive aspects of your program at Monmouth.**

<p>Monmouth university doesn't great job at addressing the different aspect to education. I learned so much about technology, ell, special education, and more. The university also allows students to get real life experience in the field.</p>
<p>I appreciated the ability to stay in the same district over 4 semesters which allowed me to be more comfortable instead of switching schools consistently.</p>
<p>A positive aspect of my program was the full year clinical placement. I liked the aspect of doing my 100 hours where I completed my full-time practice.</p>
<p>I think Monmouth has a nice program, many of the professors were great. I think Monmouth's programs excels with their clinical faculty- mine is wonderful, Kathie M., and their cooperating teachers, Melissa Lampiasi is exceptional. My strong agree responses have to do solely with my clinical faculty member, my cooperating teacher, and a few professors and how they prepared me.</p>
<p>I think that Monmouth helped prepare me when it comes to lesson planning. The courses I took required me to prepare detailed lesson plans which has helped me learn how to prepare effective lesson for me students.</p>
<p>I love how many opportunities Monmouth gives us to be in the classroom learning from teachers. All the professors are so amazing and helpful.</p>
<p>They do a very good job at preparing you for teaching through their classes. I would also say the professors have a large impact on that, as they do a great job at providing suggestions and feedback.</p>
<p>The ISEE Program at Monmouth University had a faculty that was very knowledgeable of their fields and have tremendously helped me to become prepared to be an educator. The Courses in this program prepared me to take the Praxis II as well as being a well-rounded teacher. I felt very supported in this program and all the courses were relevant to my undergraduate degree.</p>

The department and school uphold important values, and really help students learn to share those values. Some of these values included excellence in teaching and learning, caring, mutual respect, personal and professional integrity, diversity, and driven service. The faculty members in my program were extremely helpful and genuinely care about everyone's success in the program. The classes were also relatively small which I feel is important to receiving a good education, where personal meets professional. That being said, I loved how field work was a major part of the program because it truly made sure every student is prepared when entering the field after graduation.

My program gave me an immense amount of experience in the classroom environment to help me become the teacher candidate I am. Monmouth's program prepared me well enough and gave me confidence for the field.

I love how we got to experience student teaching since we were freshman. It really immersed me into teaching and learn so much throughout my years at Monmouth

The positive aspects of my program at Monmouth were the supportive and helpful professors.

I had a great experience with my student teaching. I feel prepared to have my own classroom.

The education program here at Monmouth is amazing. It has made me feel prepared to have my own classroom when I graduate.

I had the opportunity to work in the same classroom from September to April, and I feel as though I have never been more confident in my capabilities of being the teacher I have always dreamed of. Being in the classroom and being a part of the school community allowed everything I have been learning for the past 4 years to come together, it was the best experience and I couldn't have asked for better. Throughout my lessons I modified assignments, was successful with each lesson and learned techniques of classroom management from my cooperating teacher. This was a great experience and I am ready and fully confident in my ability to be an impactful teacher.

Overall, it was a great program to be a part of. It was comforting to know that I had so much support from all my professors in the classes I attended that were part of this program. The professors really made it feel like they were doing this for us, the students and not just a paycheck at the end of the day. I aspire to be like them because teaching is rewarding within itself.

The education professors I had were fantastic. They were all caring, supportive, and helpful. I also believe Monmouth excels in their education program because we are placed in classrooms beginning our Freshman year. This is a positive aspect because we are exposed early and if it weren't for all my placements, I would have never learned I loved teaching high schoolers.

I think Monmouth does a good job of having consistency in its coursework and what they put value in. The same values and essentials were preached in nearly every education class I have been in, and give credit to the professors for all being on the same page. I can honestly say I feel like Monmouth overprepared us (in a good way) that made me feel comfortable and prepared to enter the classroom. I like how we were able to get into the classrooms so early on in our college careers, which tied into the curriculum we would learn in class. Overall, the education program at Monmouth has been great.

The education program at Monmouth University fully prepared me to become the best teacher I can be. Since freshman year, future educators were placed in classrooms to get hands-on teaching experience. I was exposed to a various level of student abilities in different grades and schools that taught me classroom management, behavior management, and how to differentiate instruction. Each of my classes and professors provided me with knowledge that was truly necessary to allow me to thrive in the classroom. I was taught skills and helpful tips to include in my own classroom that will only benefit young learners.

I really like how I have been in the classroom since my second semester here at Monmouth. Other people that I have talked to that go to other universities said that they do not go out and observe right away. I like that Monmouth requires us to do that because it allowed me to become more comfortable in a role as a teacher quicker.

This experience was unforgettable and one I will never forget. I have learned so much throughout my clinical practice that I believe has truly shaped me to be a good educator. I have gained so much confidence in the classroom and have learned so many new skills that have prepare me for my future.

It is very structured.

I really enjoyed how we got to experience the classroom setting and feel right from the start, freshman year. It was beneficial to be able to take what we were learning in class and use them in the classrooms.

Every professor and clinical teacher I have encountered has been experienced and has held a wealth of knowledge. I had multiple opportunities for hands on experience and am grateful for everything.

The program allowed me to fully grasp and learn all that I needed to be a well-rounded teacher.

My program at Monmouth has been the most delightful experience. Every course, every professor, every mentor, every placement, and every support system I could possibly need was always to the best of its ability. Monmouth's program has given me so many amazing opportunities to shine the way I have always dreamed to with the encouraging faculty and courses. I have learned more than I could have imagined being a part of this program and would not change it for the world. I stand by, to this day, that Monmouth's education program is one of the best and I am so thankful for the experience I had throughout it.

Monmouth's Education program was amazing. Over the past four years I was able to be in the classroom almost every semester and that allowed me to feel prepared and comfortable in a classroom environment by the time I reached my full-time clinical practice. Monmouth was able to accommodate my student teaching to be with teacher's that requested me. This allowed me to build a strong connection in Howell's school district for the future!

Each professor I had encouraged communication outside of class and made it known that they were available to help always. I love that this program has a year-long placement for student teaching, for I know other schools that have the student teachers go to a different classroom halfway through the year and I feel that that is not as beneficial. I feel that my program covered a lot of information, preparing me for a plethora of situations.

Supportive staff who care about their students and want to see them succeed.

I think the best thing that Monmouth does is get us into schools early and start having us do hours. I think the more real-world practice the better.

I enjoyed the extensive clinical experience opportunities provided by this program. Additionally, I enjoyed the ISEE program specifically because of the interplay between the methods courses.

It was a great program that offered amazing opportunities.

I really appreciated being placed in the same school for multiple semesters. Being at the school for Spring 2023, Fall 2024, and Spring 2024 allowed me to fully integrate myself into the school community. I built genuine relationships with the staff and students, which had a tremendously positive impact on my overall experience. Overall, my experience at Monmouth throughout my undergraduate and graduate studies has been an absolute pleasure and I feel more than prepared to enter the field from the experience I have gained thus far.

I truly felt like I was given such an amazing opportunity to be a part of this program. I feel that this program did a successful job of preparing me for my future career.

I learned a lot and am confident in my teaching abilities. I really liked the fact that we were in the classroom a lot.

Monmouth supported me when I was having trouble with my placements. They encouraged me to speak up for myself and become more confident in teaching.

Monmouth's program is very well rounded in the aspect of the range of professors teaching about teaching methods and strategies.

This program prepared me with everything I could possibly need as a teacher and then some. I was able to do what I had to do easily as a student teacher because of the preparation Monmouth University had.

From my program at Monmouth, I am able to graduate with 3 certifications: Early Childhood, Elementary Education and Teachers of Students with Disabilities (TSD). I am so thankful for this school and all the knowledge, support, and programs Monmouth has provided me. I became a part of the KDP Educational Honors Society. Monmouth was also very flexible with placing me in school that are close to my home.

Being enrolled in the ISEE program has prepared me immensely for my clinical practice. I learned effective methods of classroom management, content instruction, and lesson planning methods and techniques. I felt very prepared to teach in all content areas, due to the course sequences that were required.

Monmouth has taught me very well how to write an effective lesson plan. I felt super prepared and structured when writing lesson plans, and as prepared with strategies to meet all the unique needs of students. Monmouth also stressed family relations, cultural importance, and interdisciplinary uses for teaching.

Overall, my experience with my program at Monmouth has been very positive. Throughout the course of my time at Monmouth, I believe the program has been structured to offer a crucial piece of education at each step. Specifically, I feel that the progression of clinical experience placements leading up to student teaching was effective and helped prepare me for yearlong clinical practice. Additionally, I believe the focus on educational theory and pedagogy has been positive and has helped considerably, specifically during student teaching.

I have had some great experiences in this program at Monmouth. This program has helped to prepare me in ways that I did not think possible for my chosen career choice of education. I have learned so much about creating a healthy and safe classroom environment. I have also met some of my best friends through this program.

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I really like how this program gave me a great understanding on how to accommodate and modify instruction for students.

The professors are top-notch, I feel that they know their content really well and are able to communicate it to us. They were always accessible and understanding of our needs.

Placement starts super early in freshmen year.

At Monmouth, I have had many positive experiences. I appreciated that Monmouth had students out into the classrooms since the spring semester of freshman year, which is the only college in New Jersey to do that and provides valuable teaching experience. I appreciated Monmouth's ability to accommodate juniors and seniors to have a placement closer to their homes. Overall, I enjoyed all my placements within my program at Monmouth.

The program is very well structured in the aspect that the courses are in a certain order to get you experience and ease you into the program where each class builds on what you learned in the past classes.

I learned so much through this program.

**Qualitative Q2 Please provide any suggestions for program improvement.**

I would suggest having observations be every other week, so that they cannot be crammed into the beginning and end. I believe this will result in fair grading and show actual progress.

Courses should be more practice based rather than theory based. I believe that a course that breaks down a variety of popular ELA or Math curricula would prepare teacher candidates well as opposed to ones that just cover the theorists who came up with educational theories.

More prep. for the PRAXIS exams!

I think some professors were great, however there were some that were not. When it came to these rather ineffective professors, their classes did not even have anything to do with the respective teaching topic they should've been teaching about. I get that at times things get distracted or off topic, but every single class is unacceptable, especially when you are still expected to complete the assessments throughout the course but are not being taught the materials, it is a struggle. When it came to hours; I did not find many of the teachers helpful at all. Many of them acted as if you were not even in the classroom, barely ever answered questions, or emails, and did not seem like they really wanted a student observer in their classroom at all, which is disheartening and they should be speaking up to administration if they don't want people in there observing them or learning from them, rather than taking it out on me and my education. I also think it is completely unreasonable to practically force teaching candidates to become special education certified. Not for nothing, but to become a teacher in this day and age takes a very special person, but to be a special education teacher takes an extremely, even more special type of person and I do not have the patience, nor the capability to want to take on special education teaching in any way, however with the mandatory TSD endorsement, I will have no choice but to have to put that down and account for it, when I do not want to be a special education teacher-- at all, not even an inclusion teacher, to be honest. It is a very different job than being a general education teacher, one that I had no choice but to take, which is completely unreasonable and unfair. I find it not motivating as well as rather hindering in the teaching career and choice to become a teacher. While I know you can apply for jobs as a general education teacher, likely when they find out you are TSD endorsed, they will not put you in those positions, which is completely unreasonable since it was not even my choice to have this endorsement. I get special education teachers are in demand, but forcing people to become one is the reason why so many people do not have or keep the passion for teaching.

I think that the program could incorporate more discussion and explanation about the referral and IEP processes.

When student teaching, I feel there should be a set number of days we are allowed to miss without making it up at the end of the semester. I did not miss a day, but I went into school sick multiple times to avoid missing a day to ensure I complete my student teaching experience on April 19th. I was also very lucky that I got really sick during spring break, or else I would have been forced to miss almost an entire week of school. I just think there should be a set number of sick days, even if it is just one or two, to take some pressure off student teachers.

My only suggestion is to have students of the ISEE major had the Program Director as their advisor - this was a tremendous help to me during my time in this program.

I do not have any improvements, I think the program is wonderful

Some suggestions for the program would be to include more information on how to get sub certified and courses that prepare us for the PRAXIS.

none

Changing the rubric to meet the needs of diverse classrooms.

N/A

I think that professors could have been more understanding of the pressure that every student was under. I understand it is a higher program and we all have expectations to meet but I do have to admit there were times where I felt my mental and physical health declining from having an extremely busy week. I find that most professors do not understand that work is a priority along of student teaching, attending class, and completing assignments. I would recommend less work outside of the classroom and more engaging work within the classroom to combat this if possible.

I think getting students placed earlier could be an improvement. And, I think there needs to be more discussion of teaching secondary math in the education classes. We always talk about the other subjects that it's hard to connect it to the math classes I would be teaching.

The one criticism I would say pertains to me being a secondary education major. Some of the classes overlapped having elementary and secondary students in them. While there is no issue with that, I think the consensus among myself and my secondary ed. major peers was that a lot of the curriculum for some of these classes was more catered for elementary majors. While some of the tools can be generalized to secondary education, secondary education presents its own unique challenges got glanced over. There were times I felt like the classes I were in were entirely designed for elementary majors. Overall, I would suggest to either separate some of these courses to make them more designed for secondary majors, or just put an emphasis for professors to explain how secondary ed. majors are affected for certain topics.

I do not have any suggestions for improvement, I think the education program at Monmouth University prepared me well.

I do not have any suggestions, I have had an overall great experience during my time at Monmouth.



Classroom management class should be structured towards toward secondary

Emphasize more the importance of starting to take the praxis exams.

I think the program is a great program to be a part of.

If I had to suggest anything for the programs improvement, I would suggest that placements were figured out earlier than I have experienced. I do not know the inside scoop of how this is done, so I understand it may be difficult, but from my experience, it would have been slightly less stressful if I was able to obtain my placements sophomore year-junior year earlier than a few weeks before start date.

For certification reasons, I think that teacher candidates should also be certified to teach the subject that their second major is in. For example, I majored in mathematics and elementary education but I am only getting certified to teach K-6 & TSD. As I went through this program I thought I was also getting certification in mathematics. I think that Monmouth should add whatever courses are needed so that teacher candidates can get that additional certification. If it is not possible to add courses and rather it is some kind of test/Praxis we would have to take, then let teacher candidates know this sooner in the program. I didn't find out about this until our initial certification meeting, and it is something I wish I knew before.

None

I would say we do not spend enough time on our lesson plans and how to do a correct one, especially in the Monmouth format. I also think more time should be spent on classroom management rather than the some of the general education classes.

The special education courses seemed a bit scattered and I think the organization of these classes can be reviewed. Some classes felt a bit out of order, and I think the course that allows students to analyze and create an IEP should be introduced sooner.

In all honesty, the design of this program is excellent. Each professor I was taught by was truly an expert in their craft and created courses directly relevant to what I was doing in the classroom and how to improve my pedagogical knowledge. While there is always room for improvement in anything, this program is perfect for preparing future educators to be great teachers.

My only suggestion is that teacher candidates are made aware of the commitment and effort that is put into senior year and a yearlong clinical practice. I felt a little off guard and wish it was stressed to me sooner so I had 3 prior years of college to prepare for it.

The lesson plan template is too long and not realistic to real world.

To provide more information to the Cooperating teachers taking student teachers and the layout of what responsibilities come each week.

Some of the professors appear removed from the classroom environment and their teachings feel outdated because of this. A majority of professors have not set foot in a k-12 classroom as the head teacher in 10+ years.

n/a

I don't have any suggestions to improve this program. It was great.

In order to improve the elementary education programs, I would suggest adding in a methods course for teaching Social Studies (on its own, not combined with a literacy course), as well as provide students with more experiences on working with EML (or ESL/ELL) students. If students don't specifically pursue an ESL endorsement or Master's program, they won't be adequately equipped to work with this population of students.

I do wish I had more knowledge on classroom management and practiced more ways to use learned techniques and strategies. I did take classroom management and learned so much in that class but I do feel as though I needed more classes similar to it to gain even more experience on this subject matter.

My only possible suggestion for program improvement would be to specialize specific classes such as classroom management for different grade levels/certification areas. While I have learned from each course I have taken, I believe that possibly having courses such as having different sections EDS-336, for example, geared towards different certification areas (elementary or secondary) would aid in maximizing the information which students could learn from these courses as the information taught would be more specific to the grade level the pre-service teachers are working with.

I suggest a few changes be made to this program however. Some of the professors, specifically for the math classes of this program, need to be changed. Said professors are not good at teaching. I struggled in these two classes specifically because the teacher basically did not teach.

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I would recommend focusing on more strategies that help ELL and bilingual students.

More classroom management classes

I came from a unique situation where I did not know anything about education. I think for these students completing MAT there needs to be a heavy concentration on lesson plans. I felt that we only really went over it a couple of times and never really deep-dived into each section. I felt that at times I received mixed information from my P12 supervisor and my professors in class. I have never seen a lesson plan prior to this program, so even if it is a prerecorded lecture that we can refer to that goes into each section that would be of tremendous help.

The early education part of the program seems to consistently overshadow the secondary education part of the program. it is two completely different fields and as we move later into the program, these two grade levels should be completely separate. I felt like so many classes and lectures I felt that I was wasting my time listening to because they simply did not apply to me and my education path.

Sometimes the classes are overly theory based, and could benefit from more hands-on practice with working with a potential curriculum and how to understand it and how to adapt it to fit your classroom needs.

I wish that student teachers could receive their observation reports during student teaching in order to see their scores for each section, know areas for improvement, see their improvement across reports, and have the post-observation reports for our portfolio. I know that the post-observation report was discussed, and my clinical supervisor provided me with screenshots in order to use them in my portfolio, but I wish I had my own access.

Try not to cancel classes due to low sign ups.

MU education classes should incorporate making lesson plans more effectively. It goes from nothing to all at once. Because the lesson plan template is so long, I think there should be a part of our learning that goes into detail of the lesson plan section by section.

**Qualitative Q3 Please provide any suggestions for program improvement.**

My program and experience have taught me a lot and I feel very prepared for my future career.

N/A

Overall, I have enjoyed the School of Education program here at Monmouth. I feel prepared to step into the classroom.

I think it is important to point out the friendliness of the professors within the education program at Monmouth. I never had any issue with any education professor in the four years I spent here. They all felt like they were on my side and did what they can to help me improve as an educator. I also feel like I could contact any of them and they would respond if I needed help.

I am so lucky to have experienced the education program at Monmouth

It was an enjoyable program that prepared me to be an educator.

none

Thank you for being so supportive and providing me with so many opportunities to network and expose myself to different grades.

Overall, the Monmouth education program left me well prepared for becoming a teacher and I would highly recommend the program to someone aspiring to become a teacher.

Great program. Professor Simonelli is an awesome supervisor and has taught me a lot.

I've made many great memories and have had many great experiences throughout my time at Monmouth and in all my placements. This education program has assured me that I really did make the right decision to come to Monmouth. I'm very thankful for my education here.

None at this time

I am incredibly thankful for Sarah Moore and Corina Earle. Their tireless work year-round is what makes this program excel. They are an asset to the Department of Education and truly advocate for every one of their advisees. Thank you and the entire Department of Education for such an enjoyable experience over the last two years!

Thank you so much Monmouth for this amazing experience and for giving me the teaching and preparation I needed before becoming a teacher and having a classroom of my own.

n/a

Monmouth provided me with a great Education program and I feel prepared and confident to become a teacher.

N/A

Overall, I would say I had a positive learning experience at Monmouth University and learned a lot about becoming a teacher.

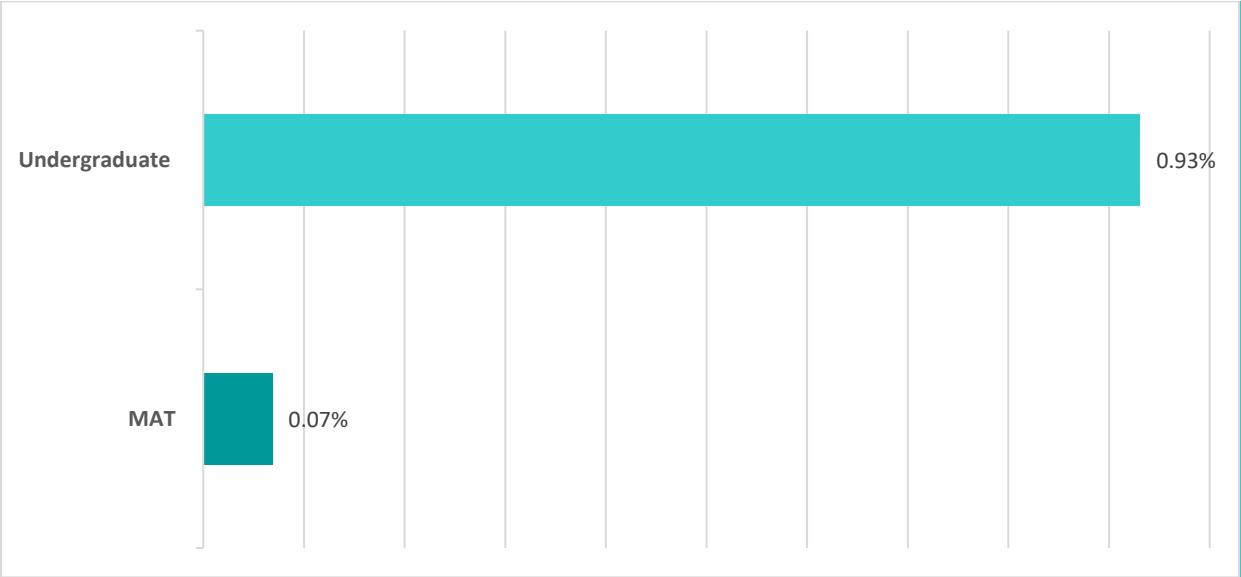
I would have liked a class specific to teaching chemistry (not science), I know that this is most likely not feasible, but nonetheless I think I would have greatly benefited from this.

I don't have any other comments.

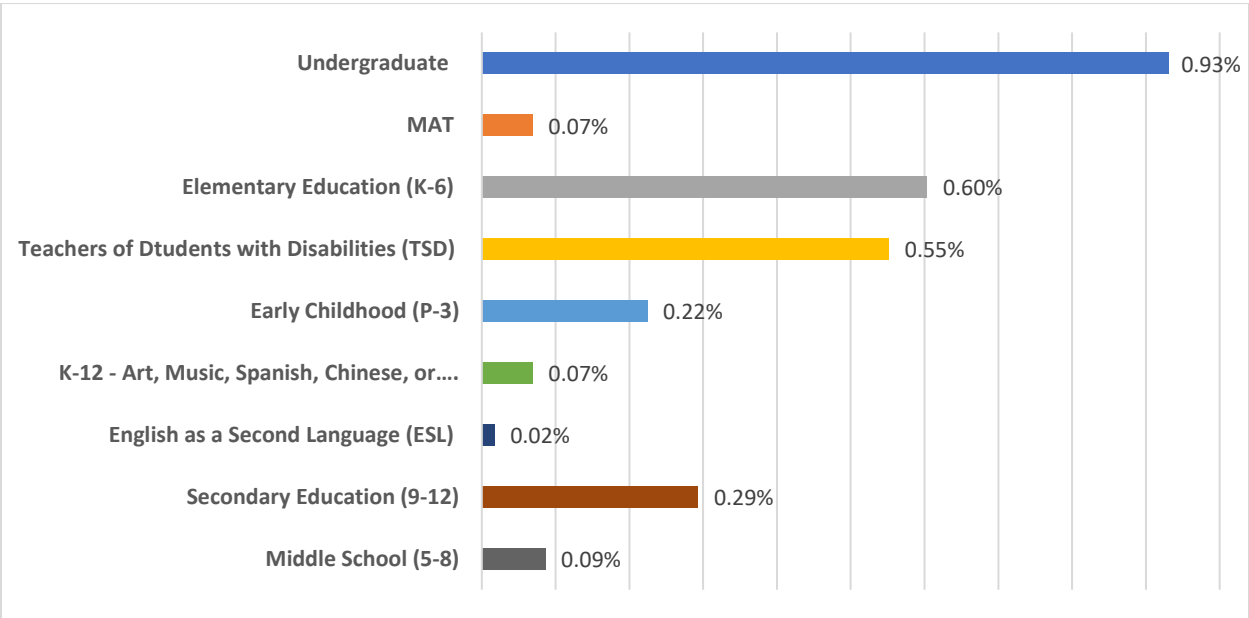
# Fall 2023 Clinical Practice Exit Survey

## Report Details

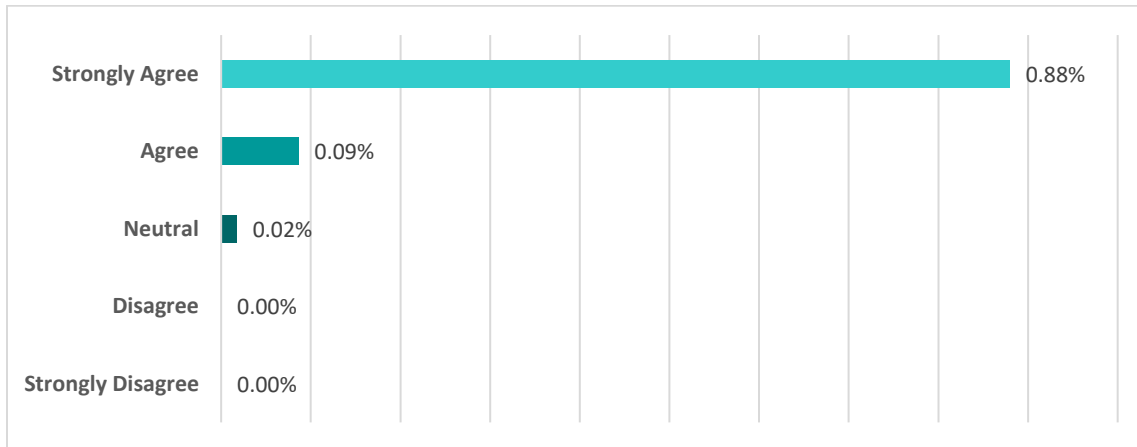
### Program Level



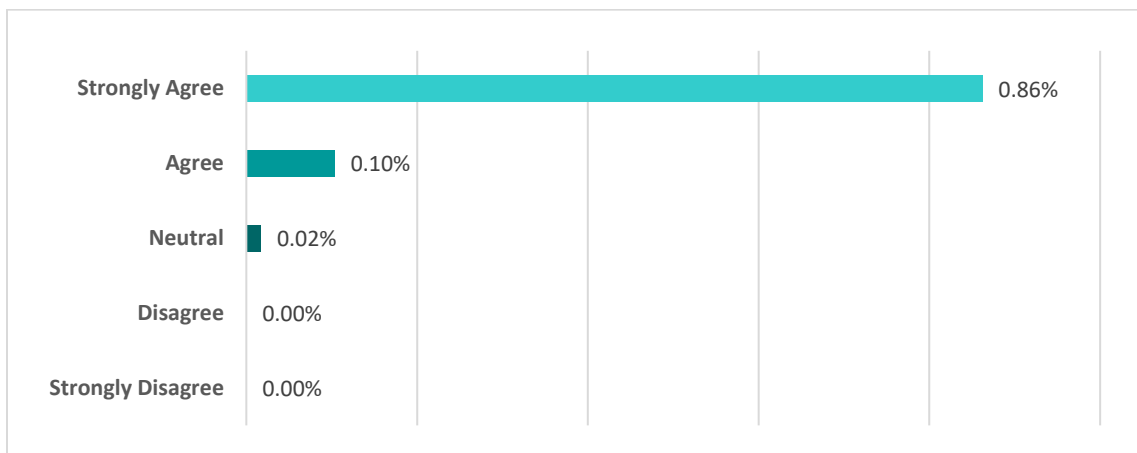
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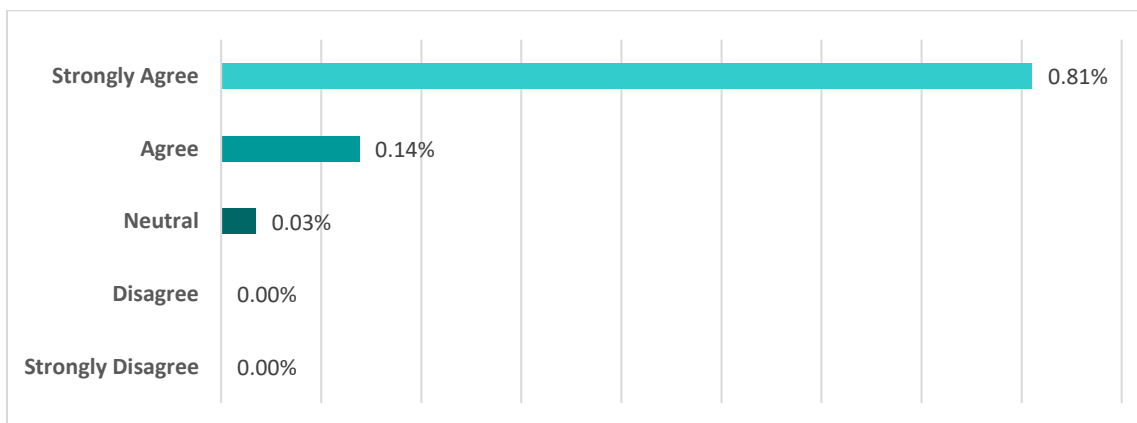
3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards. (NJPST 1,4)



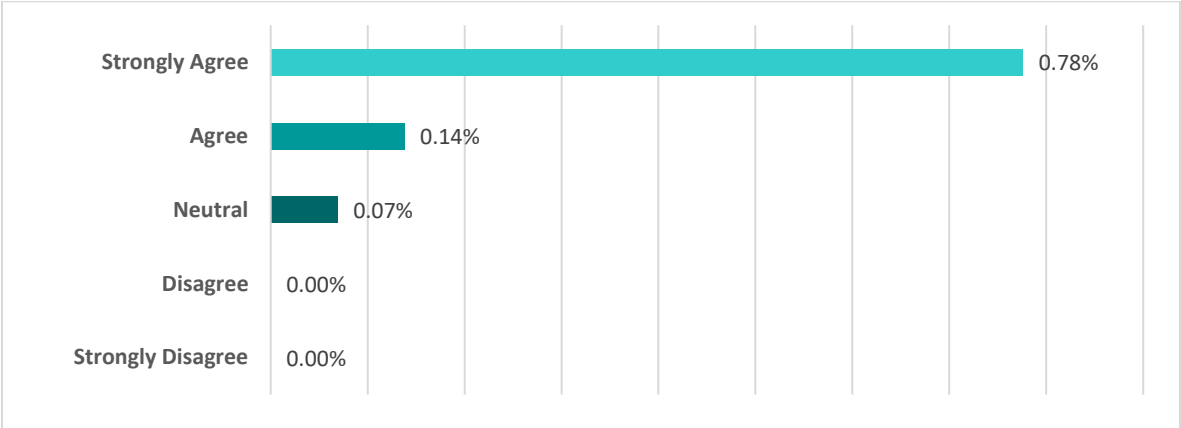
4. Plan instruction based on learners' needs, developmental progress, and prior knowledge. (NJPST 7)



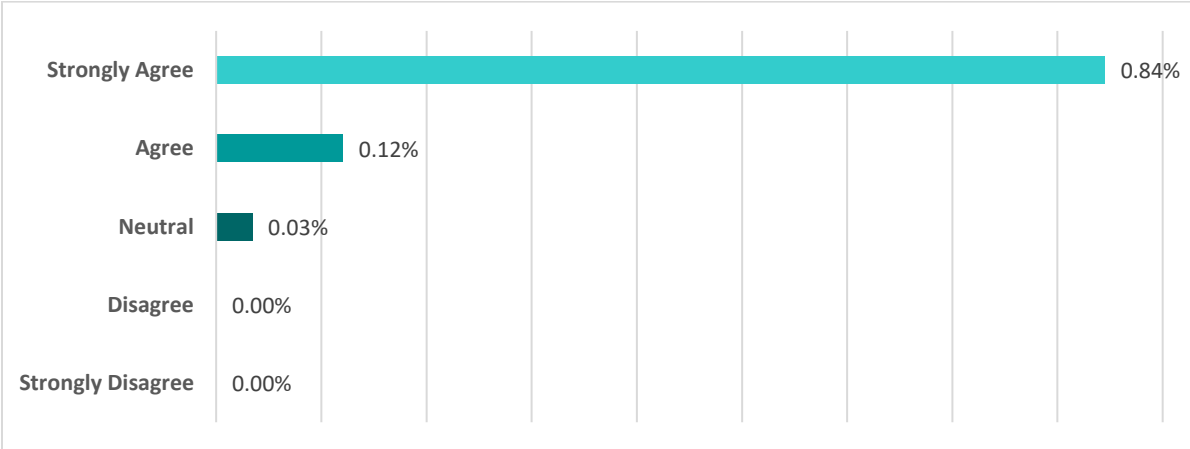
5. Engage in interdisciplinary unit planning. (NJPST 4)



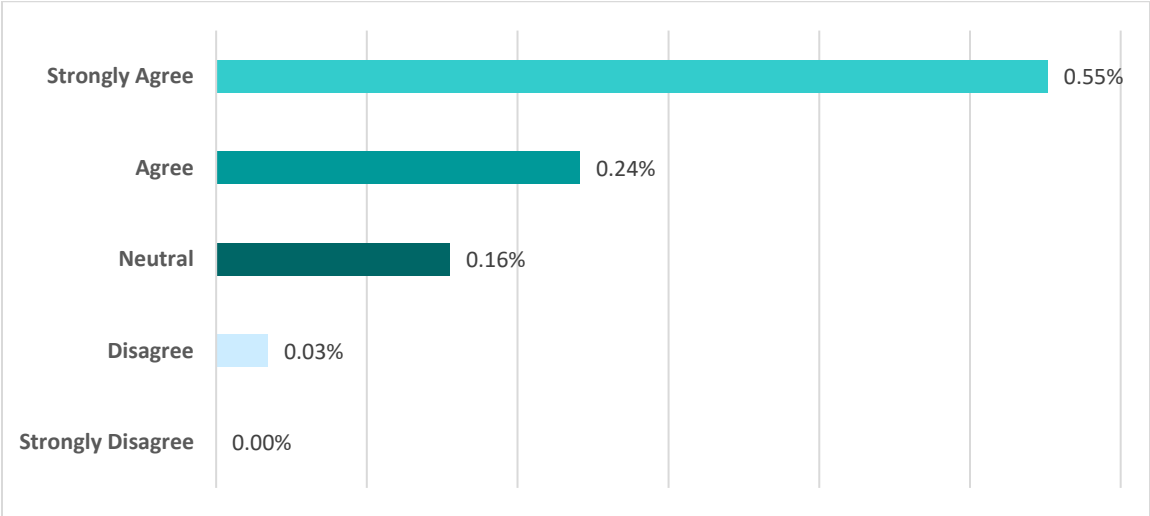
6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area. (NJPST 1)



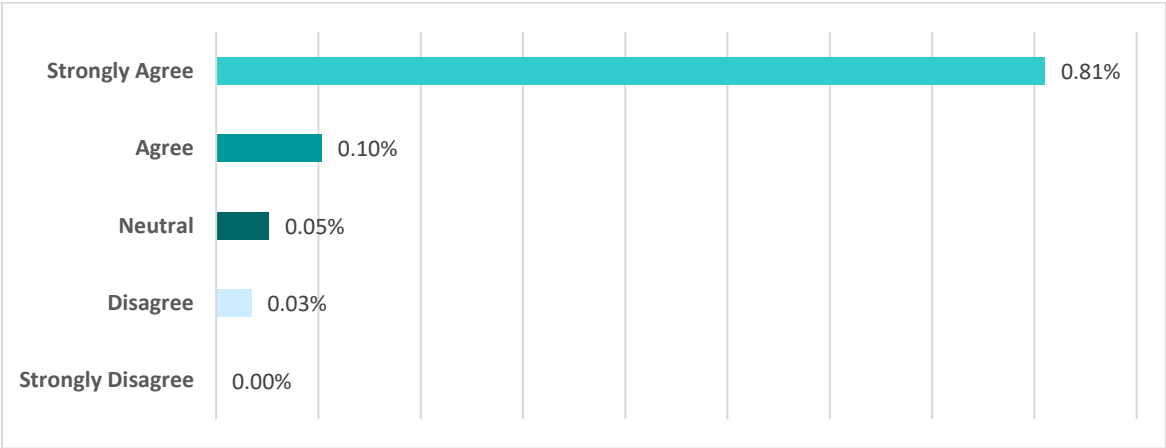
7. Identify differences in student learning styles to teach to the developmental ability of the student. (NJPST 2,3,7)



8. Use strategies to support the learning of ESL/bilingual students.  
(NJPST 3)

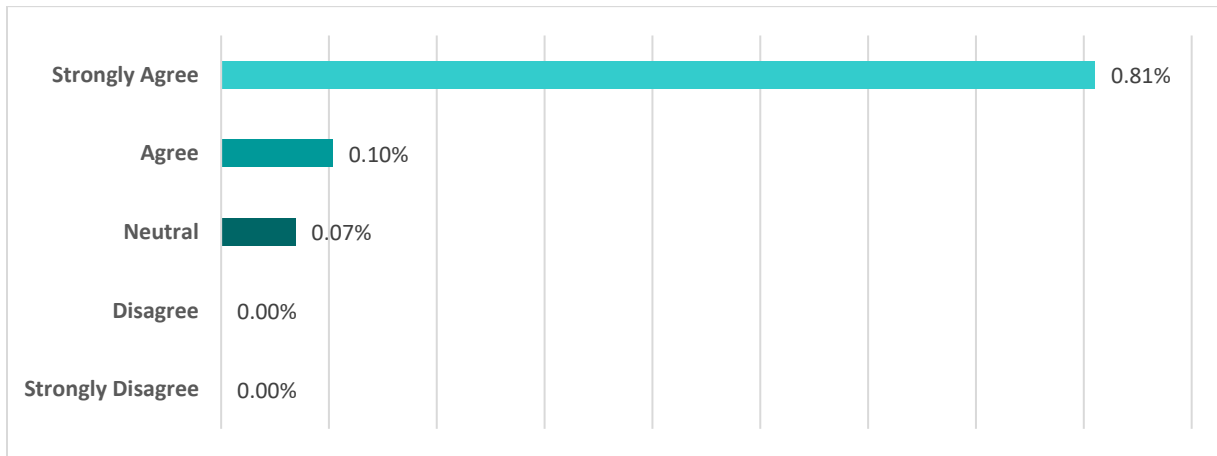


9. Use available and appropriate resources for instructional planning.  
(NJPST 4)

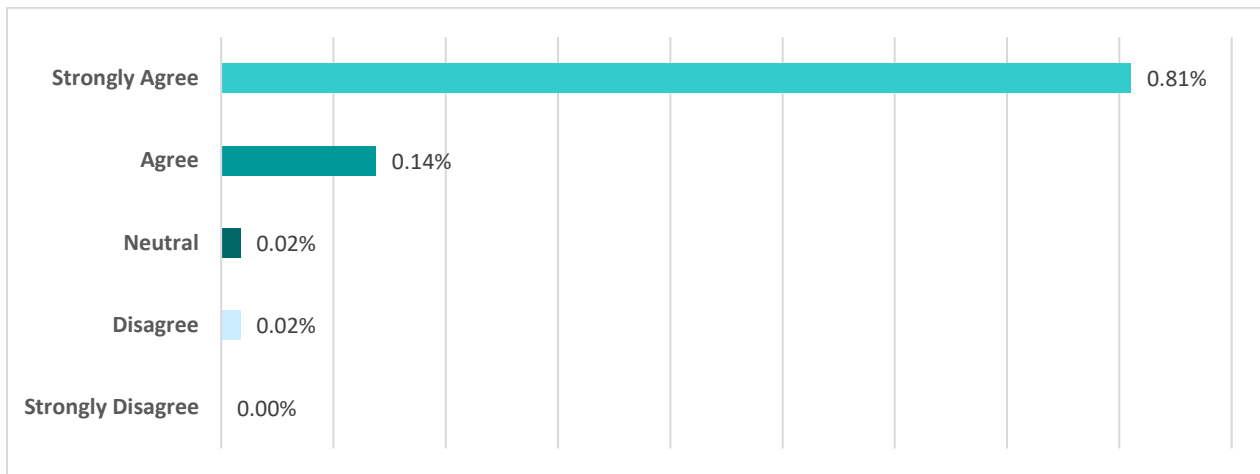




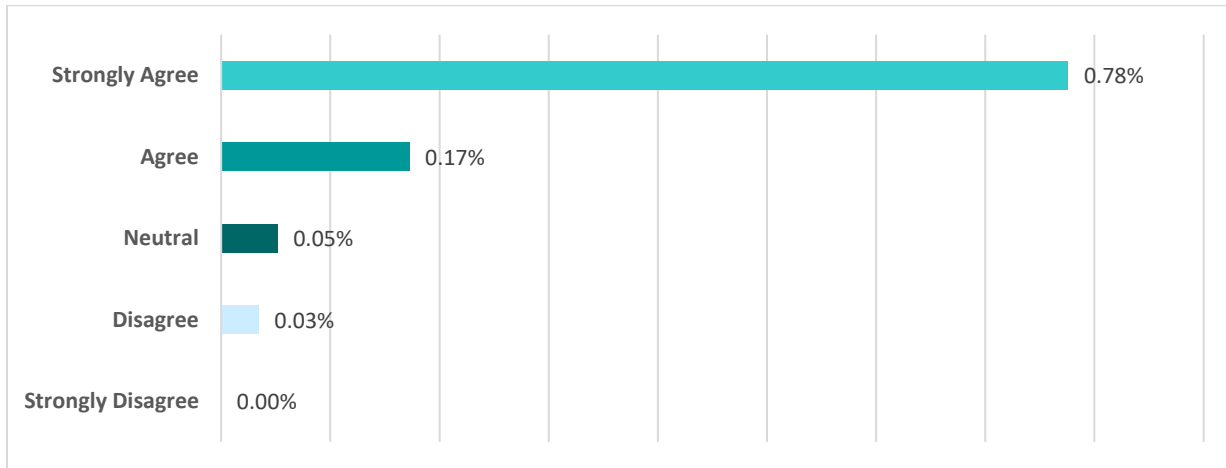
10. Use educational technology effectively for instruction. (NJPST 4,8)



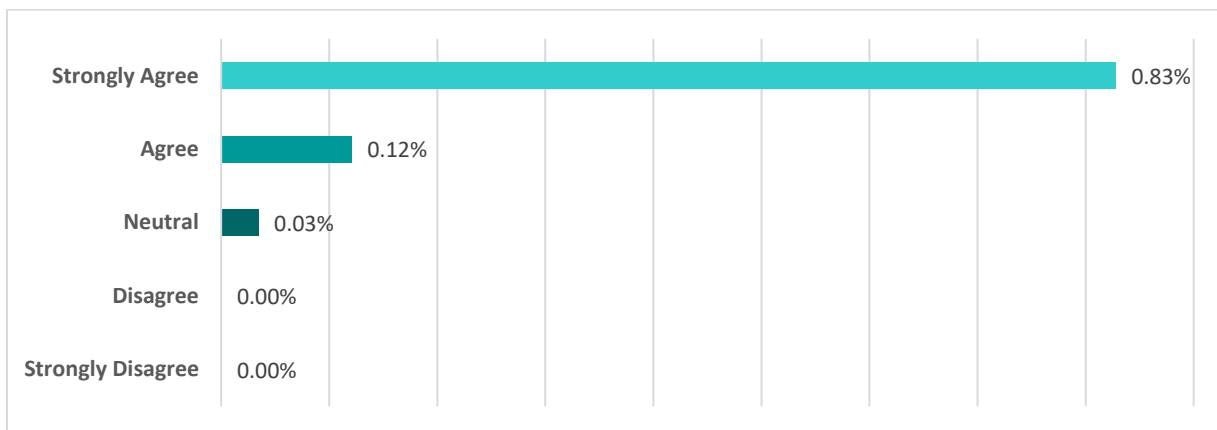
11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.). (NJPST 5)



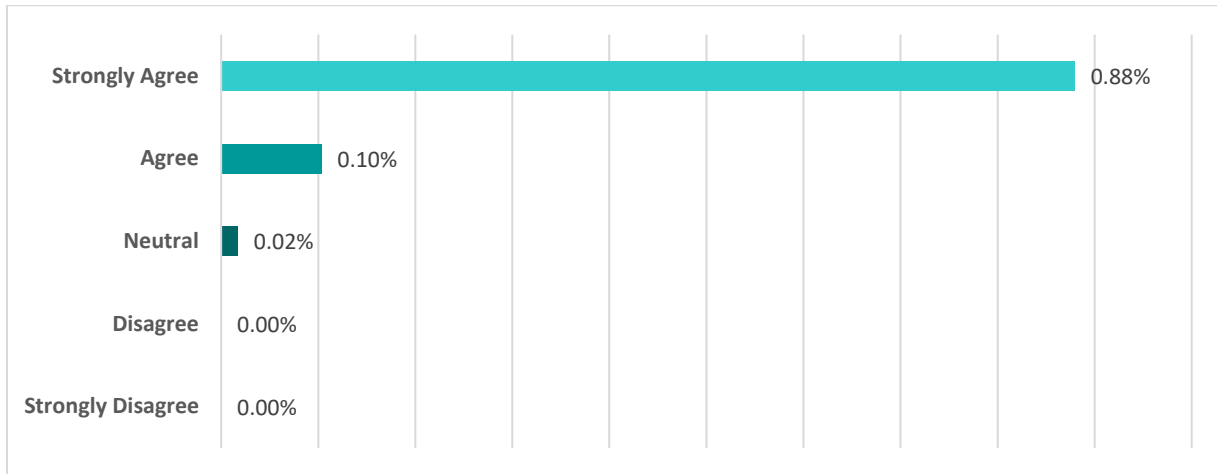
12. Understand assessment and measurement related issues to interpret test score data. (NJPST 5)



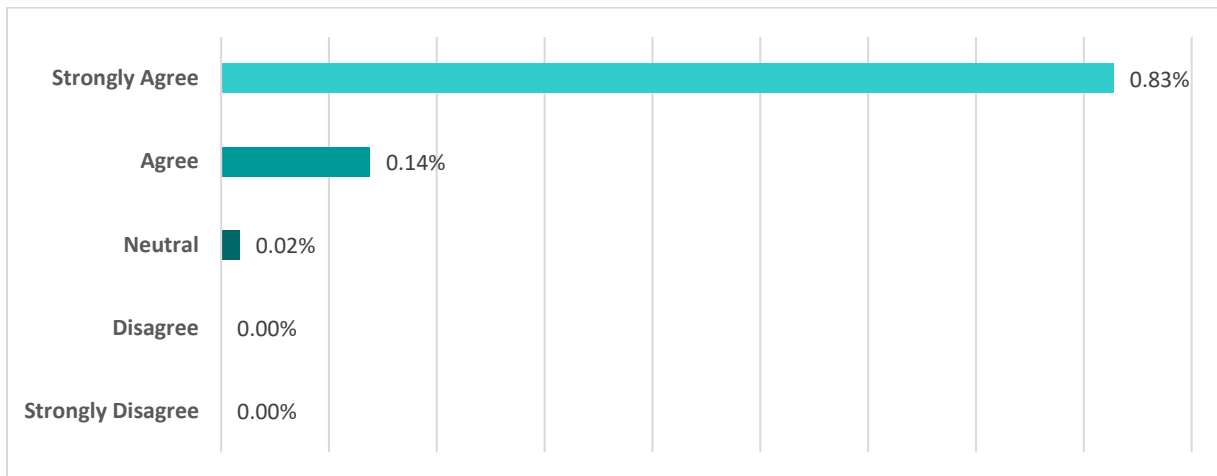
13. Apply strategies for effective classroom environment and climate. (NJPST 6)



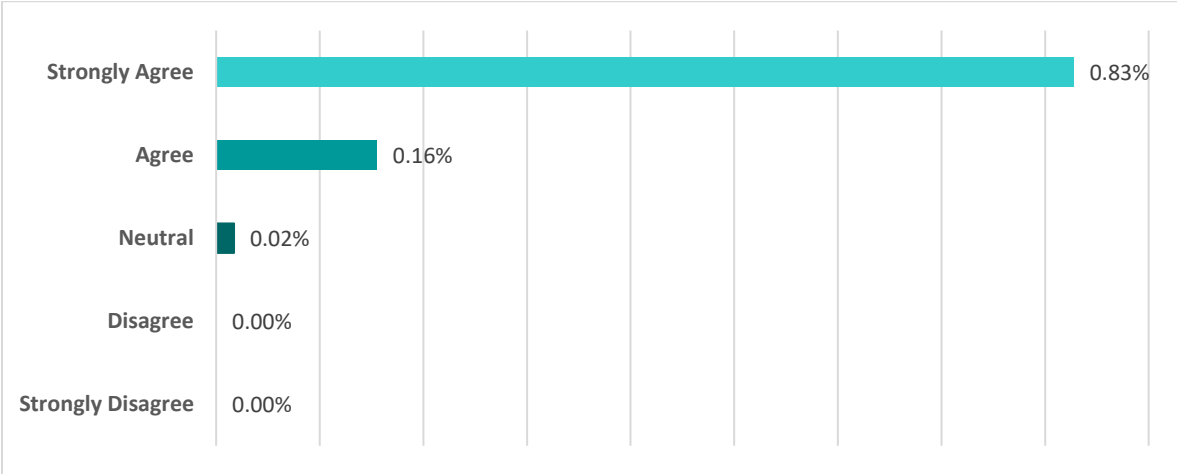
14. Establish a positive classroom environment conducive to learning. (NJPST 2,6)



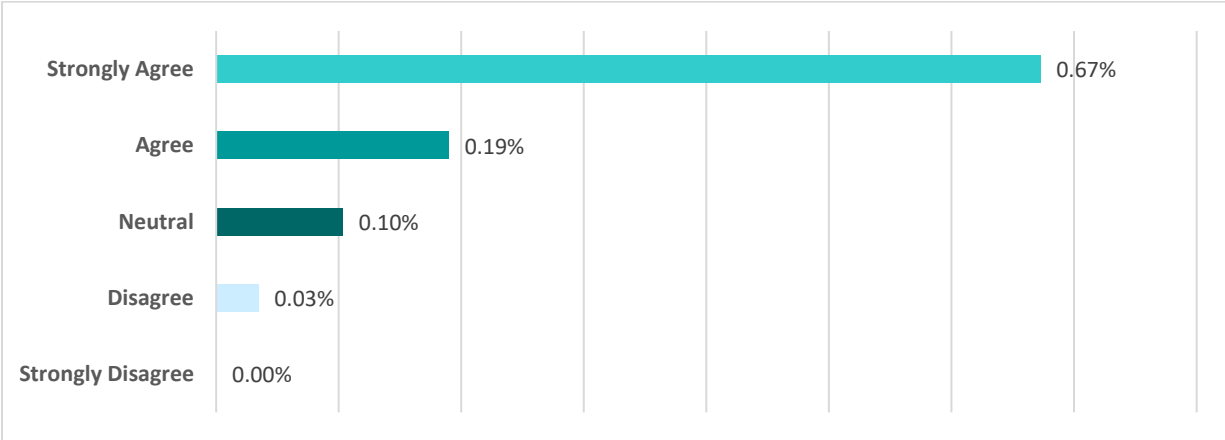
15. Motivate students to engage in learning. (NJPST 4,6)



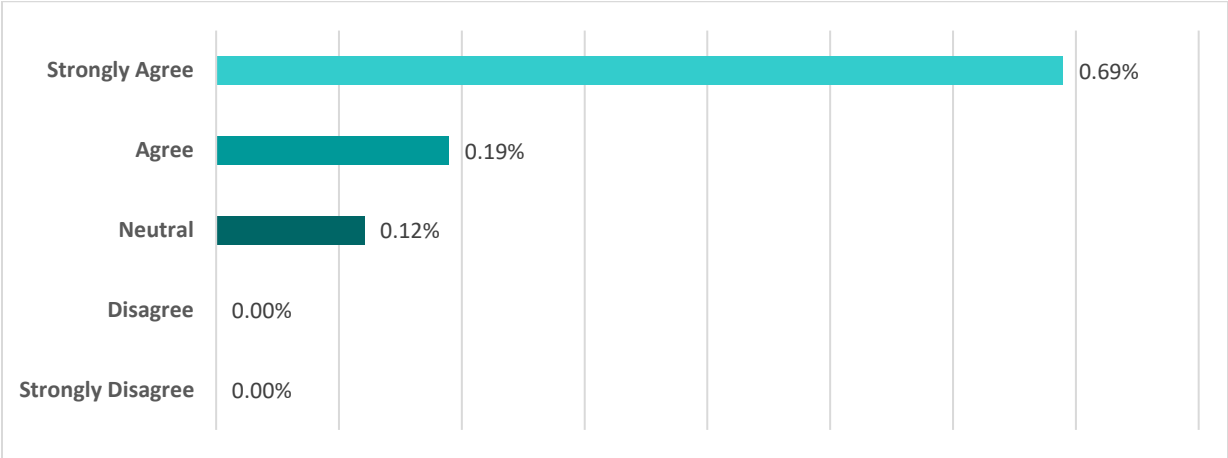
16. Modify instruction to accommodate the learning needs of all students. (NJPST 3,7)



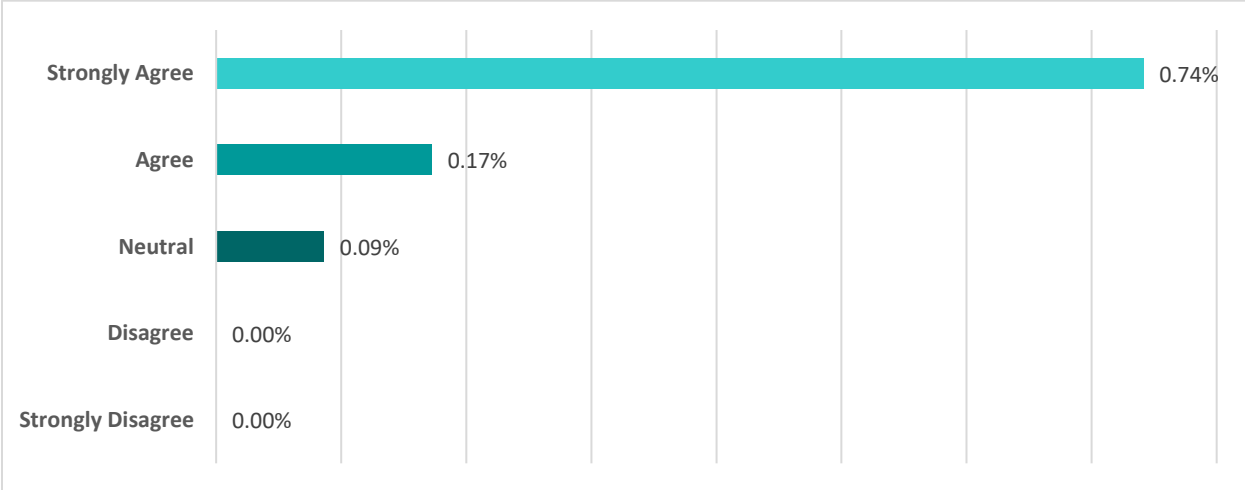
17. Interpret and implement an Individualized Education Plan (IEP). (NJPST 7)



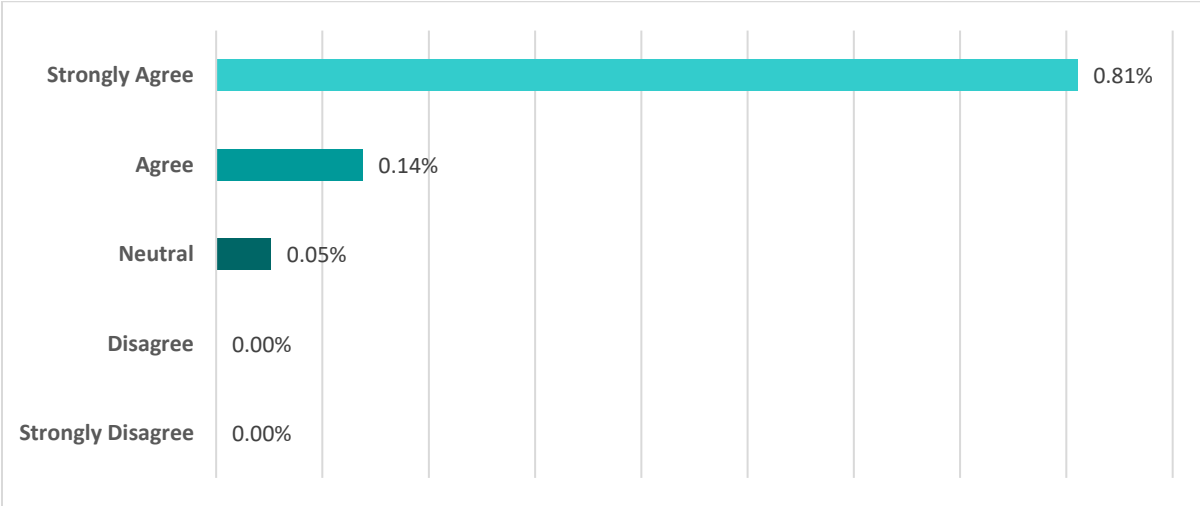
18. Develop questioning techniques to stimulate critical thinking. (NJPST 2,4,8)



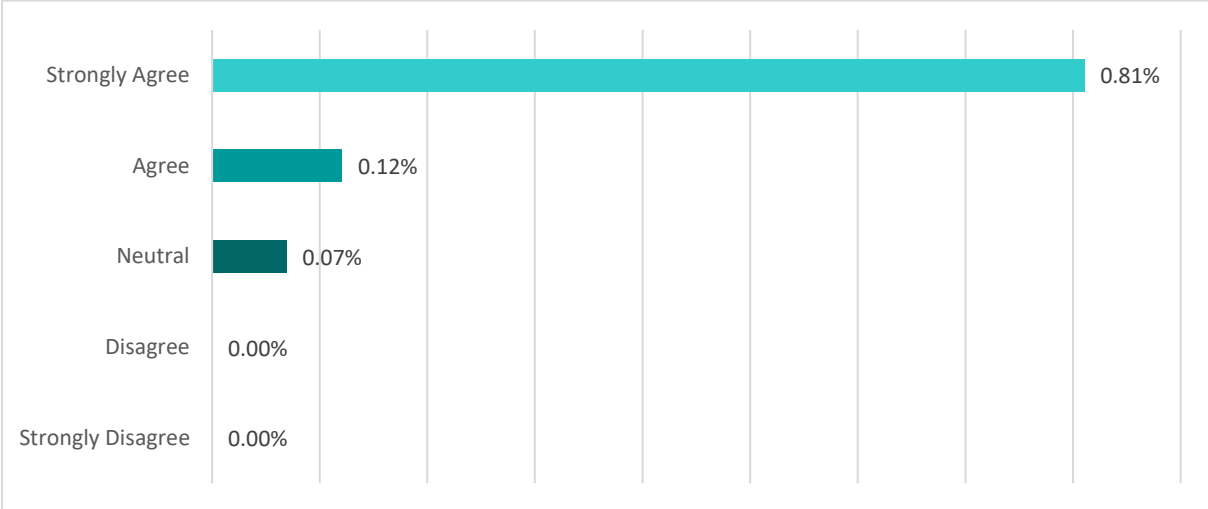
19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom. (NJPST 8)



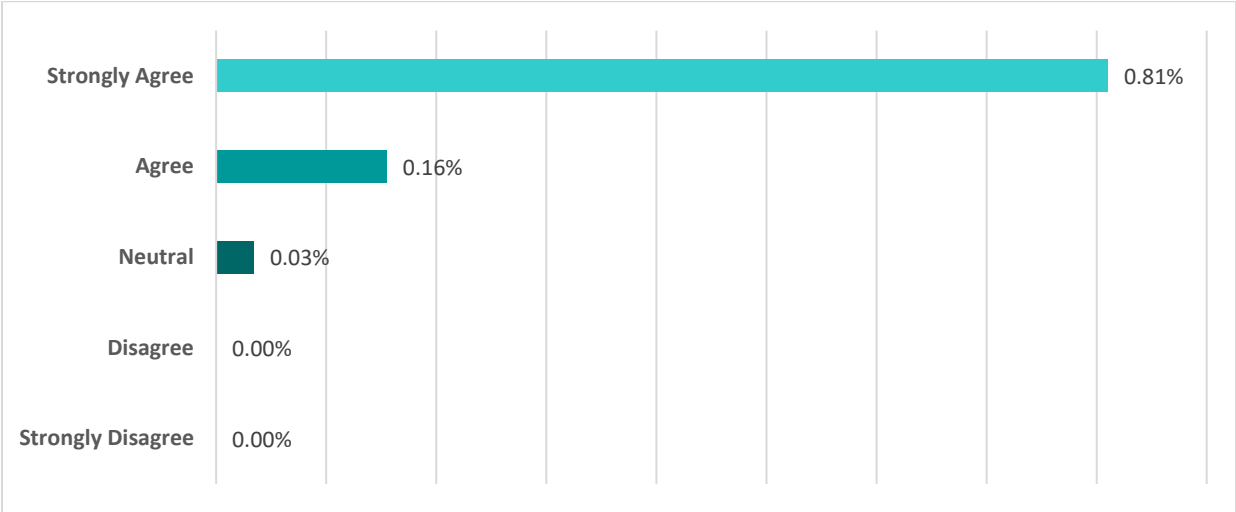
20. Effectively communicate and collaborate with parents, peers, and community members. (NJPST 9)



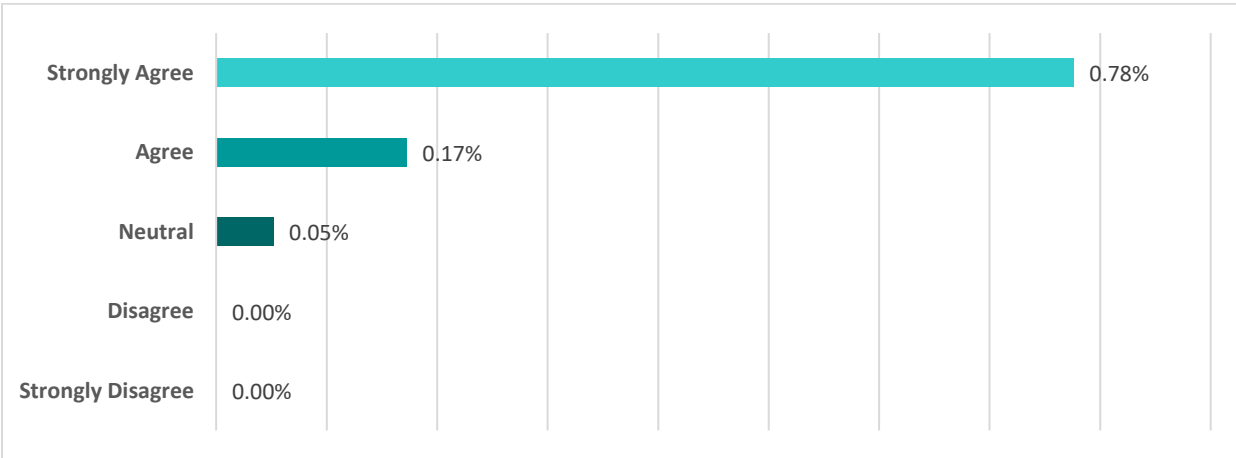
21. Effectively communicate and collaborate with school administration and other school personnel. (NJPST 9)



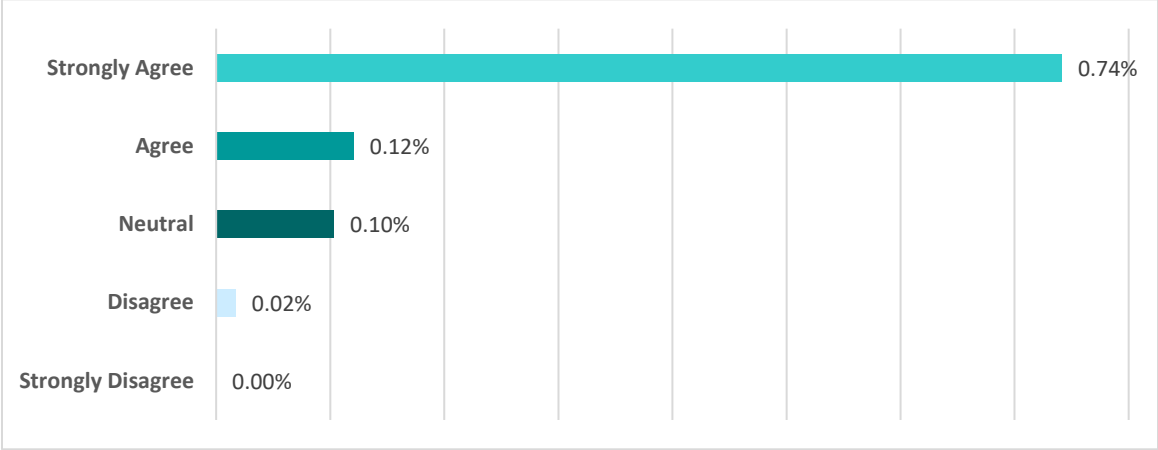
22. Use education research to make decisions that benefit my teaching. (NJPST 10)



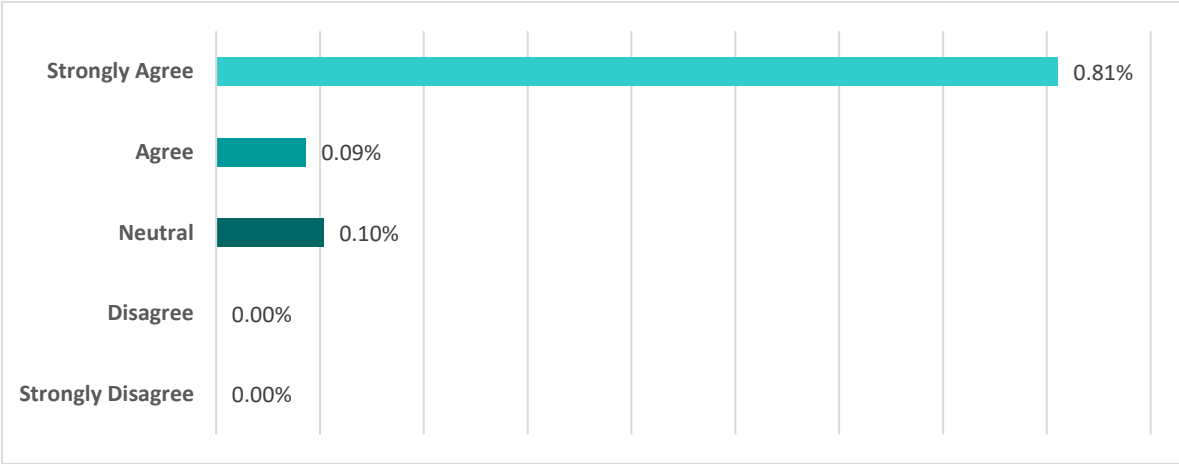
23. Engage in professional development activities and reflection to promote learning in the students I serve. (NJPST 10)



24. Use instructional methods related to Specialty Professional Association (SPA) Standards (NJPST 1)

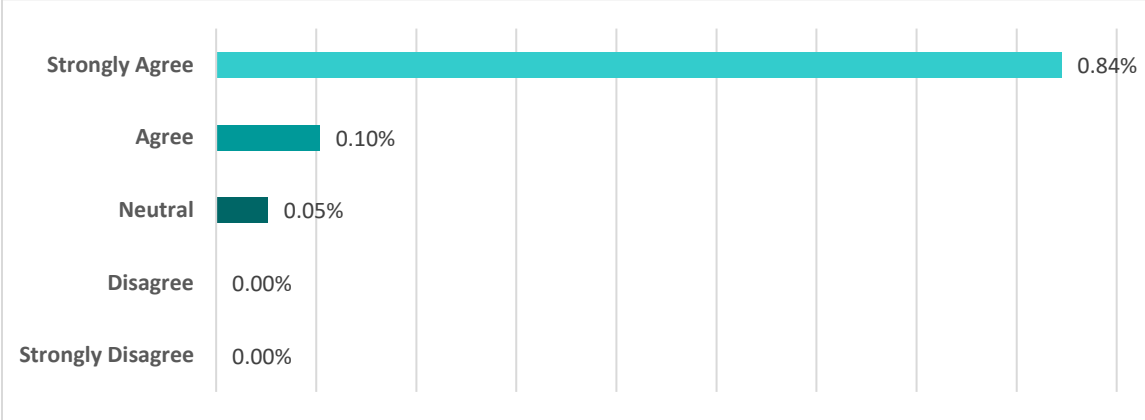


25. Use instructional methods related to New Jersey Professional Standards for Teachers. (NJPST)

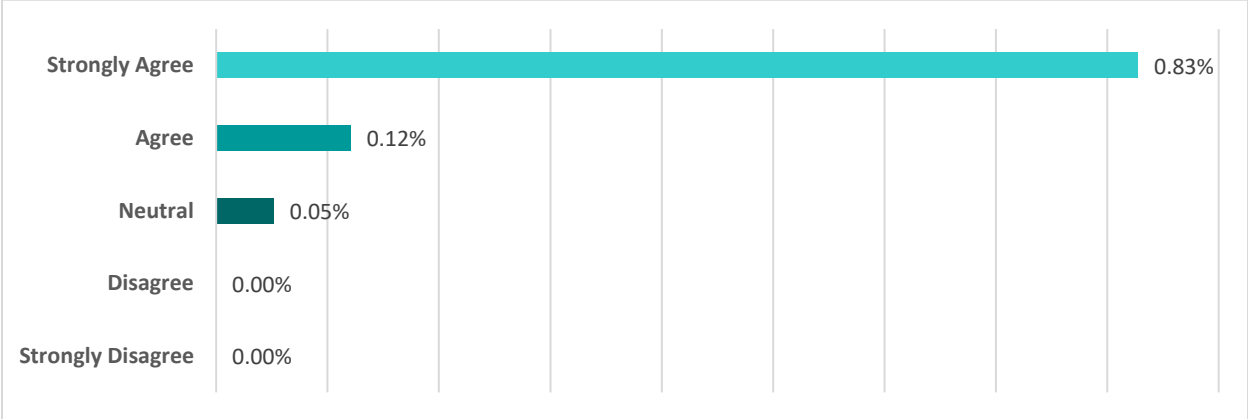




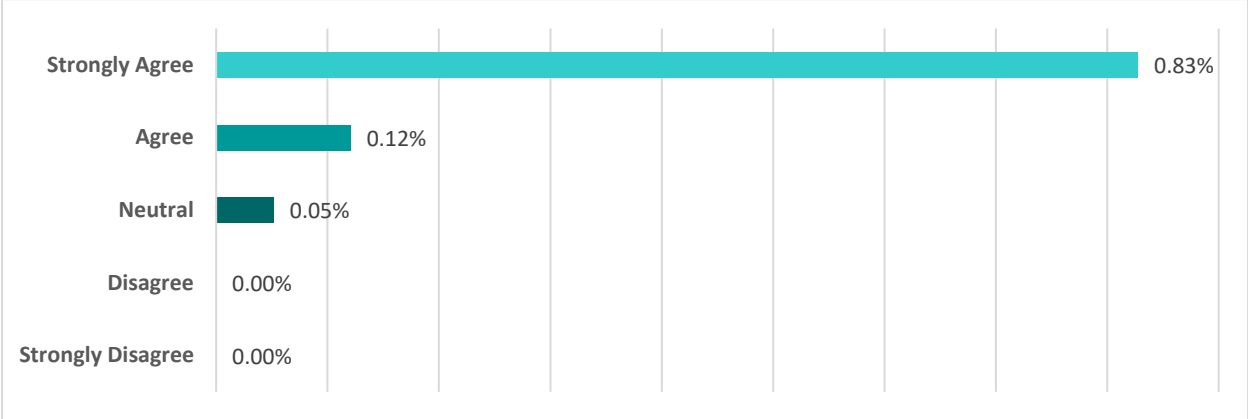
26. Effectively teach in my content area. (NJPST 1)



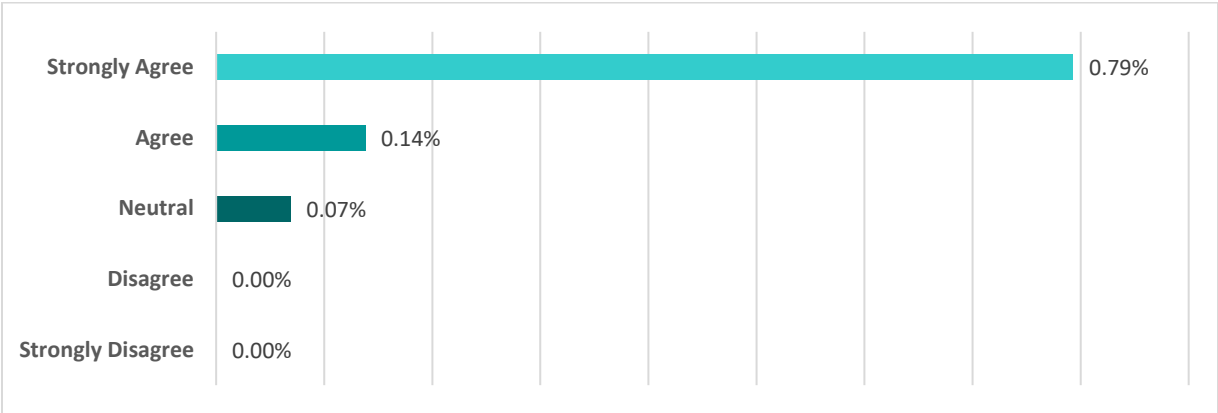
27. Reflect on and develop appropriate teaching dispositions. (NJPST 10)



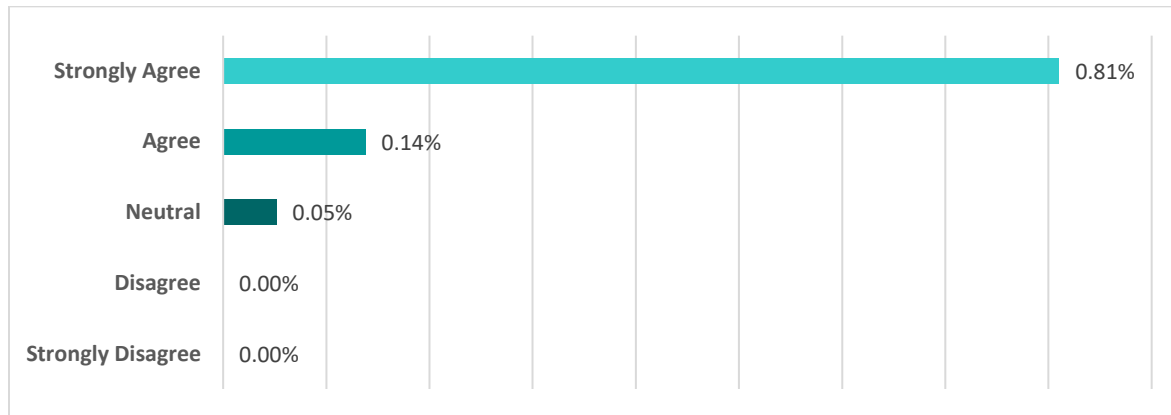
28. Design learner outcomes that are linked to assessment. (NJPST 4,5)



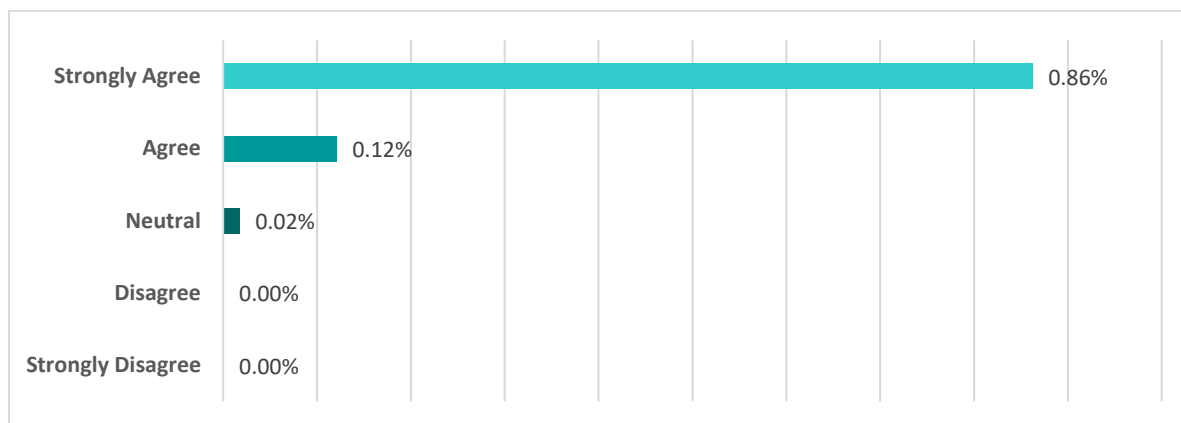
29. Compare pre and post data to analyze student learning. (NJPST 5)



30. Reflect on assessment and instruction to identify ways to improve teaching and student learning. (NJPST 4, 5)



31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).



Please describe the positive aspects of your program at Monmouth.

This was a text question

Please provide any suggestions for program improvement.

This was a text question

Please provide any other comments you would like to make about your program at Monmouth.

This was a text question