

Teacher Education Program

Welcome!

Dear Student:

I am pleased that you have decided to apply to Montclair State University's Undergraduate Teacher Education Program. Upon acceptance, I am sure you will find the program's professional sequence and opportunities for hands-on learning both a rewarding and challenging experience.

To help direct you through the semester-long Teacher Education Program Admissions process, this packet should serve not only as an application, but also your guide to become familiar with the philosophy, processes and policies of the Center of Pedagogy and its Admissions and Retention Office. Please read this information carefully.

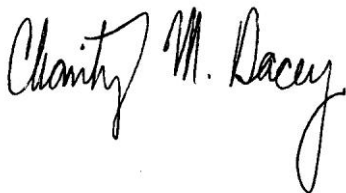
A snapshot of key milestones you need to consider is provided below to ensure that you are ready to apply to the Teacher Education Program:

- ✓ Do I understand the Memorandum of Understanding regarding my commitment to the integrity of the Teacher Education Program? (p. 16)
- ✓ Do I understand the criteria for Admission and Retention? (p. 7)
- ✓ Have I met my prerequisite requirements? (p. 3-6)
- ✓ Is my application complete (including resume and letter(s) of recommendation)? (See Checklist p.8)
- ✓ Have I attached transcripts from all colleges attended (including MSU) to this Application?
- ✓ If I am applying to the Teacher Education Program in Elementary Education or Early Childhood Education, have I downloaded and completed the Addendum to the Application for Admission? (p. 20)
- ✓ If I am re-applying to the Teacher Education Program, have I printed the last page of this packet and adequately updated my application materials from a prior semester? You should take care to review your written materials and redo any parts of the application as needed. (p. 24)

Application deadlines are standard:
Second Monday in September for spring admission
Fourth Monday in January for fall admission

If you have any questions, please feel free to call or visit the Teacher Education Admissions & Retention Office located in University Hall, Suite 1160 (973-655-7976).

Thank you for your interest in Montclair State University's Undergraduate Teacher Education Program. Good luck and best wishes for success.



Charity M. Dacey
Director of Teacher Education Admissions & Retention

Teacher Education Program

Admissions Criteria for Candidates in Initial Teacher Certification Programs

KEEP FOR YOUR RECORDS

In selecting students for the Teacher Education Program, Montclair State University uses criteria that are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. The **Portrait of a Teacher** outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as grade point average, knowledge of the discipline(s) they will teach, commitment to teaching and its varied responsibilities and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will exemplify the character, dispositions and habits of mind reflected in the **Portrait of a Teacher**. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well-being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.
12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.

Prerequisite Requirements

In order to be eligible to apply to the Teacher Education Program, students must meet the prerequisite requirements shown below. KEEP FOR YOUR RECORDS.

Successfully Completing Prerequisite Courses

SUBJECT AREA/SECONDARY (P-12) SINGLE CERTIFICATION

If you plan to apply for a **subject area program** (anything except Early Childhood and Elementary), first you must **successfully complete (C- or better)** the following courses:

- ___ EDFD 200 Psychological Foundations of Education (satisfies Gen Ed K3 Social Science)
- ___ EDFD 220 Philosophical Orientation to Education (satisfies Gen Ed F2 Philosophy/Religion)
- ___ EDFD 221 Historical Foundations of American Education (satisfies Gen Ed K1 Amer/Eur Hist)
- ___ CURR 210 Public Purposes of Education: Democracy and Schooling (satisfies L Gen Ed elective; must have sophomore status or higher)
- ___ 9 CREDITS OF MAJOR COURSEWORK

* **Math majors** must have completed 11 credits including Calculus I and II and an additional course that requires Calculus II as a prerequisite.

EARLY CHILDHOOD (P-3) or ELEMENTARY (K-6) SINGLE CERTIFICATION

If you plan to apply for the **Early Childhood (P-3) or Elementary (K-6) Program**, first you must **successfully complete (C- or better)** the following courses:

- ___ PSYC 101 General Psychology (satisfies Gen Ed K3 Social Science)
- ___ CMST 101 Fundamentals of Speech (satisfies Gen Ed C2 Communication)
- ___ ECEL 200 Perspectives in Early Childhood & Elementary Education in a Democracy (satisfies L Gen Ed elective; must have sophomore status or higher)
- ___ FCST 214 Child Development I (prerequisite PSYC101)
- ___ 9 CREDITS OF MAJOR COURSEWORK

***Family & Child Studies majors** must successfully complete 6 credits of major courses as well as FCST 214.

P-3 and K-6 Applicants: You are required to take at least **two courses in each of the four content areas** taught in a pre-school or elementary setting: **Math, Science, Social Studies, and English** and receive a grade of B- or higher in each. If you do not have two courses with a B- or better in each area, register for appropriate courses to meet this requirement prior to applying to the Teacher Education Program.

DUAL DEGREE/DUAL CERTIFICATION (DD/DC) P-3 or K-6 Certification

If you plan to apply for the **DD/DC Early Childhood (P-3) or DD/DC Elementary (K-6) Program**, first you must **successfully complete (C- or better)** the following courses:

- ___ PSYC 101 General Psychology (satisfies Gen Ed K3 Social Science)
- ___ CMST 101 Fundamentals of Speech (satisfies Gen Ed C2 Communication)
- ___ ECEL 200 Perspectives in Early Childhood & Elementary Education in a Democracy (satisfies Gen Ed elective; must have sophomore status or higher)
- ___ FCST 214 Child Development I (prerequisite PSYC 101)
- ___ EDFD 220 Philosophical Orientation to Education (satisfies Gen Ed F2 Philosophy/Religion)
- ___ 9 CREDITS OF MAJOR COURSEWORK
- ___ 3.25 Overall and Major GPA

***Family & Child Studies majors** must successfully complete 6 credits of major courses as well as FCST 214.

DD/DC P-3 and K-6 Applicants: You are required to take at least **two courses in each of the four content areas** taught in a pre-school or elementary setting: **Math, Science, Social Studies, and English** and receive a grade of B- or higher in each. If you do not have two courses with a B- or better in each area, register for appropriate courses to meet this requirement prior to applying to the Teacher Education Program.

PLEASE NOTE: Applications for the DD/DC program are accepted in the spring semester only. The deadline to apply is the 4th Monday in January. The DD/DC application is the same as the single certification application except there is one additional essay required for the DD/DC program which is included in the online application packet.

DUAL DEGREE/DUAL CERTIFICATION (DD/DC) Subject Area/Secondary (P-12) Certification

If you plan to apply for a **DD/DC subject area program** (anything except Early Childhood and Elementary), first you must **successfully complete (C- or better)** the following courses:

- ___ EDFD 200 Psychological Foundations of Education (satisfies Gen Ed K3 Social Science)
- ___ EDFD 220 Philosophical Orientation to Education (satisfies Gen Ed F2 Philosophy/Religion)
- ___ EDFD 221 Historical Foundations of American Education (satisfies Gen Ed K1 Amer/Eur Hist)
- ___ CURR 210 Public Purposes of Education: Democracy and Schooling (satisfies L Gen Ed elective; must have sophomore status or higher)
- ___ 9 CREDITS IN MAJOR COURSEWORK*
- ___ 3.25 Overall and Major GPA

***Math majors** must have completed 11 credits including Calculus I and II and an additional course that requires Calculus II as a prerequisite.

PLEASE NOTE: Applications for the DD/DC program are accepted in the spring semester only. The deadline to apply is the 4th Monday in January. The DD/DC application is the same as the single certification application except there is one additional essay required for the DD/DC program which is included in the online application packet.

TRANSFER EXCEPTION

Students seeking **subject certification** who transfer to MSU with **60 or more credits** may apply to the Program immediately if they have **completed 9 credits of major courses** at their previous college or MSU and if they have **completed or are enrolled in CURR 210** Public Purposes of Education: Democracy and Schooling. Math majors must have completed the 11 credits listed above.

Students seeking **Early Childhood (P-3) or Elementary (K-6) certification** who transfer to MSU with **60 or more credits** may apply to the Program immediately if they have **completed 9 credits of major courses, including Child Development I**, at their previous college or MSU, and if they have **completed or are enrolled in ECEL 200** Perspectives in Early Childhood & Elementary Education in a Democracy.

Prerequisite GPAs

The chart below shows the accepted majors and minimum overall and major GPA requirements for each undergraduate initial teacher **single certification** program offered at MSU.

CERTIFICATION PROGRAM	ACCEPTED MAJORS	OVERALL GPA	MAJOR GPA
Early Childhood (P-3)	Family and Child Studies – Families, Children, & School Settings	3.0	3.0

Elementary (K-6)	Anthropology, English, General Humanities, History, Philosophy, Psychology, Religion, Sociology, Spanish or Family & Child Studies: Families, Children, & School Settings	3.0	3.0
-------------------------	---	-----	-----

Subject Area/Secondary (P-12)			
Biological Science	Biology	3.0	2.75
Chemistry*	Chemistry	3.0	2.75
Dance	Dance Education	3.0	3.0
Earth Science	Geoscience	3.0	2.75
English	English	3.0	3.25
English as a 2 nd Language	Linguistics	3.0	3.0
Fine Arts	Fine Arts Education	3.0	3.0
Health & Physical Education	Physical Education	3.0	3.0
French	French	3.0	3.0
Italian	Italian	3.0	3.0
Latin	Latin	3.0	3.0
Mathematics	Mathematics	3.0	2.75
Music	Music Education	3.0	3.0
Physics**	Physics	3.0	2.75
Physical Science***	Chemistry or Physics	3.0	2.75
Social Studies	Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology	3.0	3.40
Spanish	Spanish	3.0	3.0

* Holders of Chemistry certification can teach chemistry, environmental science, and general science.

** Holders of Physics certification can teach physics, environmental science, and general science.

*** Holders of Physical Science certification can teach physics, chemistry, physical, environmental, general, earth, and space science.

Prerequisite GPAs

The chart below shows the accepted majors and minimum overall and major GPA requirements for the Dual Degree/ Dual Certification undergraduate initial teacher certification program offered at MSU.

CERTIFICATION PROGRAM	ACCEPTED MAJORS	OVERALL GPA	MAJOR GPA
Dual Degree/ Dual Certification Inclusive Education Program (DD/DC) Spring Admission only	<p>All Approved Majors</p> <p>P-3 Approved Major: Family & Child Studies</p> <p>K-6 Approved Majors: Anthropology, Family & Child Studies, Philosophy, Psychology, Religion, Sociology, Spanish, Women’s & Gender Studies</p> <p>Subject Area (P-12) Approved Majors: Biology, Chemistry, English, Fine Arts, French, Geoscience (Earth Science), Health & Physical Education, Linguistics, Mathematics, Music, Spanish</p>	3.25	3.25

Admissions Evaluation Scale and Rubric

Each candidate for admission to the Montclair State University Initial Teacher Education Program is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

ADMISSIONS EVALUATION SCALE									
<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>					
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>					
1.	Subject matter knowledge.				1	2	3	4	5
2.	Written English thinking and communication skills.				1	2	3	4	5
3.	Oral English thinking and communication skills.				1	2	3	4	5
4.	Understanding that a person's perspective is influenced by his/her life experiences. Appreciation of multiple ways of knowing.				1	2	3	4	5
5.	Belief in the educability of all children and that all children bring talents and strengths to learning.				1	2	3	4	5
6.	Respect and appreciation for individual and cultural differences.				1	2	3	4	5
7.	Reflectiveness. Commitment to critical reflection and critical thinking.				1	2	3	4	5
8.	Understanding of and commitment to principles of democracy.				1	2	3	4	5
9.	Initial commitment to the ethical and enculturating responsibilities of educators and to being agents of change.				1	2	3	4	5
10.	Commitment to teaching.				1	2	3	4	5
11.	Personal qualities.				1	2	3	4	5

Overview of Application Process Note: Incomplete applications will not be accepted.
All application materials must be submitted by the application deadline date.
Admissions Timeline

Application for	Submission Deadline	Admission Days	Decision Notification	Orientation Program
Spring Admission	Second Monday in September	October	November	December
Fall Admission	Fourth Monday in January	February	April	April/May

Application Checklist

Applications are considered **complete and ready for review** when **all** of the following materials are submitted to the Teacher Education Admissions & Retention Department by the application deadline:

- Completed Application Form**
- Completed Memorandum of Understanding**
- Completed Resume and Cover Letter**
- Student Self-Evaluation Form with Completed Essay**
Students should return this form with their completed application.
- Program Statement Essay**
Students should complete this essay on a separate sheet of paper and return it with their completed application.
- Elementary & Early Childhood Application Addendum**
Students should complete this if they are applying for P-3 or K-6 certification.
- Letter of recommendation**
Using the "Letter of Recommendation" form, students should obtain a letter of rec from an MSU faculty member in the cert area, a faculty member from the CEHS Department, or a faculty member in the certification area from a previous college.

The letter of recommendation must be returned to the student and submitted with the student's completed application.
- CPR certification for PEHL students**
- Unofficial Transcripts from all colleges attended, including Montclair State University**

If submitting a Supplemental Application, you must also submit the following materials:

- Supplemental Application Form with Essay**
Students should return this form and essay with their completed application.
- Supplemental Letter of Recommendation**
Using the "Supplemental Letter of Recommendation" forms enclosed, students must obtain one letter of recommendation from a professor that speaks to student's ability to be an effective teacher and specifically addressing the student's capacity to academically achieve at the required program level prior to student teaching. This recommendation is in addition to the letter of recommendation required for the standard application. **The supplemental letter of recommendation must also be returned to the student and submitted with student's completed application.**

Steps to take after submitting Application

- Impromptu Writing Sample**
An **Impromptu Writing Sample** must also be scheduled within your certification area *prior to Teacher Education Admission Days*. Please note: Some departments post sign-in schedules outside of their offices.
- Admissions Interview**
After you have submitted an application, **you must contact** the teacher education advisor in your department to schedule an interview by the departmental Admissions and Retention Committee on **Admission Days**. **An in-person timed writing sample will also be required by the Committee prior to Admission Day. Decision letters will be mailed from the Teacher Education Admissions & Retention Office to your home address.**
- Orientation**
There is a mandatory Orientation for newly accepted students. The time and location will be indicated on your acceptance letter.

CEHS Career Services
University Hall Suite 2154
Quick Guide to Perfecting your Resume!

To help you get started on creating a resume that makes you stand out from the competition, we've put together a Go-To guide to answer any questions you may have about your resume whether it is appearance, content, or additional information.

APPEARANCE

Margins: 0.6" – 1" on all four sides

Length: 1-2 pages depending upon experience [most undergraduate students will only need a page]

Fonts:

- Types:
 - Use fonts that have “Serifs” as they have shown to hold the reader’s attention longer
Times New Roman (preferred)
Cambria
Garamond
- Size: *Name:* Up to a 14 point font and **bold**
Body: 11-12 point font

IDENTIFICATION

- Name, Address, Phone Number, *PROFESSIONAL* Email address

OBJECTIVE--Optional!

- But if you choose to use one, make sure it is:
 - Clear
 - Concise
 - Adds focus [name the job title, skills used, setting or a combination of the three]

EDUCATION

- Include all institutions from which you have **received** a degree
 - Majors, minors, certificates
 - *GPA* [if it is a 3.8 or higher]

RELATED TEACHING EXPERIENCE

- Tutor, swim instructor, teacher’s assistant, etc.

OTHER RELATED EXPERIENCE

- *Any* experiences you have with children: camp counselor, childcare provider (babysitting), day care, nursery, etc.

WORK EXPERIENCE

- Include jobs you have held throughout your college experience, jobs you have continued from high school, or jobs you have held for an extended period of time and create bullet points that exhibit the **skills** you have **accomplished** in that role
Example: Training other employees at your job

SKILLS

- This section can encompass skills such as computer skills, language skills, and/or certifications you may hold
Computer skills: Microsoft products such as Word, PowerPoint, Excel; Mac OS software; iPad; Smart Board; Blackboard; any databases you have used
Social Media skills: Facebook, Twitter, LinkedIn → only include if it is relevant to the position
Language skills: specify the language and whether or not you can read, write, or speak it
Certifications: CPR certified, First Aid certified, etc. [All CERTIFICATIONS listed should be current]

OPTIONAL HEADINGS/ CATEGORIES

Volunteer:

Assist with clubs on campus? Participate in walkathons and/or fundraisers? Volunteer at a hospital?
Organize a food or clothing drive?

Professional Organizations:

Include any organizations you belong to

Professional Development:

Include any workshops or conferences you have attended

Activities:

Are you a member of any clubs on campus? Do you play or coach any sports?

Honors and Awards:

Include any academic, community, or athletic awards/ honors you have received

Leadership:

Have you held any leadership positions? Were you a team captain or coach any sports?
Did you hold a leadership role in a club or organization?

NOTE: Choose the title for your headings that most *clearly* and *accurately* showcases your experiences.

For example-- you can group together Related Experience rather than separating the categories into Related Teaching Experience and Other Related Experience. BE CREATIVE!

<u>RESUME DO'S</u>	<u>RESUME DON'TS</u>
Be consistent in format and content	Do <i>not</i> use resume templates
Be honest	Do <i>not</i> abbreviate
Be positive	Do <i>not</i> number or letter categories
Make it easy to read and follow	Do <i>not</i> use personal pronouns
For emphasis, use spacing, underlining, italics, bold and capitalization	Do <i>not</i> include age or sex
Headings should be listed in order of importance	Do <i>not</i> list references on resume
When posting information within the headings, list in reverse chronological order	Do <i>not</i> state salary requirements
Memorize it	Do <i>not</i> give reasons for leaving another job
Relate accomplishments to employer's needs by referring to job description	Do <i>not</i> offer negative information
Make good use of white space	Do <i>not</i> use slang or colloquialisms
Tailor resume to the specific position you are applying for	Do <i>not</i> limit geographical considerations unless absolutely necessary

Susan Smith (Sample 1)

1 Normal Avenue, Montclair, NJ 07043

973-655-0000

Susan.smith@me.com

OBJECTIVE:

To be accepted into the Teacher's Education Program at Montclair State University

EDUCATION:

Montclair State University, Montclair, NJ

Major: Family and Child Studies with a concentration in Early Childhood Education (P-3)

BA expected January 2015

- Dean's List

RELATED EXPERIENCE:

Teacher Assistant/ Camp Counselor, Heritage Children's Academy, Randolph NJ May 2012– August 2012

- Assisted approximately 10 students between the ages of 5-10 on their class work
- Monitored children during arts and crafts, swim, sports, and music
- Prepared and served children lunch

Childcare Provider, Harrison Family, Westfield, NJ October 2011– March 2012

- Cared for 3 children between the ages of 8-13 years old
- Guided and assisted children in completing their homework
- Provided children with transportation to and from school and other activities

Camp Counselor, Harbor Hills Day Camp, Mendham NJ June 2011– August 2011

- Supervised group of 15 Kindergarteners
- Created educational and recreational activities for campers
- Brought children from their bus to the classroom in the morning and back to their bus in the afternoon

Child Care and Customer Service Representative, Retro Fitness, Belleville, NJ January 2010– May 2011

- Monitored and provided care for children between the ages of 1-12
- Multitasked front desk duties, tours of facility, and membership sales
- Assisted clients with use of gym equipment

WORK EXPERIENCE:

Receptionist, The Graycliff, Moonachie, NJ September 2011– Present

- Work a minimum of 35 hours per week while going to school fulltime
- Answer phones and coordinate appointments
- Greet and direct guests to proper event (300+ attendees)

ACTIVITIES:

Montclair State University Circle Club: Extra-Curricular Club for Students with Disabilities

Treasurer 2009-2010, President 2011-2012

September 2009– May 2012

- Organized field day and holiday parties
- Assisted students with academics
- Accompanied students to social events such as movies, bowling, and plays

SKILLS:

- *Computer:* Microsoft Word, PowerPoint, Excel; SmartBoard; Mac OS, Pages, Keynote
- *Certifications:* CPR, First Aid

Tom Jones (Sample 2)

1 Normal Avenue, Montclair, NJ 07043 * 973-655-0000 * tom.jones@me.com

OBJECTIVE:

To be accepted into the Teacher's Education Program at Montclair State University

EDUCATION:

Montclair State University, Montclair, NJ

BS in Mathematics, expected January 2015

- GPA: 3.8, Dean's List

RELATED TEACHING EXPERIENCE:

Wyzant Tutoring, Teaching and Coaching, Cedar Grove, NJ

Mathematics Tutor

10/2010– Present

- Differentiate instruction to make mathematics content meaningful and accessible for students between the ages of 8 and 17

OTHER RELATED EXPERIENCE:

Boys and Girls Club of Newark, Newark, NJ

Volunteer Group Leader Assistant

06/2011– 09/2011

- Supervised over 20 children between the ages of 6-13 and chaperoned children on group trips
- Helped create lessons in math, language arts, history, art, and Smart Moves (a prevention/education program)

West Morris Area YMCA, Randolph, NJ

Summers 2007, 2008, 2009

Summer Camp Counselor

- Supervised groups of approximately 15 children ranging in ages from 3-10 years old
- Assumed responsibility for the safety, personal care and discipline of children
- Assisted Head Counselor in following daily scheduled activities including swimming and cooking
- Managed camp office paperwork, answered phones and assisted Head Counselor with program development

Mount Carmel Guild Therapeutic Nursery, Bloomfield, NJ

Volunteer, 100 hours

08/2009

- Assisted with partial care program for children with learning disabilities from urban school districts
- Engaged children in play and social interactions by using books, toys, and other activities

WORK EXPERIENCE:

ShopRite, Lodi, NJ

Customer Service

07/2006– 05/2008

- Reconciled and balanced accounts
- Provided patrons with information about products, services, and promotions
- Handled and resolved customers' complaints, ensuring patron satisfaction
- Completed checklist of duties to be provided by management upon closing the store

Cashier

07/2005– 07/2006

- Performed cashier duties including handling payments and the exchange of money
- Acted as front-end runner, overseeing cashiers on shift

SKILLS:

- *Computer:* Microsoft Word, PowerPoint, Excel; SmartBoard; Mac OS
- *Language:* Fluent in Spanish (read, write, and speak)
- *Certifications:* CPR, AED, First Aid

Christine Miller (Sample 3)

1 Normal Avenue

Montclair, NJ 07043

973-655-0000

christine.miller@me.com

OBJECTIVE:

To be accepted into the Teacher's Education Program at Montclair State University

EDUCATION:

Montclair State University, Montclair, NJ

BS in Health and Physical Education, expected January 2015

- GPA: 3.8, Dean's List

RELATED TEACHING EXPERIENCE:

Montclair State University Recreation Center, Montclair, NJ

Swim Instructor, Party Attendant, Life Guard

08/ 2009– Present

- Conduct group and private swim lesson for swimmers ages 4 to 60+
- Adapt and create swim lessons to each swimmer's experience within group sessions
- Create fun learning activities to disguise swimming techniques
- Supervise and plan activities for children's birthday parties
- Lifeguard various swim activities including athletics, academic swim courses, children with disabilities, and leisure swimmers

ABC Enrichment School, Garfield, NJ

Fitness Instructor

06/2011– 08/2011

- Supervised and taught 15+ children the basic exercise principals
- Embraced and provided a healthier more active lifestyle for kids by educating them on the importance of exercise through various activities
- Developed and implemented exercise programs for morning and afternoon activities

OTHER RELATED EXPERIENCE:

Summer Camp Recreation, Ridgefield Park, NJ

Camp Counselor

06/2005–08/2005

- Organized safe and age-appropriate playground activities and sports for 20-25 children; ranging in age from toddlers to 12 years
- Planned and implemented off site trips, and camp / cabin activities
- Collaborated with other counselors to ensure camp ran smoothly

WORK EXPERIENCE:

Rite Aid, Jersey City, NJ

Pharmacy Technician

03/2009– 09/2009

- Reviewed medical information with patients and informed patients on medication dosage and side effects
- Input prescriptions into database and dispensed medications
- Contacted doctors for authorization to renew prescriptions

VOLUNTEER EXPERIENCE

- St. Jude's Middle School Dance Volunteer
- Participant in Breast Cancer Walk and Relay for Life at NJIT

SKILLS:

- *Computer:* Microsoft Word, PowerPoint, Excel, Publisher; Photoshop; SmartBoard; Mac OS
- *Language:* Fluent in Polish (read, write, and speak)
- *Certifications:* CPR, AED, First Aid

Cover Letter Format and Contents (Sample)

Heading – Use the same heading as your resume

Date

Name of Person & Title (always send your resume to a specific person –Do not address *To Whom it May Concern*)

Company/Organization

Street Address

City, State, Zip Code

Dear Dr./ Mr./Ms. :

Introduction: State the reason for writing. Name the specific position, or type of work for which you are applying. (Mention the resource used in finding out about the opening/company: news media, friend, faculty, if appropriate.)

Body: The body of the cover letter should be no longer than one or two paragraphs. One paragraph should be about the research you have done on the organization or school district. The other paragraph should highlight your skills and abilities – what sets you apart from the other candidates.

Explain why you are interested in working for that employer, or in that field of work, and most importantly what your qualifications are (academic background, work experience, personal skills). Point out achievements that relate to the field and why you enjoy that work. Refer the reader to the enclosed resume, application, and/or portfolio.

Closing: Indicate your desire for an interview. Thank the employer for their time and consideration.

Sincerely,

Your Name

Enclosure



Center of Pedagogy

Teacher Education Program Application

Applications are due to the Teacher Education Admissions & Retention Office Suite 1160 UN no later than the 2nd Monday in September for spring admission or the 4th Monday in January for fall admission by 4:30 p.m.

Please check one:

Date: _____

___ Standard (Overall GPA 3.0 or above)

___ Supplemental (Overall GPA between 2.75 – 3.0 and/or major GPA is no lower than 0.25 below that major’s required minimum GPA)

*** Please note that while U.S. citizenship is not required for the Program, it is required for standard NJ Teacher Certification.***

Name of Applicant _____ CWID# _____
Last First MI

Current Mailing Address _____
Street City State Zip

Current Phone/Cell _____ E-mail _____

Permanent Address _____ Permanent Phone _____
Street City State Zip

Major _____ Certification Area _____

Table with 4 columns: Name, Location, Dates Attended, Degree. Rows 1 and 2.

YOU MUST ATTACH COPIES OF TRANSCRIPTS FROM ALL COLLEGES ATTENDED (INCLUDING MSU) TO THIS APPLICATION

Prerequisite Course Requirements for P-3 or K-6 Certification:

- PSYC 101 General Psychology Semester _____ Grade _____
SPCM 101 Fundamentals of Speech Semester _____ Grade _____
ECEC 200 Perspectives in ECEL in a Democracy Semester _____ Grade _____
FCST 214 Child Development I Semester _____ Grade _____
9 credits in major courses. FCEC and FCEM majors are required to take 6 credits in their major in addition to Child Development I.

Prerequisite Course Requirements for Subject Certifications:

- EDFD 200 Psychological Foundations of Education Semester _____ Grade _____
EDFD 220 Philosophical Orientation to Education Semester _____ Grade _____
EDFD 221 Historical Foundations of American Education Semester _____ Grade _____
CURR 210 Public Purposes of Education: Democracy and Schooling Semester _____ Grade _____
9 credits in major courses. Math majors must have completed 11 credits including Calculus I and II and an additional course that requires Calculus II as a prerequisite.

Number of credits completed in the major _____ Overall MSU GPA _____ Major MSU GPA _____

Candidates for admission cannot have any grades of (D) or (F) in any prerequisite courses and in their major courses.

FOR COMMITTEE USE ONLY

Committee Members' Signatures

Director, Teacher Education Admissions Signature:

Action Recommended: (Please circle) Accept *Do Not Accept *Provisional
* Please list conditions for Provisional acceptance / non-acceptance

APP _____ REC _____ APTE _____ CERT _____

Teacher Education Program

Memorandum of Understanding

The Center of Pedagogy is committed to helping you prepare to become an excellent teacher committed to the principles laid out in the *Portrait of a Teacher*. We ask you likewise to make a commitment to the integrity of our Teacher Education Program by demonstrating your understanding of the following. If you have any questions or concerns, please contact the Teacher Education Admissions & Retention Office at 973-655-7976.

I understand that if I am admitted into the Teacher Education Program, I am responsible for:

- ✓ **Obtaining a *Teacher Education Program Handbook* each academic year and abiding by its policies and procedures. Free copies are available at the Teacher Education Program Web site at <http://cehs.montclair.edu/academic/cop/teacher/> and on the Center of Pedagogy Blackboard site at <http://montclair.blackboard.com>.**
- ✓ **Attending the Undergraduate Teacher Education Program Orientation.**
- ✓ **Completing a fieldwork application by the appropriate deadline for Fieldwork/Clinical I (October 1st for spring registration and March 1st for fall registration), and obtaining a substitute teaching license prior to the Fieldwork/Clinical I semester.**
- ✓ **Participating in fieldwork and student teaching experiences within the Montclair State University Network for Educational Renewal's (MSUNER's) network; understanding that placements may be in suburban and/or urban communities; and that the University guarantees only that placements will be within a 25-mile radius of the campus.**
- ✓ **Submitting passing Praxis II test scores for all required tests prior to the student teaching semester (due August 15th to be eligible for fall student teaching and January 8th to be eligible for spring student teaching.)**
- ✓ **Taking no additional coursework during the Student Teaching/Clinical II semester.**
- ✓ **Recognizing that to apply for standard teaching certification in New Jersey, I must provide evidence to the state of U.S. citizenship or a statement of intention to become a U.S. citizen.**
- ✓ **Filing for Degree and Certification Audits with the Office of the Registrar in a timely manner. Deadlines are posted at <http://www.montclair.edu/registrar>.**

Sign this form and submit it with your completed application.

Name (type or print): _____

CWID #: _____

Signature: _____ Date: _____



Center of Pedagogy

Teacher Education Program

Student Self-Evaluation

Name of Applicant: _____

Area of Certification: _____

At Montclair State University, we believe that in addition to content knowledge and communication skills, there are certain traits or dispositions that characterize a successful teacher in a democratic society. The following is a list of some of those dispositions, which are embedded in our Portrait of a Teacher (described in the Admissions Criteria and Program Goals section of the Application Directions).

Part One: Self-Evaluation

Please check **THREE** areas you are strongest in, and at least **ONE** area you would like to improve.

This is one of my strengths Would like to improve

self-initiative/independence	_____	_____
reliability/dependability	_____	_____
tact/diplomacy	_____	_____
collegiality	_____	_____
open-mindedness	_____	_____
flexibility	_____	_____
reflectiveness	_____	_____
professionalism	_____	_____
patience	_____	_____
creativity/originality	_____	_____
appreciation of cultural diversity	_____	_____
care/empathy	_____	_____
persistence	_____	_____
passion for teaching	_____	_____

Part Two: Essay

In a one-page essay, tell us why you made these choices.
(Please attach on a separate piece of paper.)

Applicant's Signature: _____ Date: _____

Center of Pedagogy
Teacher Education Program
Program Essay Statement

Name of Applicant: _____ CWID #: _____

Major: _____ Area of Certification: _____

Essay for all Applicants (ALL APPLICANTS MUST COMPLETE)

A major goal of Montclair State University's Teacher Education Program is the continuing development of educators who promote students' critical thinking and learning and develop their competence to participate actively and productively in democratic communities. After reviewing the "Portrait of a Teacher" (included on the second page of this application packet) you will see that several of the standards in the Portrait (especially 5 and 6) focus on this important goal.

Portrait of a Teacher excerpt

5. *Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.*
6. *Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.*

In a cohesive essay of three to four double-spaced pages, please write about one of these standards (item 5 or 6), addressing both of the following questions:

1. What experiences in your life, as a citizen, student, and/or future teacher, are reflective of this standard? Additionally, what experiences in your life as a citizen, student, and/or future teacher, have conflicted with this standard?
2. Envision yourself as a teacher and explain how you would foster a classroom climate that would promote this standard in your discipline. You might begin by reflecting on some of your own classroom experiences as a student. Think about what things you would do differently and what, from your own personal experiences, you would emulate in creating such a classroom climate.

ADDITIONAL ESSAY for Dual Degree Dual Certification (DD/DC) Essay (P3, K6 or Subject area plus TSD) ONLY

Montclair State University's Dual Certification/Dual Degree Inclusive Education Program is designed to prepare teachers for dual certification in a content area and Teacher of Students with Disabilities. Today's students with and without disabilities are frequently taught together in the same classroom. The dual certification major strengthens the preparation of teacher candidates to instruct students with a range of abilities, learning needs, and backgrounds who will be assigned to their classrooms. MSU's philosophy of inclusive education supports this approach. According to this philosophy:

- Belonging and membership are emphasized in the classroom, school, home, community, and society.
- There is rich diversity in every classroom which reflects the real world; inclusive practices support and are highly responsive to this diversity.
- Differences between human beings are a natural and valued part of diversity which can include disability, ethnicity, race, language, economic status, health status, sexual orientation, gender identity, etc.
- Professionals, families, and children learn with and from one another within the school community; meaningful and individualized participation and achievement of all students are shared outcomes.
- Inclusive education is part of a wider strategy to promote an inclusive society.

In a cohesive essay of 3-4 double-spaced pages, please respond to this philosophy, addressing the following questions:

Why are you interested in obtaining dual certification in Early Childhood Education or Elementary and Teacher of Students with Disabilities? What personal characteristics or experiences led you to pursue this type of program? How does this unique program address your career goals?

Please note that we look for the following qualities when evaluating your response:

- Clear, focused, fluent, developed, and organized writing
- Details/word choice that support the central idea
- Variety of sentence structures
- Relevant details and anecdotes that support the central idea
- Persuasive, passionate, rational, and reflective thinking

Center of Pedagogy
Teacher Education Program

Letter of Recommendation

Evaluator: Please return form to student in a sealed envelope.

This section is to be filled out by the student:

NAME OF STUDENT _____ CWID# _____
TEL# _____ MAJOR _____

Check one: ___ I waive my right to inspect this reference. ___ I do not waive my right to inspect this reference.

**PLEASE BE ADVISED THAT THE CENTER OF PEDAGOGY DOES NOT PHOTOCOPY
COMPLETED LETTERS OF RECOMMENDATION FOR STUDENTS**

Signature of applicant _____ Date _____
Name of evaluator _____

INSTRUCTIONS TO EVALUATOR:

We appreciate your taking the time to comment on the student whose name appears above and is applying to our Teacher Education Program. At Montclair State University, we believe that, in addition to content knowledge and communication skills, there are certain traits or dispositions that characterize a successful teacher in a democratic society. The following is a list of some of those dispositions. As part of the application process, we ask students to assess themselves on the following items. **Please check THREE that you feel are the student's strengths.**

- | | | |
|------------------------------------|--------------------------|-------|
| self-initiative/independence | <input type="checkbox"/> | _____ |
| reliability/dependability | <input type="checkbox"/> | _____ |
| tact/diplomacy | <input type="checkbox"/> | _____ |
| collegiality | <input type="checkbox"/> | _____ |
| open-mindedness | <input type="checkbox"/> | _____ |
| flexibility | <input type="checkbox"/> | _____ |
| reflectiveness | <input type="checkbox"/> | _____ |
| professionalism | <input type="checkbox"/> | _____ |
| patience | <input type="checkbox"/> | _____ |
| creativity/originality | <input type="checkbox"/> | _____ |
| appreciation of cultural diversity | <input type="checkbox"/> | _____ |
| care/empathy | <input type="checkbox"/> | _____ |
| persistence | <input type="checkbox"/> | _____ |
| passion for teaching | <input type="checkbox"/> | _____ |

I recommend this student for the Teacher Education Program:

___ **Yes, without reservation** (*please explain on the back of this form*)

___ **Yes, provided s/he is given assistance in the following area(s):**

___ **Writing skills** ___ **Reading skills** ___ **Oral communication skills** ___ **Other** (*please explain on the back of this form*)

___ **No** (*please explain on the back of this form*)

****Please explain on the back of this form in at least a few sentences the reasons for your recommendation.****

Name _____ Position/Title _____

Company/Institution _____ Address _____
Street City ST Zip

How long have you known the applicant? _____

Signature of evaluator _____ Date _____

Elementary & Early Childhood Application Addendum

Student's Name: _____ **Student's CWID:** _____

Major _____ **Certification Area:** P-3 or K-6

List 9 credits of the highest level courses you have taken in your Major:

(Family and Child Studies majors are required to take 6 credits in their major in addition to Child Development I).

Major Course

Name and Number _____ Semester _____ Grade _____ Institution where course taken _____

Major Course

Name and Number _____ Semester _____ Grade _____ Institution where course taken _____

Major Course

Name and Number _____ Semester _____ Grade _____ Institution where course taken _____

As a P-3 or K-6 teacher, you will be teaching subject matter in all of the following disciplines: Math, Science, English & Social Studies. Please list coursework taken in these Disciplines:

Math Course

Name and Number _____ Grade _____ Institution where course taken _____

Math Course

Name and Number _____ Grade _____ Institution where course taken _____

Science Course

Name and Number _____ Grade _____ Institution where course taken _____

Science Course

Name and Number _____ Grade _____ Institution where course taken _____

English Course

Name and Number _____ Grade _____ Institution where course taken _____

English Course

Name and Number _____ Grade _____ Institution where course taken _____

Social Studies Course

Name and Number _____ Grade _____ Institution where course taken _____

Social Studies Course

Name and Number _____ Grade _____ Institution where course taken _____

Please describe any experience(s) you have had working with children (continue on the reverse side, if needed):

Supplemental Admissions Process
(overall GPA is between 2.75 and 3.0 and/or
major GPA is within the range of 0.25 below that major's required minimum GPA)

The academic overall GPA requirement for admission to the Teacher Education Program at Montclair State University is a 2.75 (on a 4.0 scale). Students whose overall GPA is between 2.50 and 2.74 and/or whose major GPA is 0.25 below that major's required minimum GPA may be considered for admission through the Supplemental Application process. **Candidates should note that, as in the regular admissions process, not all applicants are granted admission through the Supplemental Admissions Process. If admitted, the candidate's progress is monitored carefully to ensure that conditions of admission are continually being met. Students are not eligible for Fieldwork/Clinical I or Student Teaching/Clinical II until their admissions status is Full Acceptance.**

Criteria for consideration are as follows:

- Students who may have earned inadequate grades during a period when academic success was not a priority and have since shown their ability to achieve at an acceptable level.
- Candidates who have been adversely affected by personally challenging situations, resulting in poor grades for one or more terms.
- Selection of a course of study not related to the student's present academic goals.
- Other good and just causes.

The Supplemental Admissions Process speaks only to using a different standard for admission. Through this process, some candidates may be admitted; however they will be required to meet the required 3.0 cumulative grade point average and the major's required minimum GPA prior to Fieldwork/Clinical I or Student Teaching/Clinical II and recommendation for licensure. Essential criteria for admission through the Supplemental Admissions Process will be the potential of the candidate to become an effective teacher and to academically achieve at the required level prior to program completion.

How to Apply

Candidates must make written application for admission by:

- 1) Completing a standard application for admission to the Teacher Education Program including application form, student self-evaluation form with essay, cover letter and resume, program statement essay and letter of recommendation.**

AND

- 2) Completing the supplemental form with essay and providing an additional letter of recommendation from a professor that specifically addresses your ability to academically achieve at the required level prior to student teaching. (Supplemental Letter of Recommendation Form is enclosed.)**



Center of Pedagogy
Teacher Education Program

Supplemental Application Form
(To be submitted with Application)

NOTE:
IF YOUR OVERALL GPA FALLS BETWEEN 2.75 AND 3.0, AND/OR YOUR MAJOR GPA is within the range of 0.25 below that major's required minimum GPA)
YOU MUST COMPLETE THIS FORM IN ADDITION TO THE STANDARD APPLICATION.

Name of Applicant: _____ Date: _____

Overall GPA: _____

PART ONE

Please respond to each of the following three questions in cohesive essays of 1-2 pages each. Your responses should display clear, focused writing with relevant details and anecdotes that support the central idea of each question. Writing should adhere to the University Standards for Formal Written Work (see Undergraduate Catalog for details).

1. Discuss reasons why you have experienced academic challenges.

2. In what ways have you improved or will you improve your academic achievement?

3. What unique qualities can you bring to the Teacher Education Program and to teaching that set you apart from others applying for admission?

PART TWO

Attach a letter of recommendation from a professor who can speak to your ability to become an effective teacher. (The professor must specifically address your ability to academically achieve at the required level prior to fieldwork/student teaching.) This recommendation is in addition to the letter of recommendation required for the standard application.

Letter of Recommendation for Supplemental Application

Return to: Center of Pedagogy
Teacher Education Admissions & Retention Office
Montclair State University
University Hall, Suite 1160
Montclair, NJ 07043

This section is to be filled out by the student:

Name of Student: _____ **CWID:** _____

Phone: _____ **Certification Area:** _____

Check one: ___ I do ___ I do not waive my right to inspect this reference.

Signature of applicant: _____ **Date:** _____

Name of evaluator: _____

INSTRUCTIONS TO EVALUATOR:

We appreciate your taking the time to comment on the student whose name appears above and who is applying to the Teacher Education Program. Academic admission requirements for the Teacher Education Program at Montclair State University include a 3.0 (on a 4.0 scale) cumulative grade point average. Candidates with a cumulative grade point average between a 2.75 and a 3.0 and/or a major GPA that is 0.25 below that major's required minimum GPA may be considered for admission through the Supplemental Admission Process. Criteria for supplemental consideration are as follows:

- Students who may have earned inadequate grades during a period when academic success was not a priority and have since shown their ability to achieve at an acceptable level.
- Candidates who have been adversely affected by personally challenging situations, resulting in poor grades for one or more terms.
- Selection of a course of study not related to the student's present academic goals.
- Other good and just causes.

On a separate page, please discuss the student's ability to become an effective teacher. Please specifically address the student's capacity to academically achieve at the required program level prior to Fieldwork/Clinical I.

Name: _____ **Position/Title:** _____

How long have you known the applicant? _____

Signature of evaluator: _____ **Date:** _____



Center of Pedagogy

Teacher Education Program Re-Application

Applications are due to the Teacher Education Admissions & Retention Office Suite 1160 UH no later than the 2nd Monday in September for spring admission or the 4th Monday in January for fall admission by 4:30 p.m.

Please check one:

Date: _____

Standard (Overall GPA 3.00 or above)

Supplemental (Overall and/or major GPA is below the requirement)* Refer to Application Instructions.

***** Please note that while U.S. citizenship is not required for the Program, it is required for standard NJ Teacher Certification.*****

Name of Applicant _____ CWID# _____
Last First MI

Current Mailing Address _____
Street City State Zip

Current Phone/Cell _____ E-mail _____

Permanent Address _____ Permanent Phone _____
Street City State Zip

Major _____ Certification Area _____

PLEASE FILL IN: Number of credits completed in the major _____ Overall MSU GPA _____ Major MSU GPA _____

Candidates for admission cannot have any grades of (D) or (F) in any prerequisite courses and no (F's) in their major courses.

YOU MUST ATTACH COPIES OF TRANSCRIPTS FROM ALL COLLEGES ATTENDED (INCLUDING MSU) TO THIS APPLICATION

PLEASE FILL IN:

OTHER COLLEGES ATTENDED:	Name	Location	Dates Attended	Degree
--------------------------	------	----------	----------------	--------

1				
2				

P-3 or K-5 COMPLETE THIS SECTION: Prerequisite Course Requirements for P-3 or K-5 Certification

- PSYC 101 General Psychology Semester _____ Grade _____
- CMST 101 Fundamentals of Speech Semester _____ Grade _____
- ECEL 200 Perspectives in ECEL in a Democracy Semester _____ Grade _____
- FCST 214 Child Development I Semester _____ Grade _____
- 9 credits in major courses.

SUBJECT AREA COMPLETE THIS SECTION: Prerequisite Course Requirements for Subject Certifications

- EDFD 200 Psychological Foundations of Education Semester _____ Grade _____
- EDFD 220 Philosophical Orientation to Education Semester _____ Grade _____
- EDFD 221 Historical Foundations of American Education Semester _____ Grade _____
- CURR 210 Public Purposes of Education: Democracy and Schooling Semester _____ Grade _____
- 9 credits in major courses. Math majors must have completed 11 credits including Calculus I and II and an additional course that requires Calculus II as a prerequisite.

FOR COMMITTEE USE ONLY

Committee Members' Signatures

Director, Teacher Education Admissions Signature:

Action Recommended: (Please circle) Accept *Do Not Accept *Provisional

* Please list conditions for Provisional acceptance / non-acceptance
