

## 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 Department. 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:

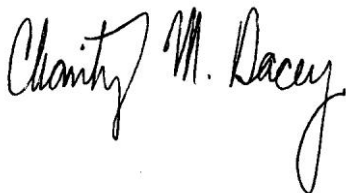
- ✓ Do I understand my commitment to the integrity of the Teacher Education Program? (*Page 1*)
- ✓ Do I understand the criteria for Admission and Retention? (*Page 2- 3*)
- ✓ Have I met my prerequisite requirements? (*Page 4*)
- ✓ Is my application complete (including letter(s) of recommendation)? (*Page 5*)
- ✓ 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? (*Page 11*)
- ✓ If I am re-applying to the Teacher Education Program, have I downloaded the Re-Application for Admission form? (You do not need to complete the entire application packet unless otherwise directed by your department advisor.)

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

Also included is information and an application to the Urban Teaching Academy (UTA). The UTA is a special strand within the Teacher Education Program. It's an exciting opportunity that I hope you'll consider!

If you have any questions, please feel free to call or visit the Teacher Education Admissions & Retention Department 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

### 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 Department 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 1<sup>st</sup> for spring registration and March 1<sup>st</sup> 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 15<sup>th</sup> to be eligible for fall student teaching and January 8<sup>th</sup> to be eligible for spring student teaching.)**
- ✓ **Taking no more than 12 credits during the student teaching 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): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Education Program

### Admissions Criteria for Candidates in Initial Teacher Certification Programs

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.

### 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.

<b>ADMISSIONS EVALUATION SCALE</b>				
<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

## Prerequisite Requirements

*In order to be eligible to apply to the Teacher Education Program, students must meet the prerequisite requirements shown below.*

### Prerequisite Coursework

#### P-3 or K-5 Certification Candidates

Students must complete the following courses with a C- or better prior to applying to the Teacher Education Program.

**PSYC 101** General Psychology

**SPCM 101** Fundamentals of Speech

**ECEL 200** Perspectives in Early Childhood & Elementary Education in a Democracy (must be sophomore status or higher; may be transferred in if approved by the ECELE Department)

**FCST 214** Child Development I (may be transferred in if approved by the FCST Department)

**AND** 9 credits of major courses with D or better from your department. FCEC and FCEM majors are required to have 6 credits of major courses in addition to FCST 214.

#### Transfer Exception for P-3/K-5 Candidates

Students who transfer to MSU with 60 or more credits who are seeking Early Childhood (P-3) or Elementary (K-5) certification 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) at MSU.

#### Subject Certification Candidates

Students must complete the following courses with a C- or better prior to applying to the Teacher Education Program.

**EDFD 200** Psychological Foundations of Education

**EDFD 220** Philosophical Orientation to Education

**EDFD 221** Historical Foundations of American Education

**CURR 210** Public Purposes of Education: Democracy and Schooling (READ 210, EDFD 210 or CURR 200 & CURR 400 combined can be substituted for this course requirement; must be taken at MSU; must be sophomore status or higher)

**AND** 9 credits of major courses with D or better from your department. Math majors must have completed 11 credits including Calculus I and II and an additional course that requires Calculus II as a prerequisite.

#### Transfer Exception for Subject Candidates

Students who transfer to MSU with 60 or more credits who are seeking a subject certification 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) at MSU. Math majors must have completed the 11 credits listed above.

### Prerequisite GPAs

#### Overall Grade Point Average (GPA)

The Teacher Education Program requires that students have an overall GPA of 2.75 or higher at the time of application. If your GPA is between 2.50 and 2.75, you may apply to the Program by a filing a Supplemental Application. The Supplemental Application requires that you submit an additional essay and letter of recommendation that address your academic ability to achieve at the required program level prior to the fieldwork/clinical I semester. **Students with an overall GPA below 2.50 are not eligible to apply to the Teacher Education Program.**

Each department requires that students possess a minimum major GPA in their area of concentration to be eligible for the Teacher Education Program. Minimum major GPA's are shown at right. No grades of F are accepted. Please consult with department advisor to calculate major GPA.

#### Major Grade Point Average (GPA)

Certification Area	GPA Requirement
Dance	2.5
English	3.0
Fine Arts	2.75
French	3.0
Early Childhood Elementary	3.0
Italian	3.0
Health	2.75
Latin	3.0
Mathematics	2.75
Music	3.0
Physical Education & Health	2.75
Sciences	2.5
Social Studies	3.0
Spanish	3.0
TESL	3.0

## Overview of Application Process

**Note: Incomplete applications will not be accepted.  
All application materials must be submitted by the application deadline date.**

### 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**
- Unofficial Transcripts from all colleges attended, including Montclair State University**
- Completed top portion of the Student Admissions Information Sheet**
- 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.
- Letter of recommendation**  
Using the “Letter of Recommendation” form, students should obtain a letter of recommendation from an MSU faculty member in the certification 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.**
- Elementary & Early Childhood Application Addendum**  
Students should complete this if they are applying for P-3 or K-5 certification.

### Supplemental Application Checklist

**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.**
- 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 Department 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.

### 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



Center of Pedagogy

Teacher Education Program Application

Applications are due to the Teacher Education Admissions & Retention Department 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 2.75 or above)

\_\_\_ Supplemental (Overall GPA between 2.5 - 2.75)\* 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 Last First MI SS#

Current Mailing Address Street City State Zip

Current Phone/Cell E-mail

Permanent Address Street City State Zip Permanent Phone

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-5 Certification:

- PSYC 101 General Psychology Semester Grade
SPCM 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. 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 no (F's) in their major courses.

FOR COMMITTEE USE ONLY

Committee Members' Signatures

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

\* Please list conditions for Provisional acceptance / non-acceptance

Director, Teacher Education Admissions Signature:

APP REC APTE CERT



## 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: \_\_\_\_\_

## Program Essay Statement

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 first 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:**

- 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?
- 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.

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

**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-5

**When do you plan to take Clinical? (check with your advisor if not sure)** \_\_\_\_\_

**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-5 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):**

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## **Supplemental Admissions Process (GPA is below 2.75)**

The academic GPA requirement for admission to the Teacher Education Program at Montclair State University is a 2.75 (on a 4.0 scale). Candidates with a cumulative grade point average below 2.75 may be considered for admission through the Supplemental Admission 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.**

Criteria for consideration are as follows:

- Non-traditional 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 2.75 cumulative grade point average prior to student teaching 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, 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 GPA FALLS BETWEEN 2.50 AND 2.75, YOU MUST COMPLETE THIS FORM IN ADDITION TO THE STANDARD APPLICATION.**  
  
**IF YOUR GPA IS 2.75 OR HIGHER, THIS PAGE DOES NOT APPLY TO YOU.**

**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 Department  
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:** \_\_\_\_\_

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### **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 2.75 (on a 4.0 scale) cumulative grade point average. Candidates with a cumulative grade point average between a 2.5 and a 2.75 may be considered for admission through the Supplemental Admission Process. Criteria for supplemental consideration are as follows:

- Non-traditional 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:** \_\_\_\_\_

**Company/Institution:** \_\_\_\_\_ **Address:** \_\_\_\_\_  
Street City St Zip

**How long have you known the applicant?** \_\_\_\_\_

**Signature of evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## The Urban Teaching Academy

### **What is the Urban Teaching Academy?**

The Urban Teaching Academy is a special strand in the Teacher Education Program that is designed to prepare and support teaching candidates who wish to make a commitment to teaching in urban schools. Students will participate in a six week summer program as well as monthly workshops. Students will study and conduct fieldwork in cohorts. Special sections of courses in the professional sequence have been designated for UTA students. They have been designed by school and university faculty to develop the knowledge and understandings that correlate best with urban teaching and learning.

### **Who may participate in the Urban Teaching Academy?**

Students preparing to teach *any subject on any level* (pre-school, elementary and secondary) are eligible to apply. However, admission to the Teacher Education Program is a prerequisite for applying to the UTA. Students may apply to both programs at the same time. There is a separate application for the UTA, available in the Center of Pedagogy, University Hall, Suite 1180.

### **What's special about the Urban Teaching Academy?**

Course work will have a focus on coming to know urban youth, their communities and their schools. Cooperating teachers, mentors, and community internship supervisors are carefully selected and work collaboratively with Montclair State faculty and staff to create the best possible learning situations for UTA participants.

### **What kind of support does the Urban Teaching Academy provide?**

Mentors, cooperating teachers and community internship supervisors will work closely with MSU faculty to create the best possible learning situation for UTA students.

- UTA student teachers will graduate already familiar with the culture of urban schools; familiar with the communities surrounding the schools and; familiar with the school faculty as associates and peers.
- UTA student teachers will be placed in our partnering Urban schools
- UTA students will have opportunities to team teach with co-operating teachers
- Engage school-based authentic inquiry projects

For more information, contact the Urban Teaching Academy at (973) 655-6916 or (973) 655-7696.

## Application for the Urban Teaching Academy

To be admitted to the UTA you first must be accepted into the Teacher Education Program.

Please complete the following **application** and include it with the required **essay** described below. Submit in person or by mail to:

Center of Pedagogy  
Urban Teacher Academy  
University Hall Suite 1180  
Montclair State University  
Montclair, NJ 07043

Name: \_\_\_\_\_

CWID #: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Telephone: \_\_\_\_\_

Daytime Telephone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Area of Certification: \_\_\_\_\_

### Required Application Essay

The Urban Teaching Academy is designed to help teacher candidates develop knowledge, skills, and dispositions that are most effective for educating young people in urban school settings.

**In a brief essay (500 words or less), tell us about your commitment to teaching in an urban school.**