NJ | **Monmouth University**
Alternative, IHE-based Report AY 2022-23
New Jersey

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

West Long Branch

STATE

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ZIP

07764-1804

SALUTATION

Ms.

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Christine

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	

Total number of teacher preparation programs:

2

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

○ Yes

● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Essay or personal statement	Yes	No	Yes	No
Interview	Yes	No	Yes	No
Other Specify:	Yes	No	Yes	No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: edTPA Performance Assessment	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

Are there programs in which candidates are the teacher of record?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	50
Years **required of teaching as the teacher of record in a classroom**	2

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	0

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	72
Subset of Program Completers	23

Gender	Total Enrolled	Subset of Program Completers
Male	21	7
Female	51	16
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	2	0
Black or African American	4	1
Hispanic/Latino of any race	3	3
Native Hawaiian or Other Pacific Islander	4	0
White	34	19

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	23	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	23	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	10
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

○ Yes
● No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ○ Yes
   ○ No
   ● **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   We work to ensure that our provisional teachers know and can apply differentiated instruction to meet the needs of diverse learners in the classroom. We want to ensure that all students in our program can effectively teach every student: culturally and linguistically diverse; children living at or below the poverty line; children with special needs; and children who may be gifted in certain areas. Toward that end, we are continuing to review/revise our syllabi, to make sure that we are encouraging equitable teaching practices, and to elicit the support of experts/guest speakers in many of the aforementioned areas.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

›› Report Progress on Last Year's Goal (2022-23)

›› Review Current Year's Goal (2023-24)

›› Set Next Year's Goal (2024-25)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ◯ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ◯ Yes
- ● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

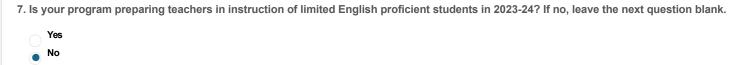## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	21	170	20	95
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	10	167	10	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	5			
TPA0102 -EDTPA: BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	8			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	8			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	3			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2021-22	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	5			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0119 -EDTPA: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	5			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	32	177	30	94
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	32	171	31	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	32	176	31	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	32	173	30	94
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ACT1005 -OPI ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2021-22	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	15	15	100
All program completers, 2021-22	35	33	94
All program completers, 2020-21	30	29	97

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

● Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program:

☑ **State**
☐ **CAEP**
☐ **AAQEP**
☐ **Other specify:**

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

○ Yes
● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   For the 22-23 school year, the CE Educator Preparation Program at Monmouth University continued to utilize a variety of evidence-based strategies to effectively prepare our teachers to integrate technology into curricula and instruction, use technology for data management and analysis, and apply the principles of Universal Design for Learning (UDL). Technology Integration As we have for many years, our program incorporated specific coursework and assignments focused on technology integration. Provisional teachers completed a series of projects that required them to design technology-enhanced lessons, create digital resources, and explore innovative educational technologies. In Phase I, provisional teachers were exposed to topics such as (1) the "Why" behind technology integration (2) choosing a classroom "hub" (3) strategies for effective digital communication and behavior management, and (4) basic digital tools to enhance teaching and learning. Digital tools covered during this phase included Seesaw, Google Classroom, Class Dojo, Flipgrid, Padlet, and EdPuzzle. To begin preparation for their final performance measure, teachers in Phase I were tasked with designing a learning segment of 3 consecutive lessons that was inclusive of instructional technology and the three components of Universal Design Learning (representation, action and expression, and engagement). Provisional teachers in Phase II received scaffolded support based on their grade ban (K-5 and 6-12). Continued professional development was provided with regard to (1) navigating a blended/virtual classroom, digital assessment/data collection, and best practices for technology integration. Digital tools covered during this phase included Google Classroom, Google Slides, Google Forms. Google Sheets, EdPuzzle, Padlet, Peardeck, Nearpod, Quizlet, and Mentimeter. Considerable attention was also placed on how to leverage technology to promote project-based learning, data-driven decision-making, and social-emotional learning. In Phases III and IV, two digital platforms were utilized to leverage classroom videos and virtual reality for teacher reflection. The first platform, Mursion was used for the third year in a row to

engage provisional teachers in a myriad of avatar-based simulations and combines a blend of live, real-time human conversation with artificial intelligence. These included classroom management scenarios, parent-teacher conferences, IEP meetings, and other stakeholder interactions. The second platform, GoReact, is a video learning platform that allows instructors and provisional teachers to engage in observation, coaching, reflective practice, and collaboration. In Phases III and IV, provisional teachers filmed a series of high-leverage teaching practices and were provided targeted feedback by peers and instructors. This helped to prepare them for their final performance measure, which tasked them with (1) planning for instruction and assessment and (2) recording a full lesson that was inclusive of both technology integration and the components of UDL. This performance measure included a pre-conference, intentional planning for instruction and assessment, delivery of the lesson using the GoReact platform, the use of the CPAST (Candidate Preservice Assessment of Student Teaching) evaluation tool, and a post-conference to discuss questions, suggestions, strengths, and notes. Data Management and Analysis Though data management and analysis were discussed in all four phases, it was of particular emphasis during Phase II. The culminating performance measure for this phase tasked provisional teachers with collecting, managing, and analyzing student data using educational technology tools. This data was used to inform instructional decisions, identify areas for improvement, monitor student progress over several weeks, and create a student progress data plan action inclusive of new strategies to bolster student achievement. Universal Design for Learning (UDL) Universal Design for Learning and the components of representation, action and expression, and engagement are foundational to the teaching and learning that takes place in this program, in particular how we build capacity for supporting diverse learners in the classroom. This might include learning modalities, disabilities, differences in background knowledge or skills, and a range of other aspects of diversity that contribute to the way students learn. Technology plays an important role in how we model and encourage our teachers to provide options for (1) perception and representation of information (2) expression and demonstration of knowledge and (3) comprehension and engagement. Over the course of the 22-23 school year, this included attention to various digital tools that allowed teachers to present and organize information in various ways, formatively assess students in number of different ways, utilize this information to inform teaching and learning thereafter, provide timely and targeted feedback, engage students in vibrant discussions using various digital mediums, and promote student choice and voice. As mentioned above, UDL was also a focus of the culminating performance measures in Phases I and IV.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

  a. **Teach students with disabilities effectively**

  To ensure provisional teachers are prepared to teach students with disabilities effectively, we continue to place a premium on cultivating the dispositions, professional knowledge, and skills necessary to support diverse populations in the classroom from the onset of our program. In 2022-2023, this included attention to the history and foundations of special education, the differences between a 504 plan and IEP, accommodations and modifications in the general education classroom, and best practices in terms of differentiating and personalizing instruction. At several points throughout the phases I-IV, our teachers designed lesson plans that detailed supports for diverse learners in the classroom, engaged in case studies/scenarios that clarified the differences between IEPs vs. 504 plans and accommodations vs modifications, facilitated book studies that touched on a number of topics relating to special education, and leveraged technology to support diverse learners in their classrooms. We were fortunate to have the assistance of both adjunct professors and guest lecturers who assisted us in creating online lessons, learning modules, and case studies pertaining to supporting diverse learners in the classroom.

  b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

  Traditionally we have tasked provisional teachers with preparing for and participating in mock IEP meetings with volunteer child study team members from one of several local districts. In the 22-23 school year, we continued to utilize the Mursion virtual reality platform to simulate IEP meetings. Prior to engaging in the simulations, provisional teachers were tasked with reviewing their I&RS process including (1) student strengths, challenges, and interests (2) recent work samples, assessments, grades, and current IEP goals (3) information pertaining to which accommodations have worked well and how often they were used (4) progress monitoring data from response to intervention (RTI) and other instructional intervention data (5) notes and data pertaining to behavior and interventions that have helped. To supplement this, Mursion was used to simulate the important responsibility of participating on an IEP team. In one particular simulation, provisional teachers were able to practice effective communication, collaboration, and advocacy within the context of a virtual Middle School IEP meeting.

  c. **Effectively teach students who are limited English proficient.**

  To ensure our provisional teachers are prepared to teach both culturally and linguistically diverse students, we make a conscious effort to address culturally responsive teaching early and often in our program. This includes attention to the importance of creating a learning environment that is safe and supportive for all diverse learners. At various points throughout the program, provisional teachers are exposed to ways in which they can welcome and cultivate relationships with students from diverse backgrounds and identities, identify students' assets, teach language skills across the curriculum, address academic language in their content area, emphasize productive language through speaking and writing, leverage technology to support language acquisition and differentiate instruction to allow English language learners and other diverse learners various opportunities to develop a deeper understanding of their respective material. For the 22-23 school year, we continued to seek out ESL teachers to assist us in creating online lessons, learning modules, and case studies pertaining to supporting diverse learners in the classroom.

2. **Does your program prepare special education teachers?**

  ● **Yes**

○ **No**

If yes, provide a description of the activities that prepare *special education teachers* to:

a. **Teach students with disabilities effectively**

To ensure provisional teachers are prepared to teach students with disabilities effectively, we continue to place a premium on cultivating the dispositions, professional knowledge, and skills necessary to support diverse populations in the classroom from the onset of our program. In 2022-2023, this included attention to the history and foundations of special education, the differences between a 504 plan and IEP, accommodations and modifications in the general education classroom, and best practices in terms of differentiating and personalizing instruction. At several points throughout the phases I-IV, our teachers designed lesson plans that detailed supports for diverse learners in the classroom, engaged in case studies/scenarios that clarified the differences between IEPs vs. 504 plans and accommodations vs modifications, facilitated book studies that touched on a number of topics relating to special education, and leveraged technology to support diverse learners in their classrooms. We were fortunate to have the assistance of both adjunct professors and guest lecturers who assisted us in creating online lessons, learning modules, and case studies pertaining to supporting diverse learners in the classroom.

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Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Anthony Marchetta

TITLE:

Credential Officer

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Anthony Marchetta

TITLE:

Credential Officer