

# teacher education program montclair state university

**teacher education program montclair state university** stands out as a premier choice for aspiring educators seeking comprehensive training and professional development. This program is designed to prepare students effectively for careers in teaching by offering a rich blend of theoretical knowledge, practical experience, and cutting-edge instructional strategies. Recognized for its commitment to educational excellence, Montclair State University provides a range of certification options, specialized tracks, and support services tailored to meet diverse educational goals. Whether pursuing initial licensure or advanced credentials, students benefit from expert faculty guidance and rigorous curriculum aligned with state and national standards. This article explores the key features of the teacher education program at Montclair State University, including program offerings, admission requirements, clinical experiences, and career opportunities. The following sections will provide a detailed overview to help prospective candidates understand what distinguishes this program in the field of teacher preparation.

- Overview of the Teacher Education Program
- Admission Requirements and Application Process
- Curriculum and Specializations
- Clinical Practice and Student Teaching
- Certification and Licensure Preparation
- Support Services and Resources for Students
- Career Outcomes and Alumni Success

## Overview of the Teacher Education Program

The teacher education program at Montclair State University is structured to provide a robust foundation in pedagogy, curriculum development, and educational psychology. It emphasizes the integration of theory and practice to prepare competent, reflective, and culturally responsive educators. The program is accredited and aligned with New Jersey's Department of Education standards, ensuring that graduates meet the requirements for certification. Montclair State's program offers both undergraduate and graduate pathways, catering to traditional students and career changers alike. The program's

mission includes fostering diversity, equity, and inclusion, which is reflected in its coursework and field experiences.

## **Program Objectives and Philosophy**

The primary objective of the teacher education program at Montclair State University is to equip future teachers with the skills necessary to foster student learning and development across diverse classrooms. The program philosophy centers on learner-centered instruction, critical thinking, and continuous professional growth. Students are encouraged to engage with current educational research, apply innovative teaching techniques, and develop a reflective practice that adapts to changing educational environments.

## **Degree and Certification Options**

Montclair State offers several degree options including Bachelor of Science in Education, Master of Arts in Teaching, and post-baccalaureate certification programs. These pathways lead to certification in various subject areas and grade levels such as elementary education, secondary education, special education, and bilingual education. The program also supports candidates pursuing endorsements in specialized fields to enhance their teaching credentials.

## **Admission Requirements and Application Process**

Admission into the teacher education program at Montclair State University requires meeting specific academic and professional criteria. Prospective students must demonstrate a strong academic background and a commitment to the teaching profession. The application process involves submitting official transcripts, letters of recommendation, a statement of purpose, and, in some cases, standardized test scores. Additionally, candidates are expected to pass background checks and complete initial screening interviews or writing assessments.

## **Undergraduate Admission Criteria**

For undergraduate applicants, the university requires a minimum GPA, completion of prerequisite courses in general education, and successful completion of a foundational education course. Candidates must also show evidence of volunteer or work experience related to education or child development. The admission committee evaluates applicants holistically to ensure readiness for the demands of the teacher education program.

## **Graduate and Post-Baccalaureate Admission**

Graduate applicants must hold a bachelor's degree from an accredited institution and meet the minimum GPA requirement, often 3.0 or higher. Additional requirements include submission of GRE scores (where applicable), letters of recommendation from academic or professional sources, and a clear articulation of career goals in the statement of purpose. Post-baccalaureate candidates seeking certification must provide evidence of prior academic preparation relevant to the intended teaching field.

## **Curriculum and Specializations**

The curriculum within the teacher education program at Montclair State University is comprehensive and designed to develop expertise in both content knowledge and pedagogical skills. Courses cover foundational topics such as educational psychology, curriculum design, assessment strategies, and classroom management. The program also offers specialized tracks that allow students to focus on particular areas of interest within education.

### **Core Coursework**

Core courses provide essential knowledge in areas such as child and adolescent development, multicultural education, instructional technology, and literacy development. These classes are designed to prepare students for the diverse challenges of modern classrooms and to foster inclusive teaching practices.

### **Specialization Areas**

- Elementary Education
- Secondary Education (with subject-specific endorsements such as Mathematics, Science, English, Social Studies)
- Special Education
- Bilingual and English as a Second Language (ESL) Education
- Educational Leadership and Administration
- Early Childhood Education

These specializations enable candidates to tailor their learning experience to meet specific career goals and certification requirements.

# **Clinical Practice and Student Teaching**

Hands-on experience is a critical component of the teacher education program at Montclair State University. The program includes extensive clinical practice opportunities designed to bridge theory and practice. Students engage in supervised fieldwork in diverse school settings, allowing them to apply instructional strategies, classroom management techniques, and assessment methods in real-world environments.

## **Field Experience Placements**

Field placements begin early in the program and increase in intensity as students progress. These experiences are coordinated with local school districts to provide exposure to varied educational contexts, including urban, suburban, and rural schools. Placements are carefully matched to students' specialization areas and career objectives.

## **Student Teaching Internship**

The culminating experience in the teacher education program is a full-time student teaching internship, typically lasting one semester. During this period, candidates assume significant teaching responsibilities under the guidance of experienced mentor teachers and university supervisors. This internship is designed to develop professional competence, confidence, and the ability to reflect critically on teaching practice.

## **Certification and Licensure Preparation**

Montclair State University's teacher education program is structured to ensure candidates meet all requirements for New Jersey teacher certification. The curriculum and clinical experiences align with state licensure standards, preparing students to successfully complete necessary examinations and documentation.

## **State Certification Requirements**

Students must fulfill coursework, field experience, and testing requirements established by the New Jersey Department of Education. This includes passing the Praxis exams or other state-mandated assessments in content knowledge and pedagogy. The program also assists candidates in navigating the application process for initial certification and endorsement additions.

## **Professional Development and Continuing Education**

The program encourages ongoing professional growth beyond initial certification. Graduates have access to workshops, seminars, and graduate programs that support career advancement and specialization. This commitment to lifelong learning is a hallmark of Montclair State's approach to teacher preparation.

## **Support Services and Resources for Students**

Students enrolled in the teacher education program at Montclair State University benefit from a wide range of support services designed to enhance academic success and professional development. These resources contribute to a supportive learning environment that fosters student achievement and well-being.

## **Advising and Mentorship**

Dedicated academic advisors and faculty mentors guide students through program requirements, career planning, and certification processes. Regular advising sessions help ensure that students stay on track and make informed decisions about their educational pathways.

## **Workshops and Professional Learning Communities**

The university offers workshops focusing on classroom management, lesson planning, technology integration, and diversity training. Professional learning communities provide opportunities for peer collaboration, networking, and sharing best practices.

## **Career Services**

Montclair State's career services center assists teacher education students with job placement, resume development, interview preparation, and connections to local and regional school districts. This support enhances graduates' prospects in the competitive education job market.

## **Career Outcomes and Alumni Success**

Graduates of the teacher education program at Montclair State University have a strong track record of securing teaching positions in public and private schools across New Jersey and beyond. The program's reputation for rigorous preparation and comprehensive support contributes to high employment rates and positive career trajectories.

## **Employment Sectors**

- Public Elementary and Secondary Schools
- Charter and Private Schools
- Special Education Programs
- Bilingual and ESL Instruction
- Educational Administration and Leadership Roles

## **Alumni Achievements**

Many alumni have advanced into leadership positions such as curriculum coordinators, instructional coaches, and school administrators. Others have contributed to education research, policy development, and teacher training initiatives. The strong alumni network serves as a valuable resource for current students and graduates alike.

## **Frequently Asked Questions**

### **What teacher education programs are offered at Montclair State University?**

Montclair State University offers a variety of teacher education programs including undergraduate degrees in Elementary Education, Secondary Education, and Special Education, as well as graduate programs such as Master's in Education and Teacher Certification programs.

### **How does Montclair State University support student teachers during their education program?**

Montclair State University provides comprehensive support to student teachers through field experiences, supervised student teaching placements in local schools, mentoring by experienced educators, and academic advising to ensure practical and theoretical learning.

### **What are the admission requirements for the teacher education program at Montclair State University?**

Admission requirements typically include a minimum GPA, completion of prerequisite coursework, submission of transcripts, letters of

recommendation, and passing required standardized tests such as the Praxis Core or equivalent. Specific requirements may vary by program.

## **Does Montclair State University offer certification for teachers through its education programs?**

Yes, Montclair State University's teacher education programs are designed to meet New Jersey state certification requirements, allowing graduates to earn teaching certifications in various subject areas upon program completion.

## **Are there opportunities for graduate studies in teacher education at Montclair State University?**

Montclair State University offers graduate studies in teacher education, including Master's degrees in Curriculum and Instruction, Educational Leadership, and Specialized Teacher Certifications to help educators advance their careers.

## **How does Montclair State University incorporate diversity and inclusion in its teacher education programs?**

Montclair State University emphasizes diversity and inclusion by integrating multicultural education into the curriculum, providing training on culturally responsive teaching practices, and encouraging field experiences in diverse school settings.

## **Additional Resources**

### *1. Innovations in Teacher Education at Montclair State University*

This book explores the unique approaches and innovative practices implemented within Montclair State University's teacher education programs. It highlights case studies, curriculum development, and the integration of technology in teacher training. Educators and students will find valuable insights into preparing effective and reflective teachers.

### *2. Foundations of Teacher Preparation: Montclair State University's Approach*

Delving into the theoretical and practical foundations of teacher education, this volume presents Montclair State University's philosophy and methodologies. It discusses core competencies, diversity inclusion, and community engagement as pillars of its teacher preparation curriculum. The book serves as a comprehensive guide for prospective educators and program designers.

### *3. Montclair State University's Clinical Practice Model in Teacher Education*

This book focuses on the clinical experience component of Montclair State University's teacher education program. Detailed descriptions of practicum

placements, mentorship, and reflective practices are provided. It offers strategies to bridge theory and practice effectively, ensuring teacher candidates are classroom-ready.

#### *4. Curriculum Development in Montclair State University's Teacher Education Programs*

An in-depth analysis of curriculum design within Montclair State University's teacher education programs, this book covers instructional strategies, assessment techniques, and standards alignment. It emphasizes adapting curriculum to meet diverse learner needs and preparing educators for 21st-century classrooms.

#### *5. Equity and Inclusion in Teacher Education: Insights from Montclair State University*

Addressing the critical themes of equity and inclusion, this book highlights Montclair State University's commitment to fostering culturally responsive teaching. It includes practical frameworks and examples for embedding social justice principles in teacher preparation. Educators will learn how to create inclusive environments for all students.

#### *6. Technology Integration in Montclair State University's Teacher Education*

This book examines how technology is integrated into the teacher education programs at Montclair State University. It showcases digital tools, online learning platforms, and innovative pedagogical models that enhance teacher candidates' technological proficiency. The text is a resource for educators aiming to leverage technology in teaching.

#### *7. Mentorship and Professional Growth in Montclair State University's Teacher Education*

Focusing on the mentorship models employed by Montclair State University, this book discusses strategies for supporting teacher candidates' professional development. It outlines best practices for mentor-mentee relationships, reflective supervision, and continuous learning. Readers will gain insights into fostering effective teacher growth pathways.

#### *8. Assessment Practices in Montclair State University's Teacher Education Programs*

This title explores the diverse assessment methods used to evaluate teacher candidates at Montclair State University. It covers formative and summative assessments, performance-based evaluations, and self-assessment techniques. The book aims to help educators design fair and comprehensive evaluation systems.

#### *9. Community Engagement and Partnerships in Montclair State University's Teacher Education*

Highlighting the role of community involvement, this book details how Montclair State University collaborates with local schools and organizations to enrich teacher education. It describes service-learning projects, field experiences, and collaborative initiatives that benefit both teacher candidates and communities. The book underscores the importance of real-world connections in teacher preparation.



## **Teacher Education Program Montclair State University**

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**teacher education program montclair state university:** *Teacher Education Policy in the United States* Penelope M. Earley, David G. Imig, Nicholas M. Michelli, 2011-05-23 What constitutes a high quality teacher education program and what standards teacher candidates should meet before receiving their teaching credential? This volume advances deep understanding of the nature and sources of policy affecting the preparation of teachers in the U.S. and the conflicts or interconnections of these policies with the broader field of education policy. Contributions from actors in the policy world and experts representing the stakeholders are balanced and based on issues currently facing the field. Policy is viewed as evolving and political. The connection or lack thereof between policy and research is examined. Policy case studies ground the principles developed within specific chapters in practice and illustrate that policy questions and solutions are continually evolving and unsettled. Chapter-end commentaries by the editors relate the focus of each chapter to the overarching themes of the book: policy formation, policy influences, policy paradoxes, and connections to research. This volume is an essential resource for understanding and resolving today's uncertainty and confusion over teacher education policy.

**teacher education program montclair state university:** **Teacher Education for Democracy and Social Justice** David Keiser Lee, 2005-01-26 Examines just how the important goals of educating for democracy can be achieved from the perspective of those working in teacher education and in P-12 schools.

**teacher education program montclair state university:** **Leading Change in Teacher Education** Thuwayba Al Barwani, Maria Assunção Flores, David Imig, 2018-12-12 The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education. Continued effort to change all aspects of teacher education, including ways of learning, methods of practice, institution interaction and assessment of teaching ability, in order to fulfil the desire to offer inclusive and equitable teaching for all, is a serious consideration. In response to this increased attention on cross-national campaigns, *Leading Change in Teacher Education* features discussions covering what has been done, how and why the change has happened, the journey itself and the challenges encountered along the way, alongside contributions from international academics who share their reflections and suggestions for a way forward, despite a global shortage of teachers. Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared, supported and evaluated. *Leading Change in Teacher Education* captures the stories of international change leaders by: Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators, policymakers and international organizations involved in the design and implementation of programmes in teacher education. *Leading Change in Teacher Education* is also an invaluable resource for those looking to increase the changes occurring within teacher education.

**teacher education program montclair state university:** Congressional Record United States. Congress, 2009 The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The

Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873)

**teacher education program montclair state university: Making a Difference in Teacher Education Through Self-Study** Clare Kosnik, Clive Beck, Anne R. Freese, Anastasia P. Samaras, 2006-02-14 \* examples of research conducted on 15 different teacher education programs \* the impact the research had on the development of the program is included \* the text systematically describes 15 teacher education programs \* engaging stories of teacher educators working to renew their programs \* The studies include a description of the research methodology used

**teacher education program montclair state university: Through a Distorted Lens** Laura M. Nicosia, Rebecca A. Goldstein, 2017-07-20 This volume examines what and how the media teach, to and by whom, and for what purpose, in a rapidly shifting milieu of media content, platforms, and relations. While intimately concerned with education, authors move the discussion beyond the setting of formal schooling to uncover the ways in which the media contribute to individual and collective understandings of self and other, and their relations to society and communities in which they move. In doing so, the text encourages readers to transcend exclusionary discussions of citizenship to consider participation in local and global geographies against a neoliberal backdrop that marginalizes those unable to, unwilling to, and excluded from competing in the free market. Contributors extend their deliberations back to formal school settings to reaffirm pedagogies that rediscover the reading of texts—broadly defined—in the world through multimodalities. In this sense, the text strives to be transdisciplinary, and is appropriate for use in multiple disciplines and fields of study.

**teacher education program montclair state university: Handbook of Research on Teacher Education** Marilyn Cochran-Smith, Sharon Feiman-Nemser, John McIntyre, Kelly E. Demers, 2008-02-19 Co-Published by Routledge/Taylor & Francis Group and the Association of Teacher Educators. The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence. The publication of the First Edition was a signal event in 1990. While the preparation of educators was then - and continues to be - the topic of substantial discussion, there did not exist a codification of the best that was known at the time about teacher education. Reflecting the needs of educators today, the Third Edition takes a new approach to achieving the same purpose. Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice, this edition: stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation. The Editors, with an Advisory Board, identified nine foundational issues and translated them into a set of focal questions: What's the Point?: The Purposes of Teacher Education What Should Teachers Know? Teacher Capacities: Knowledge, Beliefs, Skills, and Commitments Where Should Teachers Be Taught? Settings and Roles in Teacher Education Who Teaches? Who Should Teach? Teacher Recruitment, Selection, and Retention Does Difference Make a Difference? Diversity and Teacher Education How Do People Learn to Teach? Who's in Charge? Authority in Teacher Education How Do We Know What We Know? Research and Teacher Education What Good is Teacher Education? The Place of Teacher Education in Teachers' Education. The Association of Teacher Educators (ATE) is an individual membership organization devoted solely to the improvement of teacher education both for school-based and post secondary teacher educators. For more information on our organization and publications, please visit: [www.ate1.org](http://www.ate1.org)

**teacher education program montclair state university: Transforming Teacher Education** Valerie Hill-Jackson, Chance W. Lewis, 2023-07-03 Extracts from the text: Why are fifteen million children and youth in poverty not achieving when we know that low-income students excel in the classrooms of "star" teachers (who comprise approximately 8 percent of the teaching force)? Whose needs or interests are being met in education reform today? "In my own institution, there has not been a systematic assessment of the effectiveness of the basic teacher education program since the

institution was founded over a century ago as a teachers college. Imagine, not one ever!" Teachers who empathize with students and the life challenges they face soon realize that the dysfunctional bureaucracies will not permit them to meet the needs of their students. Half of the starry-eyed beginners are gone in five years or less. Why does teacher education focus on the managerial, instrumental or delivery system aspects of the profession? The expert advice dispensed by schools of education regarding what future teachers should do is not connected to any theory of learning, or to any reality of life in school classrooms. Why has the recruitment process resulted in a cohort of teachers who are unable to connect with their students? Does a qualified teacher equate to a quality teacher? The best hope of getting more effective teachers from university teacher preparation programs is to base their budgets on the number of their graduates who serve in challenging schools and their effectiveness with children and youth. At the district level, the salaries of hiring officials should be based on how well these officials identify and retain quality teachers. In this book, 12 distinguished scholars provide a hard-hitting, thoroughly researched, historical and theoretical critique of our schools of education, and offer clear recommendations on what must be done to ensure all children can achieve their potential, and contribute to a vibrant, democratic society.

**teacher education program montclair state university:** Moving Teacher Education into Urban Schools and Communities Jana Noel, 2013-05-07 Winner of the 2013 American Educational Studies Association's Critics Choice Award! When teacher education is located on a university campus, set apart from urban schools and communities, it is easy to overlook the realities and challenges communities face as they struggle toward social, economic, cultural, and racial justice. This book describes how teacher education can become a meaningful part of this work, by re-positioning programs directly into urban schools and communities. Situating their work within the theoretical framework of prioritizing community strengths, each set of authors provides a detailed and nuanced description of a teacher education program re-positioned within an urban school or community. Authors describe the process of developing such a relationship, how the university, school, and community became integrated partners in the program, and the impact on participants. As university-based teacher education has come under increased scrutiny for lack of real world relevance, this book showcases programs that have successfully navigated the travails of shifting their base directly into urban schools and communities, with evidence of positive outcomes for all involved.

**teacher education program montclair state university:** *Handbook of Research on Teaching* Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning. This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues. In each authoritative chapter, the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching. Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field. The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields.

**teacher education program montclair state university:** **Handbook of Research on Teachers of Color and Indigenous Teachers** Conra D. Gist, Travis J. Bristol, 2022-10-15 Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America, with Black, Indigenous, and People of Color making up roughly 37% of the adult population and 50% of children, but just 19% of the teaching force. Yet research over decades has indicated their positive impact on student learning and social and emotional development, particularly for Students of Color and Indigenous Students. A first of its kind, the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers' careers, such as recruitment and retention, professional development, and the role of minority-serving institutions. Including chapters from leading researchers and policy makers, the Handbook is designed to be an important resource to help bridge the gap between scholars, practitioners, and policy makers. In doing so, this research will serve as a

launching pad for discussion and change at this critical moment in our country's history. The volume's goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence-based decisions for supporting an ethnoracially diverse educator workforce, now and in the future.

**teacher education program montclair state university: Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education** Wachira, Patrick, Keengwe, Jared, 2019-11-29 Online learning has become an important vehicle for teacher and student learning. When well designed, online environments can be very powerful in a way that is consistent with the goals of inquiry, experimentation, investigation, reasoning, and problem solving so learners can develop a deep understanding of a subject. Some subjects, however, are not well suited for this type of learning due to the need for small group collaborating and hands-on problem solving. The Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education provides innovative insights into technology applications and tools used in teaching mathematics online and provides examples of online learning environments and platforms that are suitable for meeting math education goals of inquiry, investigation, reasoning, and problem solving. The content within this publication examines access to education, professional development, and web-based learning. It is designed for teachers, curriculum developers, instructional designers, educational software developers, IT consultants, higher education faculty, policymakers, administrators, researchers, academicians, and students.

**teacher education program montclair state university: A Year in the Life of a Third Space Urban Teacher Residency** Monica Taylor, Emily J. Klein, 2015-12-01 This book weaves together voices of faculty, residents, mentors, administrators, community organizers, and students who have lived together in a third space urban teacher residency program in Newark as they reinvent math and science teaching and teacher education through the lens of inquiry. Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build change, providing readers with both real cases of how an urban teacher residency can impact school systems, and concrete tools and examples to help the reader understand and replicate aspects of the process. Capturing both the successes but also the tensions and challenges, we offer a kaleidoscopic view of the rich, complex, and multi-layered ways in which multiple stakeholders work together to make enduring educational change in urban schools. Our third space NMUTR has been a fragile utopian enterprise, one that has relied on a shared commitment of all involved, and a deep sense of hope that working collaboratively has the potential, even if not perfect, to make a difference.

**teacher education program montclair state university: Educating Culturally Responsive Teachers** Ana Maria Villegas, Tamara Lucas, 2002-01-01 Provides a coherent framework for preparing teachers to work with a diverse student population.

**teacher education program montclair state university: Preparing Teachers for Deeper Learning** Linda Darling-Hammond, Jeannie Oakes, 2021-02-08 Preparing Teachers for Deeper Learning answers an urgent call for teachers who educate children from diverse backgrounds to meet the demands of a changing world. In today's knowledge economy, teachers must prioritize problem-solving ability, adaptability, critical thinking, and the development of interpersonal and collaborative skills over rote memorization and the passive transmission of knowledge. Authors Linda Darling-Hammond and Jeannie Oakes and their colleagues examine what this means for teacher preparation and showcase the work of programs that are educating for deeper learning, equity, and social justice. Guided by the growing knowledge base in the science of learning and development, the book examines teacher preparation programs at Alverno College, Bank Street College of Education, High Tech High's Intern Program, Montclair State University, San Francisco Teacher Residency, Trinity University, and University of Colorado Denver. These seven programs share a common understanding of how people learn that shape similar innovative practices. With vivid examples of teaching for deeper learning in coursework and classrooms; interviews with

faculty, school partners, and novice teachers; surveys of teacher candidates and graduates; and analyses of curriculum and practices, *Preparing Teachers for Deeper Learning* depicts transformative forms of teaching and teacher preparation that honor and expand all students' abilities, knowledges, and experiences, and reaffirm the promise of educating for a better world.

**teacher education program montclair state university: Starting Small** Lauren Madden, 2025-04-01 Many teachers leverage their assets to adopt changes using small but meaningful changes that go beyond "box-checking" and encourage authentic learning and engagement. This book celebrates teachers' small steps by sharing examples of these excellent small changes.

**teacher education program montclair state university: Resources in Education**, 2001

**teacher education program montclair state university: Promoting Global Competence and Social Justice in Teacher Education** David Schwarzer, Beatrice L. Bridglall, 2015-03-06 Promoting Global Competence and Social Justice in Teacher Education reconceptualizes the purpose of education to include the attainment of global or cosmopolitan perspectives. This goal has important implications for how we not only educate today's students, but also how we prepare teachers to teach in a diverse and complex world in which habits of perspective, inquiry, imagination, empathy, communication, commitment, humility, integrity, and judgment increasingly resonate in importance. This book advocates for preparing teacher candidates to acquire a nuanced, global perspective of their subject areas and be prepared to handle the demands of educating students for our changing global context. To this end, *Promoting Global Competence and Social Justice in Teacher Education* encourages the development of pedagogical strategies that will enable students to consider multiple perspectives and cultivate respect for diverse peoples and cultures.

**teacher education program montclair state university: Research in Education**, 1973-12

**teacher education program montclair state university: Self-Study and Diversity** Deborah L. Tidwell, Linda Fitzgerald, 2006 Educators have a responsibility to address equity and access issues inherent in teaching. To that end, individual chapters address such areas of diversity as race, ethnicity, gender, disability, and power, as well as broader areas of social justice, multiculturalism, and ways of knowing. (Education/Teaching)

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