

NEW PATHWAYS TO TEACHING IN NEW JERSEY – ELEMENTARY EDUCATION

New Pathways to Teaching in New Jersey provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers by taking classes while they are doing their first two years of teaching. Candidates take a 50-hour Introduction to Teaching Course which includes classroom observations and field experience followed by 24 credits of alternate route classes. Candidates must also teach for two years with successful evaluations in order to apply for a Standard Certificate to teach in New Jersey.

The Elementary Education track is for candidates who have a Certificate of Eligibility: Elementary School Teacher Grades K-6

Detailed information on the program can be found here (<https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/>).

- Candidates apply to the NJDOE for a Certificate of Eligibility (<https://nj.gov/education/license/teacher/>). This allows the candidate to get an alternate route teaching job. Click here for information on how to apply for a CE (<https://nj.gov/education/license/tcis/>).
- Candidates take a 50-hour Introduction to Teaching Course which includes classroom observations and field experience. Participating community colleges offer in-person classes while NJCU offers the class 100% online. (<https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/online-50-hour-introduction-teaching-class/>)
- Candidates begin teaching in the Provisional Teacher Program and concurrently take an additional 350 hours (24 credits) of alternate route classes.
- Candidates must teach for two years with successful evaluations, complete a year of mentoring, and complete the alternate route classes in order to apply for a Standard Certificate to teach in New Jersey.

NPTNJ COURSES

- The NPTNJ alternate route program for Elementary Education is 24 graduate credits of instruction over four semesters. The 50-hour, Introduction to Teaching class and all four semesters of New Pathways are offered entirely online (<https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/nptnj-sequence-courses/>).

ADMISSION REQUIREMENTS

Application into the 50-Hour Introduction to Teaching class of requires following:

- Bachelor's degree from an accredited college or university.
- A cumulative 3.0 GPA or higher from a bachelor's or master's degree program.

Once your materials have been approved, you may register for the 50-Hour class held online via NJCU (<https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/online-50-hour-introduction-teaching-class/>).

Application into Semester One requires the following:

- Copy of your Certificate of Eligibility (CE).
- Verification of completion from 50-hour Introduction to Teaching class.
- A contract teaching position (not a teacher assistant or substitute).

Please refer to Graduate Admissions to apply to the New Pathways to Teaching in New Jersey Program and for the full list of application materials.

Course	Title	Credits
First Year		
Semester 1		
EDU 500	Classroom Management Workshop	1
EDU 645	Curriculum and Methods	3
EDU 628	Learning and Motivation	3
Credits		7
Semester 2		
LTED 605	Literacy in the Elementary Curriculum	3
EDTC 621	Leading Curriculum Change Using the Internet	3
Credits		6
Second Year		
Semester 1		
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3
EDU 684	Integrated Curriculum and Instruction including Diverse Populations	3
Credits		6
Semester 2		
EDU 672	Internship Seminar	2
EDU 693	Educational Assessment	3
Credits		5
Total Credits		24

New Pathways to Teaching in New Jersey learning outcomes are aligned to the INTASC Model Core Teaching Standards (https://ccsso.org/sites/default/files/2017-11/INTASC_Model_Core_Teaching_Standards_2011.pdf):

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she

teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.