

# NJ ALTERNATE ROUTE TEACHER CERTIFICATION

## Overview

The NJ Alternate Route Teaching Certificate Program (also known as Provisional Teacher Process or PTP) provides rigorous teacher preparation and individualized guidance to help candidates develop knowledge, skills, and confidence as a teacher while teaching with a Certificate of Eligibility (CE) under provisional agreement with a school district. This 2-year program comprises 27 graduate-level credit hours to meet certification requirements. With the addition of just one 3-credit graduate course, candidates in the program can earn their 30-credit Master of Arts in Teaching (MAT) degree.

## Certificates Offered

- Art
- Business Education
- Dance
- ESL
- Health and Physical Education
- Science
- Elementary K-6
- English Language Arts
- Mathematics
- Early Childhood P-3
- Social Studies
- Theater
- Music
- World Languages

## Contact

**Kathleen M. Pierce, Ph.D.**

Professor & Director of Post-Baccalaureate Teacher Certification and Master of Arts in Teaching (MAT) Programs  
 Bierenbaum Fisher Hall 202  
 609-895-5478  
 kpierce@rider.edu

**Associated Department:** Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/>)

## NJ Alternate Route Teacher Certification Requirements NJ Alternate Route Teaching Certification (K-6) (p. 1)

## NJ Alternate Route Teacher Certification Program (Subject Areas) (p. 1)

## NJ Alternate Route Teacher Certification Program (ESL) (p. 2)

## NJ Alternate Route Teacher Certification Program (P-3) (p. 2)

### NJ Alternate Route Teaching Certification (K-6) (27 credits)

Code	Title	Credits
<b>Required Courses</b>		
Complete all of the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 541	Assessment and Student Learning	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Development for Diverse Learners	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 772	Clinical Experience in Teaching Seminar	3
Total Credits		27

### NJ Alternate Route Teacher Certification Program (Subject Areas) (27 credits)

Code	Title	Credits
<b>Required Courses:</b>		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 541	Assessment and Student Learning	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction	3
CURR 772	Clinical Experience in Teaching Seminar	3
<b>Subject Area Methods Courses:</b>		
Select one of the following:		3

BSED 530	Emerging Instructional Strategies in Business Education	
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	
CURR 705	Inclusive Methods for Teaching Social Studies	
CURR 706	Inclusive Methods for Teaching Science	
CURR 707	Inclusive Methods for Teaching Mathematics	
CURR 711	Pedagogy and Methodology in Dance	
CURR 712	Inclusive Methods for Teaching Music	
CURR 713	Inclusive Methods for Teaching Art	
CURR 714	Inclusive Methods for Teaching Health and Physical Education	
EDUC 521	Teaching a Second Language	
Total Credits		27

### NJ Alternate Route Teacher Certification Program (ESL) (27 credits)

Code	Title	Credits
<b>Required Courses</b>		
Complete all of the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 772	Clinical Experience in Teaching Seminar	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		27

### NJ Alternate Route Teacher Certification Program (P-3) (27 credits)

Code	Title	Credits
<b>Required Courses</b>		
Complete all of the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 541	Assessment and Student Learning	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Development for Diverse Learners	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 772	Clinical Experience in Teaching Seminar	3
ECED 532	Families, Community, and Diversity in Early Childhood Education	3

ECED 550	Development Methods and Assessment in Early Childhood Education	3
Total Credits		27

## Courses and Descriptions

### BSED 530 Emerging Instructional Strategies in Business Education 3 Credits

Emphasis is placed on the enhancement of teaching effectiveness in business education as emerging instructional strategies are reviewed and studied. Special attention is devoted to the new technology and its use in business education while focusing attention to the present and future needs of the employer. Current instructional materials are presented and utilized. Master practicing business education teachers will augment the instructor's presentations.

### CURR 510 Reflection and Mentoring in Professional Teaching Practice 3 Credits

This course serves as an introduction to professional teaching work in classrooms. The hands-on work in the course complements required classroom observations and reflections. The course uses participants' classroom observations and reflections as the bases for targeted, practical discussions and study on topics such as classroom management, teacher identity and diversity, teaching and content, asking for feedback, and working with mentors.

**Prerequisite(s):** Permission of Program Director.

### CURR 532 Strategies for Curriculum Change 3 Credits

This course will examine organizational skills and knowledge necessary to effect curriculum development and change, K-12. The course will address the socio-political context of curriculum change along with alternative strategies for initiating, implementing and sustaining standards-based curriculum improvements. Topics of study include strategic planning, problem-solving strategies, needs assessments, curriculum alignment, program evaluation, staff development and the organization of staff members for collaborative deliberation and decision making as essential means for promoting successful curriculum change at all levels of schooling. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

**Prerequisite(s):** CURR 531.

### CURR 541 Assessment and Student Learning 3 Credits

This course provides hands-on opportunities to create and design varied classroom assessments that help teachers align their teaching goals with student learning goals. With a focus on NJ Student Learning Standards across the curriculum content areas and grade levels, assessments will be designed for use in individual teaching practice and with a variety of diverse learners. Topics include designing assignment rubrics and effective essay prompts as well as developing evaluation criteria.

**Prerequisite(s):** CURR 510, CURR 700.

**CURR 548 Curriculum and Instruction for Diverse Learners 3 Credits**

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, state adopted core curriculum content standards, professional development standards, standards and national school leadership standards.

**Prerequisite(s):** CURR 531, CURR 538.

**CURR 652 Differentiating Instruction for the Gifted and Talented 3 Credits**

This course provides the rationale and practical strategies for effective instructional differentiation for the gifted and talented within and beyond the regular classroom. Participants will learn how to differentiate within subject areas by adjusting content, process, product, and learning environment to meet the needs of learners. They also will explore the nature and nuances of differentiation by ability, readiness, and interest, as well as the implications of instructional differentiation for formative and summative assessment. Throughout the course they will design and share examples of differentiation including tiered assignments, complex instruction, independent studies, graphic organizers, and learning contracts.

**CURR 700 Educational Foundations for Inclusive Practices 3 Credits**

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes.

**CURR 702 Early Literacy Development for Diverse Learners 3 Credits**

This course addresses current strategies for teaching beginning learners' vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

**Prerequisite(s):** CURR 700.

**CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits**

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

**Prerequisite:** CURR 700.

**CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits**

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

**CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits**

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

**CURR 706 Inclusive Methods for Teaching Science 3 Credits**

Classroom interaction analysis systems are used in the study of the instructional processes that support inquiry-based science learning. Candidates develop their own repertoires of teaching strategies, classroom management strategies, and awareness of career requirements in STEM fields. Emphases are on the investigation and interpretation of recent curriculum developments in NGSS and NJ Student Learning Standards in Science as well as the use of lab-based processes in science learning. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying science curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

**CURR 707 Inclusive Methods for Teaching Mathematics 3 Credits**

This course critically analyzes the aims of teaching mathematics in secondary schools. Research pertaining to mathematics teaching and learning is analyzed. Demonstration lessons including reflective teaching and individual and group processing are created and carried out to clarify teaching, mathematics curriculum planning using NJ Student Learning Standards in Mathematics, the organization of materials and subject matter, assessment processes classroom management strategies, and awareness of career requirements in STEM fields. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying mathematics curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

**CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits**

This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students' career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children's mathematical thinking.

**CURR 711 Pedagogy and Methodology in Dance 3 Credits**

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. The existing methods course in Dance for beginning teachers is cross-listed with DAN 450.

**CURR 712 Inclusive Methods for Teaching Music 3 Credits**

This course provides experience with various methods of teaching and learning music K-12. Course readings and field observations focus on inclusive teaching practices in music and explore implications for teaching, learning, and providing access to the general curriculum for all students across diverse settings. Candidates also design curriculum and assessments using NJ Student Learning Standards for Music/Visual and Performing Arts.

**Prerequisite(s):** CURR 700, CURR 703, CURR 720.

**CURR 713 Inclusive Methods for Teaching Art 3 Credits**

This course provides experience with various methods of teaching and learning Art K-12. Course work and fieldwork focus on inclusive teaching practices in art and explore implications for teaching, learning, and providing access to the general curriculum for all students across diverse settings. Candidates also design curriculum and assessments using NJ Student Learning Standards for Visual and Performing Arts.

**Prerequisite(s):** CURR 510, CURR 700, CURR 703.

**CURR 714 Inclusive Methods for Teaching Health and Physical Education 3 Credits**

This course provides experience with various methods of teaching and learning Health and Physical Education K-12. Course work and fieldwork focus on inclusive teaching practices in health and physical education and explore implications for teaching, learning, and providing access to the general curriculum for all students across diverse settings. Candidates also design curriculum and assessments using NJ Student Learning Standards for Comprehensive Health and Physical Education.

**Prerequisite(s):** CURR 510, CURR 700, CURR 703.

**CURR 715 Inclusive Elementary Science, Arts, & Social Studies Teaching 3 Credits**

This course provides aspiring elementary school teachers with a variety of developmentally appropriate options for designing, implementing, and evaluating curriculum and instruction in science, social studies, and the arts. Using NJ Student Learning Standards, emphasis is placed on inclusive practices and differentiation of instruction (e.g., modifying curriculum planning, learning environments, and instructional materials, content, processes, and products), curriculum integration, thematic unit and lesson planning, various teaching strategies, hands-on learning experiences, inquiry learning, career readiness skills, higher-order thinking, reflective practice, and various assessment strategies. Other facets of teaching also are addressed or reviewed in the course. These include the characteristics and needs of students with disabilities motivation, classroom management, and becoming a team member of a school faculty. Candidates also refine their pedagogical knowledge and skills by participating in the modification of instruction to meet the needs of diverse learners in nearby school settings.

**CURR 720 Inclusive Curriculum Design & Instruction 3 Credits**

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse students, especially adolescents, actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

**Prerequisite(s):** CURR 700, CURR 703.

**CURR 772 Clinical Experience in Teaching Seminar 3 Credits**

The Clinical Experience in Teaching Seminar is available only to candidates completing teacher certification through the Alternate Route program and who currently work full-time teaching. Candidates may apply to the program for the Clinical Experience in Teaching Seminar by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area, attend and participate in on-campus seminar, and complete and submit the edTPA required for NJ certification.

**Prerequisite(s):** CURR 510, CURR 700, CURR 541 and Permission of Program Director.

**ECED 550 Development Methods and Assessment in Early Childhood Education 3 Credits**

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

**Prerequisite(s):** EDU 106 and EDU 206.

**EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits**

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

**EDUC 521 Teaching a Second Language 3 Credits**

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. \*NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

**EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits**

An examination of the historical, legal and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study.

**LITR 508 Literacy and the Bilingual/Bicultural Child 3 Credits**

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.