

Summary of the Case (from the Inquiry Brief Proposal)
Princeton University
Teacher Education Program¹
Audit Dates: October 2 – 5, 2006

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief Proposal*:

The *Inquiry Brief Proposal* was written by Todd Kent, John Webb, Donnell Butler, Torey Wilson, and Emily Herchen, and was approved by the Teacher Preparation Program Faculty on April 28, 2006.

Introduction & program demographics:

Chartered in 1746 as the College of New Jersey – the name by which it was known for 150 years – Princeton University was British North America's fourth college. Located in Elizabeth for one year and then in Newark for nine, the College of New Jersey moved to Princeton in 1756. In 1896 expanded offerings brought the College university status, and the College of New Jersey was officially renamed Princeton University in honor of its host community of Princeton. Princeton University combines the strengths of a major research university with the qualities of an outstanding liberal arts college. In the spring of 2006 the faculty totaled 1,139. Approximate undergraduate enrollment for 2006-07 was 4,760 and 2,010 graduate students (about 48% are women and 28 % are minority students). About eighty-eight percent of the undergraduate students graduate within four years and ninety-seven percent have received a degree from Princeton within six years.

The Teacher Preparation Program (TPP), one of 34 certification programs at the University, was established in 1967. Students completing the program earn a University certificate and may also apply for a New Jersey Certificate of Eligibility with Advanced Standing which enables the student to teach in public schools in the certification areas of elementary school (K-5), elementary/middle school (K-8), or Subject Area Certification in: art, English, mathematics, music, biological science, chemistry, earth science, physical science, physics, social studies, psychology, Chinese, French, German, Greek, Italian, Japanese, Russian, and Spanish. The program is unique at the university in that it is the only certificate program that prepares students for professional licensure. The program has 45 students enrolled. The TPP program is an administrative program and members of the staff have administrative status; those who are teaching have been appointed to the rank of Lecturer as of September 2006 for the semesters that they teach. The

director and associate director are appointed lecturers with the same procedure as the rest of the staff. In addition, there are about ten non-Program staff who are employed as content instruction specialists and laboratory instructors.

The TPP program staff places great emphasis on a school-university collaborative model with attention to technology, sociopolitical perspectives, differentiated instruction, and literacy development. The curriculum is based on eight program goals and is grounded in three theoretical constructs: (1) collaboration between the schools of arts and sciences and education and between teacher preparation and school professionals; (2) student-centered constructivist teaching; and (3) continual reflective practice that is informed by research and standards-based.

As part of its commitment to the community, TPP also administers four programs with local school districts. *Teachers as Scholars*, offered free of charge to any teacher who hosts a TPP student for practice teachers, provides scholarly seminars taught by Princeton faculty and administrators for teachers in local school systems. QUEST is a two-week professional development program in science for upper elementary and middle school teachers led in the summer by scientists from the faculty and staff of the university and other institutions. The *High School Program at Princeton University* invites exceptional high school juniors and seniors to enroll in courses in several disciplines provided they have exhausted all of the high school offerings in their area of interest. The *Princeton University Preparatory Program* invites high school students from working-class families in the area to attend a three-year program of intensive summer institutes and ongoing seminars, tutorials, and cultural enrichment programs to help them prepare to be admitted to and succeed at the nation's leading universities.

Program's claims:

The TPP program staff members make the claim that their students are competent in the liberal arts and meet the requirements of *Quality Principle I* and its embedded cross-cutting themes. They claim that their graduates understand their subject matter, have the pedagogical knowledge to teach subject matter content in a manner that meets the needs of students, and can teach in a caring manner. In addition, their graduates demonstrate an understanding of technology, multicultural perspectives, and independent learning.

Method and categories of evidence supporting the claims:

The evidence for their claim comes from a small group of program completers

(10 -25 per year) collected from the fall of 2004 to the fall of 2005. The claims for the program are based on the following sources:

1. License test results (Praxis II)
2. Course grades and grade point averages (education and overall), in education courses, and subject matter
3. Alumni Survey
4. Practice teaching evaluations by cooperating teacher, student teacher, and program supervisor
5. Portfolio evaluations by a local educator in that specific subject area, a Princeton faculty or staff member from the Arts and Sciences, and the student's advisor in the Program (portfolio defense)
6. Program Graduate Supervisor Evaluation
7. Recognition of program students by the New Jersey Commissioner's Distinguished Teacher Candidate Award.

Reliability and Validity of the measures:

The TPP staff offers the following as evidence of the reliability of the measures:

1. Interclass consistency of grades analysis
2. Intraclass consistency of grades analysis
3. Inter-rater reliability analysis
4. Acknowledged reliability

The TPP staff offers the following as evidence of the validity of the measures:

1. Predictive validity analysis
2. Construct validity analysis
3. Acknowledged face / content validity

Results:

The program's undergraduate students earn grades that are the superior to the program's minimum exit requirement of 2.75 as set by New Jersey. The last three cohorts of graduating students have an aggregated overall GPA of 3.43, 100% pass rates on the Praxis II test, and are highly rated by both university supervisors and cooperating teachers. The students generally rated themselves lower on the evaluation than did the cooperating teachers. The portfolio ratings overall were between "proficient" and "exemplary".

Plan for program improvement:

Based on findings from the internal audit and developing the IBP, program

staff have targeted the following areas for improvement:

1. *Program Elements and Quality*: Complete the process of course alignment with the New Jersey curriculum standards in psychology, sociology, and geosciences; include items relating to capacity on program course evaluations.
2. *Staff Quality* : Update job descriptions of the staff; appoint program staff as lecturers for any semester in which they have teaching responsibilities.
3. *Facilities and Fiscal Support* : Reconfigure the bookkeeping process; determine the adequacy of resources in technology and educational library resources and plan appropriate responses to the findings.
4. *Student Quality* : Document recruiting efforts and track student data more systematically; survey alumni from the past five years; survey student employers outside of New Jersey.

Internal audit results:

The program staff began an internal audit of its quality control system in the spring of 2005 by creating a diagram of each system component and linking it to the TEAC elements of capacity as outlined in Standard 4.0. The staff identified 38 elements (three to six for each area of capacity) and asked the faculty Executive Committee to conduct the audit by examining all program elements, all program staff, and all students currently enrolled in the professional level of the program. The audit was conducted in two phases: (1) focused on program and staffing elements and (2) focused on student learning. One or two members of the Executive Committee were assigned to two groupings of audit probes, one in each phase. At the end of each phase the individual or team reported the findings to the entire committee and to program staff.

The audit revealed that, on the whole, the quality control system works well while also revealing a number of minor problems: job descriptions were dated, the budgetary process was not as clear as it could be, three academic areas (psychology, sociology, and geosciences) had not completed a course alignment with the New Jersey Core Curriculum Content Standards, there were no specific recruiting efforts for minority students, and some inconsistencies between the program and university descriptions of licensure. The audit discovered that TPP staff were not appointed as lecturers during the semesters they taught and the program has implemented a new policy in fall 2006 to bring TPP in parity with other programs at the university.

Evidence of commitment and capacity:

The audit revealed that the TPP has parity with counterparts at the institution in terms of space, equipment and supplies; staff assignments and salary; and access to university facilities and services. It was found that the university gives the program a level of administrative support that exceeds any other certification program.

Program's response to the auditors' summary of the case:

The *Summary of the Princeton University's case*, prepared by the auditors, is cited above. There were a few minor changes made to the summary by the authors of the *IBP* on October 13, 2006, but overall it was accepted as accurate.

Audit visit logistics:

The audit was conducted on the campus of Princeton University, in Princeton, New Jersey on Monday, October 2 – Thursday, October 5, 2006.

Overview of the audit opinion and commitment finding:

Overall, the *Inquiry Brief Proposal* earned a *clean* audit opinion because 96% of the targets of the audit could be verified as accurate and acceptably trustworthy. The auditors also concluded that the university was committed to the program.

¹ **The program includes options in the following areas and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

The teacher preparation program includes options in elementary and secondary education and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.