

**Summary of the Case<sup>1</sup> (from the Inquiry Brief)**  
**Rutgers, the State University of New Jersey—Camden Campus**  
**Teacher Preparation Program**  
**Audit Dates: November 28-29, 2007**

**Introduction:**

Rutgers University is a world-class public research university located in New Jersey on three autonomous yet interdependent campuses. The smallest, with 10% of Rutgers' more than 50,000 students, as well as the youngest, is the Camden campus, which formed as an amalgam of the South Jersey Law School and the College of South Jersey that became part of Rutgers in 1950.

The Teacher Preparation Program (TPP) is a certification program in the College of Arts and Sciences, and accordingly the members of the TPP are professional staff, rather than faculty. The TPP is operated by three full-time staff members and a secretarial assistant, with support from instructional assistants who oversee field work as well as part-time instructors and a faculty member from another department on campus who teach courses in the program.

Since 2002, 485 students have completed the TPP program, and the current active enrollment is close to 150 students. In most semesters, over half of the student teachers are elementary candidates.

The TPP emphasizes disciplinary knowledge and practical experience, and is aligned with the New Jersey Professional Standards for Teachers (which are based on the INTASC standards), the New Jersey Core Curriculum Content Standards, and standards of national subject specialty organizations. The program also draws on the Teacher Competency Profile of Lang and Evans, and shares the Renaissance Group agenda which characterizes teacher education as an all-campus responsibility.

The program requires that students must major in or have completed a major (or its equivalent) in a liberal arts discipline. Certification options include K-5 (Elementary School Teacher) as well as subject matter (K-12) in the following fields:

- art
- biological science (biology major)

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<sup>1</sup> 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.

- chemistry
- English
- French
- German
- mathematics
- music
- physics
- physical science (chemistry or physics major)
- social studies (economics, history, political science and sociology majors only)
- Spanish
- speech arts and dramatics (theater arts major)

**Program Claims:**

With reference to TEAC Component 1.1 (**subject matter knowledge**), the TPP staff claim that students who complete the program will have comprehensive knowledge of their subject areas and of the liberal arts (Claim 1).

With reference to TEAC Component 1.2 (**pedagogical knowledge**), the TPP staff claim that students who complete the program will have extensive guided practice in teaching and will be proficient in the pedagogical techniques necessary to meet the needs of their students (Claim 2).

With reference to TEAC Component 1.3 (**caring teaching skill**), the TPP staff claim that students who complete the program will have demonstrated that they are competent, caring, and qualified educators who are cognizant of the academic, emotional, and social needs of their students (Claim 3).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the TPP staff assert that students are able to think metacognitively, and to assimilate feedback from others into future lessons.

With reference to the TEAC cross-cutting theme of **technology**, the TPP staff assert that students can effectively use media technology in the classroom.

With reference to the TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the TPP staff assert that students are knowledgeable about and accepting of diverse learners and individual differences, and are able to effectively work with both culturally diverse and exceptional student populations.

## **Supporting Evidence with Associated Reliability and Validity Measures and Results:**

### ***Evaluation Ratings (Claim 1, Claim 2, Claim 3, cross-cutting themes)***

The student teaching evaluation is based on the New Jersey Professional Standards for Teachers and is modeled after the Student Teaching Observation Report of Augsburg College (MN) and the Center of Pedagogy's "Junior Faculty Progress Report: Indicators for Evaluation" at Montclair University (NJ). Student teachers are rated with the evaluation form 7-8 times by their assistant instructors (university supervisors) and 4 times by their cooperating teachers. The TPP staff have identified specific items that measure aspects of each claim and cross-cutting theme. Scores by the two sets of raters correlated significantly for items relating to each of these six categories (claims and cross-cutting themes). In all categories, mean ratings for the sampled students were greater than 3.5 on a scale in which 3 denotes "satisfactory" and 4 denotes "accomplished."

### ***Grades (Claim 1, Claim 2, Claim 3, cross-cutting themes)***

The TPP staff identified one or more courses that aligned with each of the claims and cross-cutting themes, noting in each case the alignment between course content and the associated claim or theme. In some cases, the course grades also correlated with the evaluation ratings in the same category, increasing the confidence of the TPP staff that the measures were reliable and valid. Mean grades associated with subject matter knowledge were above 3.4 on a 4-point scale for all students, and mean grades associated with the other five categories were above 3.8 in almost all cases.

### ***Praxis II (Claim 1)***

The Praxis II is the Educational Testing Service (ETS) subject-area assessment series, and ETS indicates that the assessments are a reliable and valid measure of knowledge and skills necessary for a beginning teacher. Mean Praxis II scores for the sampled Rutgers-Camden students were 6% to 18% higher than the New Jersey passing scores.

### **Internal Audit:**

The TPP staff conducted an internal audit in Fall 2006 based on a random selection of 8 student files (representing 10% of the Fall 2006 and Spring 2007 program completers) and found that for the most part, student files were complete, and also that:

(4.1) Curriculum was appropriately approved and monitored.

- (4.2) TPP staff is hired and evaluated according to university policy.
- (4.3) Facilities and supplies are adequately provided.
- (4.4) Budgeting is determined by the College of Arts and Sciences according to TPP needs.
- (4.5) TPP students have access to university student services and are monitored through the TPP advising process.
- (4.6) The TPP adheres to the university calendar and grading policy, makes accurate information available through course catalogs and the website, and recruits throughout the campus.
- (4.7) TPP students evaluate their courses and the program as a whole, and can register complaints with TPP staff, the Associate Dean of the Faculty of Arts and Sciences, or the Office of Student Life.

### **Plan for program improvement**

The TPP staff, as a result of writing the Inquiry Brief Proposal, identified a number of changes in several categories to implement over the next five years:

- Program Elements: establish and document formal staff meetings, maintain complete set of course syllabi, review active student files annually
- Data: better align assessments of the same competencies (e.g., subject matter knowledge) to each other
- Data Collection: resolve technical issues involving data collection and retrieval, document procedures for entering data, include major GPA for post-baccalaureate students in data collection
- Technology: expand both use and assessment of instructional technology
- Alumni Follow Up: collect alumni contact information, design and implement alumni survey
- Recruitment: increase recruitment efforts on the Rutgers-Camden campus
- Evaluations: add student teacher self-evaluation to assistant instructor and cooperating teacher evaluations
- Portfolios: redesign portfolio process to start earlier, include more reflective components, and align with the New Jersey Professional Standards for Teachers
- Multiculturalism: recommend that TPP students to take a Diversity course as part of their Common Core Requirements

### **Evidence of Commitment and Capacity:**

The TPP staff reviewed the commitment to and the capacity of the TPP program, and made the following conclusions:

- (4.1) The TPP curriculum is state-approved, and TPP students fulfill the same requirements for graduation as do their departmental peers.
- (4.2) The TPP staff were all involved in the Inquiry Brief process. They are well-qualified for their duties as evidenced by appropriate educational

backgrounds. Since the TPP is the only certificate program on campus, parity comparisons are not directly applicable.

- (4.3) The TPP has private interconnected staff offices, a main office and reception area, and a supply room. Staff members have access to both personal and communal computer and media equipment, and to the same resources as faculty members throughout the institution.
- (4.4) Although instructors in the TPP are not considered faculty members, the TPP operates like an academic department in terms of secretarial assistance, office space, and supplies.
- (4.5) TPP students have the same access to a wide range of university services as all other students at the institution, as well as to program-specific services such as information sessions and advising.
- (4.6) The TPP adheres to the university calendar and grading policy, makes accurate information available through course catalogs and the website, and recruits throughout the campus.
- (4.7) All Rutgers students evaluate each course they take, and TPP students also evaluate their assistant instructors and the program as a whole. The evaluation of TPP courses and instructors are on par with those of other courses and instructors at the same level. Student complaints are addressed promptly and are equal to or fewer than student complaints in other departments.

The TPP staff concluded that Rutgers University-Camden Campus is committed to the teacher preparation program.