

**Summary of the Case (from the Inquiry Brief Proposal)**  
**Rutgers, the State University of New Jersey-New Brunswick Campus**  
**Teacher Education Program<sup>1</sup>**  
**Audit Dates: February 10 – 13, 2008**

*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 Warren D. Crown, and Angela O'Donnell.

**Introduction:**

The Graduate School of Education at Rutgers is a part of The State University of New Jersey system. Although the University has three campus locations (Camden, Newark, and New Brunswick), all of the Education programs are offered on the New Brunswick campus. Rutgers is a research university and a member of the Association of American Universities. Education coursework started at the Rutgers in 1893 and has undergone a series of transformations, originally at the undergraduate level and more recently at the graduate level. At this time, all education degrees are awarded at the graduate level. The Graduate School of Education (GSE) has three primary departments: (a) Educational Psychology, (b) Education Theory, Policy, and Administration, and (c) Learning and Teaching. In 1986, the faculty voted to become a member of the Holmes Group, triggering a reform to the teacher education programs that influence the current curriculum.

There are two primary degree programs that are a part of this Inquiry Brief Proposal. The first is the Ed.M. degree leading to eight initial certificates at the elementary or secondary level, including a range of subject area. Within this degree, there are two certificate options for a more advanced specialized certificate (i.e., Reading and Special Education). The second degree program is a combined five-year B.A/B.S./Ed.M. degree leading to 9 certificates covering a range of certificate levels and subject areas. Finally, there are four non-degree endorsement programs in bilingual, ESL, Preschool- Grade 3, and special education.

Across all three departments, there are 49 full-time faculty members and 83 adjunct faculty, with 9 teaching assistants and 34 full-time staff members. In 2006, there were 1011 students enrolled in the GSE, including 296 full-time students. The faculty of GSE is 59% female and 11% from minority populations. *Gender and ethnicity data is not currently available for the*

*student population (or I'm missing it!).* The program faculty members have a primary goal of producing caring, competent teachers. They draw on the New Jersey Professional Standards for Teachers to frame their program goals and claims.

### **Claims:**

The program has four primary claims about their students, drawing on the 10 New Jersey Professional Standards for Teachers to support those claims:

1. Subject Matter Knowledge: *Do our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standards?* (NJPTS #1)
2. Pedagogical Content Knowledge: *Do our students demonstrate pedagogical content knowledge in their planning and design of instruction and their use of multiple assessment strategies to evaluate and promote student learning?* (NJPTS # 4 and 5)
3. Learners and Learning Environments: *Do our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful setting?* (NJPTS # 2, 3, 6, and 7)
4. Professional Practice: *Do our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth?* (NJPTS # 8, 9, and 10)

At this time, each of these claims has a supporting question to frame current thinking about student learning in each of these areas, to be tested out as they collect further data. The Program faculty suggest the cross-cutting themes related to technology, multicultural perspectives, and learning to learn are addressed throughout their curriculum.

### **Methods of Assessment.**

To support the claims, the Program draws on sources of evidence from four key areas, providing various examples of the assessments available:

- University admissions documentation: GRE scores, Overall GPA, GPS in major (secondary) or general areas (elementary), Oral Proficiency Interview (Language Education), Writing Proficiency.

- State licensing examinations: Subject matter Praxis scores
- Artifacts of student work produced throughout the program: lesson/unit plans, program content knowledge paper or exam, grade in targeted course, classroom organization plan, statement of teaching philosophy, reflections, professional development plan.
- Evaluations of student teaching internship experience: Teacher internship evaluations.

The primary assessment tool will be an electronic portfolio, consisting primarily of the artifacts of student work. Faculty members have developed a set of rubrics to assess this portfolio, based on a portfolio context matrix covering five stages across the program.

### **Results:**

As an Inquiry Brief Proposal, the Program is still in the process of collecting data to support the claims. However, they do provide information from admissions documentation and state licensing exams to provide preliminary data. In comparison to the GPA mean of 2.898 for all Rutgers undergraduates, the GPA of students completing the teacher certification program was 3.459. Similarly, the GRE scores of Rutgers students are higher than a comparable national sample.

Upon graduation, all students are required to pass the Praxis exam to receive their certificate. Of the Rutgers graduates, all students who took the exam did pass it. Further, the mean scores of the Rutgers graduates were higher than the New Jersey state-wide data in all areas, except Physics (only a .5 score difference).

### **Internal Audit:**

The Program developed a Quality Control System for an internal audit and conducted a portion of it in December 2007. They anticipate conducting a complete internal audit once the electronic portfolio and student database are on place. They selected a random sample of 20 students for the audit, draw from the pool of 192 students, covering a range of the licensure programs. For the most part, faculty found evidence that met their intended targets or had a reasonable explanation for evidence that did not follow the general procedures. However, there were a few cases of missing paperwork (e.g., teaching evaluation) or materials not available for review (e.g., syllabi).

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**<sup>1</sup> 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 program includes a combined five-year bachelor's and master's option and a post-baccalaureate option in elementary education, secondary education, and English as a second language, and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.