

**Summary of the Case (from the Inquiry Brief Proposal)**  
**Rutgers, The State University of New Jersey – Newark, NJ**  
**Urban Teacher Education Program<sup>1</sup>**  
**Audit Dates: November 20-21, 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 Alan Sodovnik, Joelle Tutela, Jessica Vassallo, Carolyne J. White, and Gary Roth, and John Gunkel and was approved on September 30, 2008.

**Introduction:**

The Urban Teacher Education Program (UTEP) at Rutgers-Newark campus, housed in the Department of Urban Education and located under the institutional umbrella of Faculty of Arts and Sciences-Newark (FASN), is driven by its commitment to preparing future elementary and secondary teachers with the knowledge and skills to teach racially, ethnically, economically, and linguistically diverse students. UTEP students are expected to complete fieldwork and student teaching in the Newark Public Schools, to understand the political environment of urban education, and to develop strategies to improve student learning and education in urban schools. In 2005 UTEP formed a partnership with the New Jersey Institute of Technology (NJIT) in the areas of science and mathematics education.

In the 2007-2008 academic year, 100 students were enrolled in the program. Faculty include four full-time tenure-track members, one full-time Director of Teacher Education, one full-time Program Coordinator, two part-time lecturers, nine Doctoral Teaching Assistants, and nine University Supervisors. Many of these faculty members have practical experience in urban schooling.

**Claims:**

In its *Inquiry Brief Proposal*, the faculty poses its claims by asking three main questions about its graduates and describing the evidence it intends to provide toward answering each question.

- First, do teacher candidates have subject matter knowledge?
- Second, do they have pedagogical knowledge and skill and do they know, use, and understand the New Jersey Core Curriculum Content Standards (NJCCCS)?
- Third, are they caring and competent novice teachers committed to professional development?

In addition, the faculty hopes to add a fourth set of questions that reflect directly on its mission: Do our teacher candidates understand the social, historical, and

philosophical context of teaching in urban schools? Do they have the knowledge and skills to teach effectively in urban schools? And, are they committed to collaborating with parents and communities to support student learning?

As the faculty members describe the assessments from which they will collect evidence that program graduates meet these claims, they align the assessments with both the New Jersey Professional Teaching Standards (NJPTS) and the TEAC Quality Principle 1.1, 1.2, and 1.3.

**Evidence in support of the claims:**

The program proposes to use common evidence for all three claims from the evaluation of the practicum and field experience (414 or 418) and the evaluation of student teaching (487).

In addition to the evaluation of field experience and student teaching, evidence that students know their subject matter (Quality Principle 1.1) will include admission documentation, cumulative 2.8 GPA (including the major), passing Praxis II score, and lesson plans from methods courses (336, 342, 343, 348, 386, 388). Evidence that students know pedagogical knowledge and skills (Quality Principle 1.2) will include unit plans from methods courses (336, 342, 343, 348, 386, 388), and the three statements of philosophy (292, 348 or 485, and 487). And evidence that students are caring and competent teachers (Quality Principle 1.3) also includes the three statements of philosophy (292, 348 or 485, and 487) as well as reflection statements, the dispositions instrument, and the pre- and post-test.

Preliminary results for Claim 1 and Quality Principle 1.1 include a comparison of GPAs in the major of UTEP students with other majors (Chart 6), comparisons of GPA and Praxis II scores for elementary and secondary students (Charts 8-10), and comparisons of students' average Praxis scores against the New Jersey cut scores (Charts 11-14).

Preliminary results for Claims 2 and 3 (Quality Principle 1.2 and 1.3) are represented by a series of charts made from data from the student teaching competency evaluation form showing that students are generally rated 2.5 and above on a 3.0 scale.

**Internal audit:**

Faculty conducted two internal audits (March 2007 and February 2008), the second methodically examined the quality control system in terms of five questions: (1) Is the evidence present? (2) Is the evidence credible? (3) What's missing? (4) What evidence will strengthen our case and improve our program? and, (5) Issues of workability with system? Duplication? The audits revealed that the quality control system is essentially working as designed, although it noted

the need for resource allocation to be on parity with other academic programs on campus. Among the other specific measures identified that could strengthen the program are better communication of university policy with adjunct professors (4.1), the addition of two faculty members (4.2), develop a Praxis preparation workshop (4.5), establish a student database that includes student transcripts from NJIT (4.5), and changes to the students' exit survey (4.7).

**Commitment:**

Each element of the Standards of Capacity was examined by the faculty in two internal audits with the reported result that the evidence demonstrates the university's institutional capacity to deliver the teacher education program and its commitment to the Department of Urban Education. However, Appendix B also notes the loss of four full-time faculty (50%) and the university's plan to align programs with the Graduate School of Education (GSE) at Rutgers University – New Brunswick (page 60).

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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:**

Prepared undergraduate and graduate students for teaching in Elementary and Middle School and Secondary School.