

TEACHER PREP

Student Handbook



Making a Difference

2023-
2024



Mission	3
Program Goals	4
Application Procedures	5
Program Requirements	9
General Information	25
Fellowships	27
Teacher Prep Initiatives	29
New Jersey Professional Standards for Teachers	30
Teacher Prep Program Staff	33

Contents

The Princeton University Program in Teacher Preparation is dedicated to supporting members of our community who choose to serve humanity through education.

We are committed to:

- Social progress through educational opportunity and equity;
- Collaboration with partners and the communities we serve; and
- Inquiry and reflective practice.

In order to accomplish this and honor the passion, idealism, and commitment that students bring to Teacher Prep, the program:

- Provides learning opportunities that build upon our candidates' subject area expertise and develop their theoretical and professional knowledge base using research on effective practices and accepted standards within the profession;
- Requires that candidates demonstrate the application of their acquired knowledge and skills in the classroom;
- Collaborates with a range of stakeholders to create and maintain a professional network and integrated outreach programs that support our candidates' learning and benefit to the community;
- Assists candidates in their transition from the University to a professional environment by helping them find placements and offering support in their first years of service.

Mission

“Education is the most powerful weapon which you can use to change the world.”

—Nelson Mandela

Program Goals

The Program in Teacher Preparation:

1. Develops candidates who demonstrate the highest standards of the teaching profession by promoting student-centered learning, fostering a deep understanding of their subject area; and acting with care in promoting the success and well-being of all their students.
2. Individualizes learning experiences, encourages reflection, and provides mentoring to support the variety of ways in which its candidates seek to apply the skills and attributes acquired while in the program.
3. Provides quality outreach and development programs that benefit the communities the program serves and enhance the professional growth of its faculty, candidates and alumni.
4. Works with other leaders in the field of education, University colleagues, program alumni, and associated partners to engage in and strengthen networks that advance professional practice.
5. Collects and analyzes data to inform decisions that support student and alumni growth and to ensure that the program meets or exceeds relevant standards and expectations while adhering to its specific goals and mission.
6. Holds its participants accountable to program requirements. To that end, while participating in the program, University students will be subject to all University policies and requirements.

The Program in Teacher Preparation offers Princeton University undergraduates, graduate students, and alumni the opportunity to earn the University certificate and, with the completion of additional requirements, the New Jersey Certificate of Eligibility with Advanced Standing, the state's initial teaching license. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Annual reporting measures regarding program performance and accountability are available on the program's website. Teacher Prep also offers an Urban Specialization for students interested in urban teaching.

Students are encouraged to apply early, during the freshman or sophomore year. Juniors and seniors may also apply to the program, but they should consult with a member of the program staff before submitting an application to ensure that all requirements can be met. Upon acceptance to the program, students are assigned a Teacher Prep advisor to guide the student in choosing their courses and completing the requirements for a teaching license. The program also offers a post-baccalaureate option for current graduate students and both undergraduate and graduate alumni.

The program offers three levels for students to accommodate a wide range of interests in education. The Introductory Level allows any student at the University to deepen their knowledge of teaching, learning, and the nation's schools by taking one or both of the program's introductory courses: TPP 301 and PSY 307. The Certificate Level is designed for students who would like to earn a credential relevant to education, but who are not interested in seeking a state license to teach. Undergraduates may earn the University certificate by taking the first four program courses (PSY 307, TPP 301, TPP 403, and TPP 404). The State License Level allows students to earn the NJ Certificate of Eligibility with Advanced Standing (CEAS), the state's initial teaching license. Students at this level must take all the courses required for the Certificate Level and then return after graduation to complete the full-time student teaching courses (TPP 405 and TPP 406), complete the program's Professional

Portfolio, and pass the New Jersey State required assessments (Praxis Subject Area Test(s), the program's performance assessment, and an oral proficiency test for licensure in specified World Languages).

The program's performance assessment consists of two components completed during the TPP 406 student teaching semester: the Student Teacher Work Sample and the supervisor's final student teacher evaluation using the Danielson Framework for Teaching. Students must receive a passing score on both components of the performance assessment to be eligible for the state certificate.

Certification can be transferred to other states through reciprocity agreements between those states and the State of New Jersey. The transfer of the New Jersey CEAS may require a state-specific test or specific course requirements stipulated by a particular state. Students interested in being certified to teach in other states are urged to consult the department of education websites for the states in which they are seeking certification to learn about the specific requirements of those states. Students may also consult with the staff of the Program in Teacher Preparation for information or guidance.

Support of Graduate and Non-Program Students

Graduate students are welcome to participate in the program while enrolled or as alumni. The program's introductory courses, PSY 307 Educational Psychology and TPP 301 Seminar on Student Learning and Methods for Teaching, are open to any University graduate or undergraduate student who is interested in learning about the field of P-12 education and would like to gain experience in schools and working with students. The program can also offer students advice for securing work in independent schools or for graduate work related to the field of education.

Graduate students who choose to earn the NJ CEAS license must complete the University certificate requirements and the full-time student teaching courses (TPP 405 and TPP 406),

complete the program's Professional Portfolio, and pass the State required assessments (Praxis Subject Area Test(s), the program's performance assessment, and an oral proficiency test for licensure in specified World Languages).

Graduate and non-program students are welcome to attend program events, including workshops on finding employment in the education sector.

Application Procedures

Those interested in completing the requirements for the University Certificate in Teacher Preparation and/or the NJ CEAS license must apply for admission to the Program in Teacher Preparation. The application form is online and is typically provided after an initial interview with the director or program staff member.

The application includes an evaluation of "dispositions," which reflect values and beliefs regarding teaching and learning. Research has shown that teacher beliefs, such as holding high expectations for the performance of all students, can significantly influence student learning and achievement. For this reason, dispositions are part of the program's evaluation framework at all levels of the program, including the student teaching semesters. To be considered for admission, students who begin the program as undergraduates must have a minimum Grade Point Average (GPA) of 2.75 at the time of application. The state requires that cohorts of admitted students have an overall GPA of 3.0, and students with a GPA below 3.0 may be denied admittance if their GPA lowers the cohort average below the 3.0 requirement.

In order to be eligible for New Jersey CEAS license, students must have a minimum GPA of 3.0 at the completion of the program.

Current graduate students, as well as Princeton undergraduate and graduate alumni who choose the post-baccalaureate option must provide an undergraduate transcript for review. Post-baccalaureate students must have a minimum overall undergraduate GPA of 2.75 to enter

Application Procedures

the program (subject to the 3.0 cohort GPA requirement described above) and complete the program with a minimum GPA of 3.0 in their post-baccalaureate coursework in order to be recommended for the NJ CEAS teaching license.

Students with a GPA below 3.0 at the completion of the program, either undergraduate, graduate, or alumni, may still be eligible for certification if other conditions set by the State are met in regard to GPA and Praxis Subject Area test scores.

The New Jersey State Department of Education requires all candidates entering a Certificate of Eligibility with Advanced Standing (CEAS) educator preparation program to meet the State's basic skills requirement prior to being accepted into the program. A candidate who demonstrates a score on the SAT, ACT, or GRE at or above the State cut score for the year in which the exam was taken is exempt from taking the State required Praxis Core Academic Skills Test. For information about the required cut score, please visit <https://www.nj.gov/education/certification/testing/basicskills/>. All applicants must provide a reference for their admission to the program. The reference may be a former teacher, a current or former professor or college administrator, or any professional who can attest to the student's potential as a teacher.

Students who do not intend on completing the State License Level may request a waiver of the GPA and Basic Skills requirements for admission and may request a reduction in the 30 credit subject area requirement.

As a condition for teacher licensure, the State of New Jersey requires individuals to submit an Oath of Allegiance/Verification of Accuracy form that asks candidates to sign a statement supporting the U.S. Constitution and the N.J. State Constitution. The form also contains several background questions. Candidates are provided this form at application to help determine if all requirements reflected in the form can be met.

It is the candidate's responsibility to inform the program of any change of status during their work in the program that would result in a change

of response to any question on the Oath of Allegiance form.

Contact Dr. Todd Kent (twkent@princeton.edu) to obtain detailed information about the requirements and to secure all application materials.

Selectivity

The Program in Teacher Preparation is open to Princeton undergraduate students, graduate students, or alumni. Princeton University enjoys the honor of working with some of the world's finest students, and Teacher Prep students reflect the academic excellence of the Princeton student body as measured by overall Grade Point Average (GPA).

Areas of Certification and Subject Area Course Requirements

The program offers students the opportunity to earn New Jersey state subject area licensure, which enables students to teach at the middle school (grades 6-8) and/or secondary school levels (grades 9-12) in the following academic areas: art, English, English as a second language, mathematics, music, psychology, the sciences (biology, chemistry, earth science, physics and physical sciences), social studies, and world languages. In addition to completing program course requirements, students must major in their area of certification or complete 30 credits or more (eight Princeton courses) of a coherent sequence of courses in the subject area as described below and pass the Praxis test in that subject area. Princeton undergraduates and alumni may transfer up to two subject area courses (with a minimum of three credits per course) from another four-year accredited institution provided they earn a grade of 3.0 (B) or higher in each course (this restriction does not apply to graduate students). AP course credits may be used for course requirements if the credits are recognized by the University.

Program Requirements

General Education Courses

In the liberal arts tradition, the program prepares well rounded teachers who must complete courses that fulfill the program's "General Education" requirements. All students pursuing the University certificate in Teacher Preparation or those pursuing a NJ CEAS license must complete the General Education Courses.

The General Education course requirements are all satisfied by the Princeton University distribution requirements except for the area of Fine Arts.

The Fine Arts requirement may be satisfied by taking a course in creative writing, dance, film, music, theater, visual arts, and selected courses from the Department of Art and Archaeology as determined by a Teacher Prep staff member.

Students may use the pass/D/fail option for courses satisfying the Fine Arts requirement and other General Education courses that are not used for subject area certification.

The General Education areas are:

- Humanities: includes courses in literature, philosophy, religion, comparative literature, foreign languages, the Classics, and any course in the Department of English (this requirement is fulfilled by meeting the University General Education Requirements);
- Mathematics: can be satisfied by the University's distribution requirement for Quantitative Reasoning (QR);
- Science: includes courses in the sciences, engineering, and psychology (this requirement is fulfilled by meeting the University General Education Requirements);
- Social Sciences: including history, economics, politics, sociology, anthropology, and related courses (this requirement is fulfilled by meeting the University General Education Requirements).

Program Requirements for the Certificate Level

Professional education course requirements are subject to change, pending regulations approved by the New Jersey State Department of Education.

Students may earn the University program certificate by completing the program's Introductory Practicum and the four courses listed below.

Students are required to complete 50 hours of clinical work in schools prior to beginning the TPP 403 and TPP 404 student teaching courses. The required 50 clinical hours are completed by fulfilling the requirements for the Introductory Practicum, PSY 307 Educational Psychology, and TPP 301 Seminar on Student Learning and Methods for Teaching. The TPP 403 and TPP 404 courses should be taken in the spring of senior year, but students may elect to return after graduation for additional semesters if they cannot schedule TPP 403 and TPP 404 during their senior year.

Introductory Practicum

After a student's application to the program has been accepted, the candidate must complete the Introductory Practicum (IP) within a specified period of time dependent upon when the student applied in order to be officially enrolled in Teacher Prep. The IP is designed to provide all students entering the program with an opportunity to interact directly and substantively with a school environment by engaging in guided, focused observations of classrooms, and to become acquainted with the state and national standards for teachers and for students. Students are also introduced to the Professional Portfolio, the culminating program assessment for candidates seeking the New Jersey teaching certificate with advanced standing. The IP consists of selected readings, 18 hours of school-based observations of teachers, and two in-depth follow-up discussions. Each semester Teacher Prep arranges a day-long visit to several schools to help fulfill the 18 hours of clinical experiences

requirement. If necessary, the school visits can also be individually scheduled. Students are required to perform an additional 12 hours of observations on their own. The IP is not a regularly scheduled, credit-bearing course.

Educational Psychology (PSY 307)

Educational Psychology focuses on the fundamental principles of psychology relevant to educational theory and practice. Subject matter is drawn from different reading sources and is considered in historical and contemporary contexts. As an essential part of the coursework, candidates complete a minimum of three classroom observations in schools with a specific focus on meeting the needs of students with disabilities and a visit to a school for autistic students for a total of 15 hours in local schools. PSY 307 may be used to fulfill the Epistemology and Cognition (EC) distribution requirement.

NOTE: If a student earns a grade of B- or lower in PSY 307, an individual consultation with the director of Teacher Prep and an evaluation of the student's performance will be required before the student may continue in the program.

Seminar on Student Learning and Methods for Teaching (TPP 301)

The Seminar on Student Learning and Methods for Teaching prepares students to step into the classroom and begin their clinical experience. Classes meet for two 80-minute sessions and one 80-minute laboratory per week. The laboratory sessions are led primarily by educators from area schools and are focused on work in literacy, special education, linguistic and cultural diversity, and other topics directly related to the course content. Students also work with practitioners from local schools, called Content Instruction Specialists, on subject-specific methods for their area of certification. Students participate in 22 hours of school-based field experiences during which they work with a host teacher in their respective teaching fields to learn about grade level-specific curriculum and pedagogy. Students observe in an urban charter school, a

school that serves students with linguistic learning disabilities, and in a local public school. The field work includes the teaching of at least two lessons in which students must demonstrate their ability to apply the instructional and curriculum planning skills learned in the course.

The seminar is a full-credit course and is typically taken in the fall or spring semester prior to the first semester of student teaching (TPP 404). TPP 301 may be used to fulfill the Social Analysis (SA) distribution requirement.

NOTE: If a student earns a grade of B- or lower in TPP 301 or if a student earns below a B- on the teaching portion of the course, the Program Director will review the student's performance with the possibility that the student may not be allowed to continue in the program.

Seminar on Instructional Practice and Pedagogy (TPP 403)

The Seminar on Instructional Practice and Pedagogy (TPP 403) is taken concurrently with TPP 404 Clinical Practice. The course is structured by four broad themes: The Learner and Learning, Content Knowledge: Planning Instruction and Assessment, Instructional Practice and Pedagogy, and Professional Responsibilities. Major course assignments address these themes through a focus on the research and practice of meeting the needs of diverse learners.

The course is designed to help students connect theory and practice, become self-reflective practitioners, use data from formative and summative assessments to inform instruction, and to prepare for full-time student teaching.

Clinical Practice (TPP 404)

Clinical Practice (TPP 404) is a 12-week, 175 hour assignment as a part-time student teacher in a local middle or high school over the course of the semester, amounting to approximately 20 hours of clinical work per week. Students assume increased control of instruction with the support of a cooperating teacher over the 12-week period,

Program Requirements

and the experience culminates with the student's design and delivery of a short unit of instruction. A supervisor from the Program in Teacher Preparation observes each student teacher twice and works in collaboration with the cooperating teacher to support the student.

Assignments include research of the school and classroom context as well as an analysis and reflection on the unit of instruction taught in the final weeks of the semester.

Candidates are hosted by local school districts, and while the goals and needs of candidates are taken into consideration, the program cannot guarantee placement in specific schools or districts. While not required, access to a car provides greater flexibility in placing candidates in schools.

Candidates may be required by the school district to complete a criminal background check prior to TPP 404 as well as to undergo a Mantoux (TB) test. Candidates are expected to adhere to their host district's or school's professional code of conduct, and failure to abide by the code of conduct may jeopardize continued placement.

Teacher Prep candidates must earn a minimum grade of B- in Clinical Practice (TPP 404) to continue with Practice Teaching (TPP 406) and to be eligible for the New Jersey CEAS teaching license. If course instructors determine that a student's performance is not meeting program standards early in the semester, the student will be placed on an improvement plan and must satisfy the conditions of the plan in order to proceed to the next level of student teaching (TPP 406).

Course Counts for Student Teaching: The program's student teaching courses, TPP 404 and TPP 406, carry a course count of two courses due to the significant amount of time spent in schools and the academic work required during these clinical placements. The program recommends that students take the first semester of student teaching (TPP 403 and TPP 404 taken concurrently) during the spring of senior year. The double course count of TPP 404 allows seniors to ONLY take these two courses along with their

senior thesis, thus minimizing the impact of the clinical hours on their thesis work. Please note that both semesters of student teaching (TPP 403 and TPP 404, followed by TPP 405 and TPP 406) may be taken after graduation if students are unable to schedule TPP 403 and TPP 404 during the spring of senior year.

Professional Education Courses for NJ State License Level

All program students who choose to earn the New Jersey CEAS license are required to complete a semester of full-time student teaching in addition to the courses required for the Certificate Level. The full-time student teaching semester is fulfilled by taking TPP 405 and TPP 406 concurrently in the semester immediately following the completion of TPP 403 and TPP 404.

Students earning the New Jersey CEAS must complete the program's Professional Portfolio and are also required to pass the state's licensure exams, including the Praxis Subject Area tests, the the program's performance assessment, and an oral proficiency exam for designated World Languages.

The requirements for the State License Level include the courses required for the Certificate Level and the following requirements and courses.

Seminar on Education: Theory and Practice (TPP 405)

TPP 405 Seminar on Education is a full-semester course taken in the afternoon/evening during the same semester as Practice Teaching (TPP 406). No other course can be taken in the same semester with TPP 405 and TPP 406, and students are discouraged from having any other additional responsibilities, such as part-time work.

The TPP 405 seminar allows candidates to expand their knowledge and thinking in regard to policies and philosophies that affect learning, methods for establishing a culture of learning, the role of academic language and technology in instruction, and best practices in pedagogy and assessment.

Students learn subject-specific methods by working with practitioners from local schools, called Content Instruction Specialists, in addition to readings and field experiences. The course assignments and requirements are closely linked to TPP 406 Practice Teaching.

Practice Teaching (TPP 406)

TPP 406 Practice Teaching offers the opportunity to apply theories and knowledge about teaching to classroom settings. TPP 406 is a full-time teaching commitment working with a cooperating teacher in an area school for a full semester. When possible, Practice Teaching (TPP 406) placements occur in the same district as the TPP 404 placement. Student teachers follow their respective school's calendar, which requires student teachers to work through some University recesses.

Student teachers are placed with a cooperating teacher who has been carefully co-selected by the program staff in collaboration with the local school district and selected for their success as a teacher. Student teachers are expected to adhere to the district/school's professional code of conduct. Failure to abide by the code of conduct may jeopardize continued placement. Program staff conduct a workshop for all cooperating teachers to prepare them for their responsibilities as a host teacher and to review evaluation criteria and procedures. As the semester progresses, the student teacher gradually assumes the teaching responsibilities for the cooperating teacher's classes. A supervisor from the Program in Teacher Preparation regularly conducts formal and informal classroom observations and works in collaboration with the cooperating teacher to support the development of the student teacher. Candidates receive weekly feedback, verbally or in writing, from their host teacher and/or University supervisor.

Student teachers create and deliver an original unit of instruction for their area(s) of certification which includes development of both formative and summative assessments along with the analysis of student achievement data and its application to planned instruction.

Teacher Prep candidates must earn a minimum grade of B- in Practice Teaching (TPP 406) to be recommended by the program for the New Jersey State Department of Education initial teaching certificate (the Certificate of Eligibility with Advanced Standing).

One component of the candidate's final TPP 406 grade is an ongoing evaluation of clinical practice using the Danielson Framework for Teaching. The Framework outlines four performance categories: 1) Ineffective; 2) Partially Effective; 3) Effective; and 4) Highly Effective. Candidate scores that fall in the "Ineffective" range are considered unacceptable, requiring immediate intervention. Scores of "Partially Effective" indicate areas requiring improvement, and candidates are expected to show progress in those areas over time.

To support the candidate's growth, the supervisor, in consultation with the host teacher and candidate, may prepare an improvement plan that sets goals and expectations for performance. An improvement plan can be introduced at any time during the candidate's TPP 406 clinical placement.

If a candidate receives an improvement plan, progress will be evaluated after a short period of time by the supervisor, who will then determine if additional actions are needed. If a candidate does not satisfy the conditions of the plan or if the improvement plan states that the candidate is not allowed to fully take over the instruction of the host teacher, the candidate may not be recommended for New Jersey State licensure.

The state requires that students pass a performance assessment before they can apply for the state teaching certificate. The program's performance assessment has two components. The first is the Student Teacher Work Sample, a structured reflection and analysis of the original unit of instruction described above. The second component is the University supervisor's final evaluation of the student using the Danielson Framework for Teaching. Students must pass both components of the performance assessment to be eligible for the state certificate.

In rare cases of very low performance, or

Program Requirements

where it is determined to be in the best interests of the program, the University supervisor, in consultation with the host teacher, may terminate the placement. If the placement is terminated before the conclusion of the Add/Drop Period, the student may withdraw from TPP 406. In instances when the termination occurs after the Add/Drop period, the student, in accordance with University policy, will receive a failing grade for the course. (In this event, the student should consult with their academic advisor.)

Student Appeals: Students who wish to appeal a course grade should do so in accordance with University policies. Normally, the student should start by discussing the grade with the professor of the course. If necessary, the appeal may be pursued with the program director. If the student believes that the grade was inconsistent with stated policies, a further appeal can be brought to the Senior Associate Dean of the College (returning alumni would take such appeals to the Deputy Dean of the College).

For other concerns related to the program, it is suggested that students first consult with the professor or staff member associated with the concern. If the concern is not resolved at that level, the student should consult with the director of the program. If the above steps do not address the issue, then the student should bring the concern to their residential college staff or to the Office of the Dean of the College. Incidents of discrimination or harassment should be reported to the Office of Institutional Equity and Diversity.

Video Recording During Clinical Work

Program Staff will video record candidates during TPP 301, TPP 404, and TPP 406 for educational purposes. The video recordings will only be used by TPP faculty to assess candidate performance and evaluate program effectiveness. The video recordings will be maintained in a secure, confidential file, which can only be accessed by the candidate and Teacher Prep staff through an online platform. The video recordings will be disposed of within one year of completion of the program.

Video recordings are the property of Teacher Prep and cannot be downloaded or reproduced in any way by the candidate. The video recordings are intended only for educational use directly related to candidate work in Teacher Prep, including the portfolio defense. All other use of the video recordings is strictly prohibited.

Urban Specialization

The Teacher Prep Urban Specialization is designed to ensure that students interested in urban teaching gain the experiences, knowledge, skills, and dispositions they need to teach successfully in urban classrooms. There are four areas of focus that we believe are essential to successful urban teaching and are cultivated in the Urban Specialization. These are:

- Social, historical, and political context of urban education
- Research-based pedagogical knowledge and instructional skills
- Community and advocacy
- Policy

The preparation offered through the Urban Specialization is integrated into existing coursework throughout the program. Students in the Urban Specialization work with their instructors and the Urban Specialization coordinator to adapt specified assignments and field experiences in TPP 301, PSY 307, TPP 403/404, and TPP 405/406 so that they have an urban focus. Each course also has an optional selection of readings for students in the Urban Specialization.

Additionally, there is a general Urban Specialization reading list that offers a selection of readings in two broad categories: Social context/policy and pedagogy/classroom practice. Students should read at least one reading from each of these broad categories and write a 300-word reflection on them to be submitted to the Urban Specialization coordinator. This can be done at any time before completion of the program. Students in the Urban Specialization

are expected to meet periodically with the Urban Specialization coordinator to discuss readings and to ensure they receive the guidance and support they need.

There are occasional talks and gatherings with an urban focus that students participating in the Urban Specialization should make every effort to attend. Students enrolled in the Urban Specialization also have access to a Canvas site that provides resources, readings, announcements, videos, and discussions. Students in the Urban Specialization are required to submit evidence in their Professional Portfolio of their preparedness to teach in urban settings.

Portfolio

The Professional Portfolio is a collection of artifacts and evidence gathered throughout the program, which, along with written reflections, document the student's progress in their professional skill development and ultimately the achievement of the New Jersey Professional Standards for Teachers (which are closely aligned with the national InTASC standards). The portfolio also contains a section to allow the candidate to demonstrate the necessary dispositions for effective teaching. The portfolio is evaluated at three checkpoints. The first Pre-Professional Portfolio evaluation occurs at the end of the semester just prior to the first semester of student teaching (TPP 404). The candidate must receive a "Pass" on the Pre-Professional Portfolio evaluation by their advisor in order to begin TPP 403 and TPP 404.

The second portfolio evaluation occurs at the conclusion of TPP 404 and consists of another review by the advisor to ensure that the candidate has met all the requirements for progressing to full-time student teaching (TPP 405 and TPP 406).

The third and final Professional Portfolio review takes place at the conclusion of TPP 405 and TPP 406 and consists of a formal defense of the portfolio with a review panel consisting of the candidate's Teacher Prep advisor, a professor from a field related to the area of licensure, and an educator from a local school district.

The defense must be successfully completed before the student's application for CEAS licensure can be submitted to the New Jersey Department of Education. The portfolio must receive a "Pass" by a majority of reviewers for the program to recommend the student for NJ licensure.

Nomination for State Licensure

Students who successfully complete the State License Level requirements by successfully completing both semesters of student teaching, passing all required state assessments, completing and passing the program's professional portfolio, and also meeting or exceeding the specified minimum grade requirements will qualify to have their credentials submitted to the State of New Jersey for the Certificate of Eligibility with Advanced Standing (CEAS), the state's initial teaching license.

Subject Area Certification

The course requirements in the area of certification are similar to those in the departmental major, although certification can be obtained in subject areas other than the student's major. Subject area courses should be completed before taking TPP 403 and TPP 404. If students are interested in pursuing a teaching license in a state other than New Jersey, they should consult the course requirements for their subject area of certification on that state's Department of Education website.

Students need 30 credits (the equivalent of eight courses taken at Princeton) in their area of certification. At least three of the eight courses (the equivalent of 12 semester credit hours) must be at the 300-level or higher (math candidates must take multivariable calculus and at least two other courses beyond that level). Students consult with their Teacher Prep advisor to determine and verify the content area courses required for certification. If a student earns a grade below C- in a content area course at Princeton University, that course cannot be counted toward certification unless an exception is made due to unusual or extenuating circumstances.

Program Requirements

Students may also earn a middle school endorsement in a subject area that allows teaching in grades 6 through 8. The middle school endorsement attaches to a CEAS in another subject area, and students must complete the CEAS requirements for another subject area in order to qualify for the middle school endorsement. To earn a middle school endorsement, the candidate must have 15 credits (4 Princeton courses) in the subject area and pass the required Praxis test for the teaching area.

Certification course requirements can also be satisfied through Advanced Placement (AP) credit that has been accepted by Princeton University and that appears on the University transcript. All courses taken to meet certification requirements in the teaching field must be graded; students cannot use the pass/D/fail option for these courses. Some exceptions may be made to this policy, as in the case of courses taken prior to applying to the program or if graded options are not available for a specific course.

Students may count up to two courses taken at another four-year accredited college or university provided each course carries a minimum of three credits and a grade of B or higher was awarded. This restriction of a two course maximum does not apply to graduate students in the program.

Students interested in earning certification in more than one subject area must consult with a member of the Teacher Prep staff to learn about scheduling and eligibility.

Listed below are the subjects in which a NJ CEAS license is possible through the Program in Teacher Preparation.

Art - Eight courses are required that include the history and appreciation of art in contemporary and past cultures, and creative visual arts using a variety of media, including significant studio coursework in drawing, painting, and sculpture/ceramics. Students applying for the area of art must also meet with a content expert to review their work in the area to determine whether they have

sufficient studio skills before being allowed to progress to student teaching (TPP 404).

English - Eight courses are required that include the study of language (linguistics), composition, and literature (English, American and World Literature).

English as a Second Language - A course is required in each of the following areas: Historical and Cultural Backgrounds of Limited English Proficient Students, Linguistics, the Structure of American English (must be taken at another institution), and Second Language Acquisition Theory. Teacher Prep staff will provide a list of course options for each area. An Oral Proficiency Exam in English is also required.

Mathematics - Eight courses are required including multivariable calculus and at least two additional courses beyond that level. Two of the eight courses must be in the study of probability/statistics and computer science.

Music - Eight courses are required that include the history, appreciation, and analysis of music of diverse genres and cultures, theory, composition, conducting, and performance. Students applying for the area of music must also meet with a content expert to review their work in the area to determine whether they have sufficient performance skills before being allowed to progress to student teaching (TPP 404).

Biology - Eight courses are required that include study in biology, botany, anatomy and physiology, and zoology. Work in biochemistry, environmental science, neuroscience and molecular biology may be included.

Earth Science - Students must fulfill the requirements of the environmental track in the Department of Geosciences and complete a course in astronomy.

Chemistry - Eight courses are required that include general, physical, and experimental chemistry.

Program Requirements

Program Requirements

Physics - Eight courses are required that include general, advanced, and experimental physics.

Physical Science - Students must complete an eight course sequence in physics and a minimum of four courses in chemistry, OR an eight course sequence in chemistry and a minimum of four courses in physics.

Social Studies - Eight courses are required that include American history (2 courses, with one being a survey course), world history, economics, political science, and either sociology or anthropology. Non-history majors must take a minimum of four history courses, including at least one course in world history and two courses in United States history.

World Languages - Certification is possible in Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. Eight courses are required in one language (grammar, composition, conversation, etc.) and its literature and culture. Students must also take an approved course in second language acquisition theory and related methodologies (options are available from the student's Teacher Prep advisor). Students are required to demonstrate linguistic competence in the foreign language on a nationally recognized test of oral language proficiency for spoken language or reading/writing proficiency for classical languages that has been approved by the New Jersey Department of Education, and the test must be taken with a passing score prior to taking TPP 404 for students who wish to earn the CEAS teaching license.

Psychology - Students must earn a certificate in one of the areas described above in order to pursue this certificate. The psychology certificate entitles the holder to teach psychology courses at the high school level. This certificate requires completion of 30 credits (eight Princeton courses) in

psychology, including at least one in each of the five following areas: developmental psychology, mental health, personality or social psychology, experimental psychology, and psychological measurement.

Praxis Subject Assessments

Students seeking State licensure must pass the Praxis examination(s) in the subjects for which they are seeking certification. Students are expected to take the Praxis Subject Area examinations prior to the full-time student teaching semester (TPP 406). For more information about Praxis exams and the administration dates and sites, go to: <https://www.ets.org/praxis/nj>

Physiology, Hygiene, and Substance Abuse

This NJ State requirement regarding physiology, hygiene, and substance abuse is satisfied by a series of online modules and tests on topics related to these areas administered through the office of the Program in Teacher Preparation.

Financial Support and Requirements

Financial aid does not continue after graduation, but students who received financial aid as undergraduates may be eligible for financial assistance for the ninth semester of practice teaching (TPP 405 and TPP 406). The amount of assistance will be based on the funds available through the Program in Teacher Preparation and will be calibrated according to the level of funding received as undergraduates.

The Lucas Scholarship covers tuition costs for students in the humanities who are pursuing the state CEAS license. The Overdeck Family Foundation Scholarship funds are available to eligible students earning certification in mathematics and the sciences. The Henry Drewry Memorial Award is given each year to a student in the humanities who exemplifies the values of the former Teacher Preparation director in regard to dedication to service and working for the benefit

of others. The Jerry and Marue Walizer Fund award is given to a candidate in the humanities who demonstrates an exceptional commitment to teaching.

Students who return to do program work after graduation are also eligible to apply for loans. Information about loan applications can be obtained from the Office of Undergraduate Financial Aid.

Non-U.S. Citizens and Non-Residents of the United States

International students who are not permanent residents of the United States may enroll in the program for the University Certificate in Teacher Preparation, but they cannot receive NJ teacher certification. According to federal law, all non-U.S. citizens wishing to obtain teaching license/certification must sign an affidavit of intent to become a citizen within five years. Holders of temporary visas are not permitted to make that pledge. Once the Program in Teacher Preparation requirements have been met and a green card obtained, international students are eligible for NJ license/certification.

Teacher Placement Services

Program staff are available to provide assistance in developing job search strategies, advice on developing job application materials and support for preparing for job interviews and/or sample lessons. Information about career resources can be found at: <https://teacherprep.princeton.edu/get-involved-education/job-opportunities>

Teacher Prep Alumni Network

Teacher Prep alumni apply their passion for education and teaching in K-12 classrooms, the policy world, and in thriving careers in medicine, non-profits, business and higher education. The skills and knowledge gained in Teacher Prep serve alumni well to pursue exciting and varied career paths. Our alumni network spans the

globe and provides members access to resources, mentors with expertise, and fellow Tigers who are prepared to make a difference in education. The Network enables graduates of the program to be better informed of important educational issues and to share their passion to improve the quality of education in our nation's schools. To learn more about the amazing Teacher Prep alumni, please visit: <https://teacherprep.princeton.edu/alumni-network>

Domestic and International Teaching Fellowships

The Program in Teacher Preparation offers the following fellowship opportunities to Princeton students.

James Madison Fellowship

The James Madison Fellowship is available to seniors and recent graduates of Princeton who wish to become secondary school teachers of American history and social studies. The fellowships provides up to \$24,000 over a two-year period to help prospective teachers earn a master's degree with an emphasis on the United States Constitution. Studies can include completion of requirements for teacher certification. Applications are usually due in late February or early March. Potential candidates may apply directly for fellowships to:

James Madison Memorial Fellowship Program
P.O. Box 6304
Princeton, NJ 08541-6304
<https://www.jamesmadison.gov/>

The Annenberg Fellowship to Eton College

Eton College, an independent secondary boarding school for boys, situated on the Thames River across from Windsor Castle in the United Kingdom, offers a graduating senior or graduate student the opportunity to teach, coach and serve as an American ambassador to the school for an academic year. A monetary stipend, room and board, and one round trip air ticket are provided.

The Annenberg Fellowship is not available every year. Interested students should inquire with the Program in Teacher Preparation in the fall semester to find out whether the fellowship is being offered for the next academic year. When it is offered, applications are usually made in February, and Eton conducts interviews on the Princeton University campus in late March or early April.

The Aske-Princeton International Fellowship

The Haberdashers' Aske' Boys' School has established a partnership with Princeton University to provide one annual paid fellowship. The precise nature of the role will be shaped to fit the strengths and availability of the candidate appointed. The fellow will assist with academic activities and bring to the school a motivating presence and the inspiration of the highest standards of scholarship. Interested students should inquire in the office of the Program in Teacher Preparation in the fall semester regarding the upcoming academic year.

The Haileybury Fellowship

Haileybury is an independent co-educational boarding school located in Hertfordshire, 20 miles north of London. Each year Haileybury offers a year-long teaching fellowship to graduating Princeton students. The school seeks to develop learners who are academically ambitious, intellectually curious, imaginative and independent. The selected Princeton graduates are expected to bring energy, enthusiasm, and innovation to the teaching and learning at the school. The teaching fellows are selected to challenge learners to progress and to challenge teaching processes to ensure that they remain at the forefront of educational delivery.

Students interested in learning more about the availability of fellowships and internships and the deadlines for application should schedule an appointment with Dr. Todd Kent (twkent@princeton.edu).

In addition to preparing Princeton University students to become certified teachers, the Program in Teacher Preparation is responsible for other important initiatives.

Questioning Underlies Effective Science Teaching (QUEST)

QUEST is a professional development program for local elementary, middle school and high school teachers that is held each summer. The program offers a unique opportunity for teachers to enhance their knowledge of science and math by engaging in laboratory experiments and field experiences led by the faculty and staff of the University and scientists from neighboring institutions. Students in the Program in Teacher Preparation and alumni have the opportunity to participate in QUEST at no cost. Please contact Dr. Jessica Monaghan (jmonaghan@princeton.edu) in the office of the Program in Teacher Preparation for additional information.

Teachers as Scholars (TAS)

Teachers as Scholars is a partnership between Princeton University and the surrounding school districts formed with the objective of providing scholarly and intellectually engaging opportunities for teachers. The TAS program provides seminars for area teachers during the academic year. All seminars are taught by faculty and staff from Princeton University. The seminars span a wide range of topics and subject areas, and are intended to promote life-long learning by teachers at both the elementary and secondary school levels.

For additional information please contact Dr. Ashley Taylor Jaffee (atjaffee@princeton.edu) in the office of the Program in Teacher Preparation.

The New Jersey Professional Standards for Teachers

The Program in Teacher Preparation bases its general requirements and course work on the New Jersey Professional Standards for Teachers

New Jersey Professional Standards for Teachers

developed by the New Jersey State Department of Education and adopted by the New Jersey State Board of Education. The standards are aligned very closely with the InTASC national standards and are part of the State's official licensure code and reflect the professional consensus of what beginning teachers should know and be able to do. In addition, these eleven standards provide the framework for the rubrics developed and used by the Program in Teacher Preparation staff to assess the student's teaching performance prior to making the recommendation to the State for a teaching license. When students are admitted to the program, they receive a copy of the New Jersey Professional Standards for Teachers, including the overarching statement listed below along with the performance indicators, essential knowledge and critical dispositions in support of each standard.

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environment

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and

meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved student learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning,

to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Ethical Practice

Teachers shall act in accordance with applicable policies as well as legal and ethical requirements, and shall use integrity and fairness to promote the success of all students.

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