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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 students’ subject area expertise and develop their theoretical and professional knowledge base using research of effective practices and accepted standards within the profession;

- Requires that students demonstrate and defend the application of their acquired knowledge and skills in the classroom;

- Collaborates with a range of partners to create and maintain a professional network and integrated outreach programs that support our students’ learning and benefit our community;

- Assists students in their transition from the University to a professional environment by helping them to find placements and offering support to them in their first years of service.

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

- Nelson Mandela
The Program in Teacher Preparation:

1. Develops students who demonstrate the highest standards of the teaching profession by promoting student-centered learning, displaying a deep understanding of their subject; and act with care in promoting the success and wellbeing of all their students.

2. Individualizes learning experiences, encourages reflection, and provides mentoring to support the variety of ways in which its students seek to apply the skills and attributes acquired while in Teacher Prep.

3. Provides quality outreach and development programs that benefit the communities the Program serves and enhance the professional growth of its faculty, students 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.
The Program in Teacher Preparation offers Princeton University undergraduates, graduate students, and alumni the opportunity to earn a New Jersey teaching license and the University certificate.

Teacher Prep also offers an Urban Specialization for students interested in urban teaching, policy, or urban school leadership. Students may select to participate in the Urban Specialization with or without completing the requirements for state licensure for teaching.

Application Procedures

Those interested in completing the requirements for state licensure and/or the University certificate in Teacher Preparation must apply for admission to the Program in Teacher Preparation. To be considered for admission, students who plan to begin the program as undergraduates must have a minimum Grade Point Average (GPA) of 2.75 at the time of application and a minimum GPA of 3.0 at the conclusion of the Program and submission of their application for New Jersey certification.

The program also offers a post-baccalaureate program for graduate students and alumni. Post-baccalaureate students must provide an undergraduate transcript for review. While there is no minimum Grade Point Average (GPA) for admission to the post-baccalaureate program, students must complete the program with a minimum GPA of 3.0 in their post-baccalaureate coursework in order to be recommended for a state teaching license.

Students with a Grade Point Average (GPA) below 3.0 at the conclusion of the Program, either undergraduate, graduate, or alumni, may still be eligible for certification if other conditions are met in regard to GPA and PRAXIS II test scores.

The New Jersey State Department of Education requires all candidates entering a Certificate of Eligibility with Advanced Standing (CEAS) educator preparation program meet the State’s basic skills requirement prior to starting coursework in 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 PRAXIS Core Skills Test prior to admission. For information about the required cut score, please see the following New Jersey State Department of Education website:
All applicants are required to submit a letter of recommendation. This letter may come from a member of the University faculty or administration, from a former teacher, or from any professional who can attest to a student’s potential as a teacher.

Students are encouraged to apply early, during the freshman or sophomore year. By applying early, students are assigned a Teacher Prep advisor to guide the student in choosing their courses and completing the requirements for a teaching license. Juniors and seniors may also apply to the program, but they should consult with a member of the program staff before submitting an application.

There is a separate application process for students interested in the Urban Specialization option.

Contact Dr. Todd Kent (twkent@princeton.edu) or Dr. Christopher Campisano (ccampisa@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). Over sixty percent of program students earn the ETS Recognition of Excellence award, given to the top 15 percent of test takers nationally in their subject areas. To enroll in the Program, students must complete a two-stage application process and meet the minimum GPA requirements described above.

Areas of Certification and Subject Course Requirements
The Program offers students the opportunity to earn state subject area licensure that enables them to teach at the middle school (grades 6-8) and/or secondary school levels (grades 9-12) in the following academic areas: Art, English, mathematics, music, psychology, the sciences, the 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 II 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.

General Education Courses
The State of New Jersey requires candidates for teacher certification complete courses to fulfill “General Education” requirements, and these 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 the Teacher Prep adviser. Students may use the pass/D/fail option for courses satisfying
the Fine Arts requirement and other General Education courses not used for subject area certification.

- **Fine Arts**: includes courses in creative writing, dance, film, music, theater, visual arts, and selected courses from the Department of Art and Archaeology as determined by the Teacher Prep adviser;

- **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, psychology and linguistics (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);

**Professional Education Courses**

Professional education course requirements are subject to change, pending regulations approved by the New Jersey State Department of Education. Currently, students are required to complete a single semester of student teaching during their senior year or in the semester after graduation. Beginning in the spring of 2020, undergraduate students will be required to complete 175 clinical hours prior and in addition to the full semester of practice teaching. As a result, the full semester of student teaching must be done in a semester after graduation to accommodate the new requirements. For post-baccalaureate students, this requirement will begin in the fall of 2019. All students, beginning in the 2018-2019 academic year, will be required to successfully pass a performance assessment in order to earn a New Jersey teaching license. In addition to the general education and teaching area requirements, the professional education sequence includes the following:

**Introductory Practicum**

After a student’s application to the Program has been accepted, the student 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 that guide the profession. The IP consists of selected readings, 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 this requirement. If necessary, the school visits can also be individually scheduled. The IP is not a regularly scheduled, credit-bearing class.

**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 course work, students perform a minimum of three classroom observations for a total of 12 hours. In extreme cases of scheduling conflicts, students may petition the Program to have an alternative course accepted to complete the educational psychology requirement. 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 the Teacher Certificate Program 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 of Teaching (TPP 301)**

The Seminar on Student Learning and Methods of Teaching prepares students to step into the classroom and begin their practice teaching. 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, numeracy, special education, linguistic and cultural diversity, and other topics directly related to the course content. Students also work with practitioners from local schools on subject-specific methods for the student’s area of certification. Students participate in 18 hours of site-based field experiences during which they work with a host teacher in their respective teaching fields to
learn about grade level-specific curriculum and methodology. Students observe in an urban charter school and in a local, public school. The field work includes the teaching of at least two lessons in which students must demonstrate the 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 practice teaching. 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, an individual consultation with the director of the Teacher Certificate Program and an evaluation of the student’s performance will be required before the student may continue in the Program.

Seminar on Education: Theory and Practice (TPP 401)

The Seminar on Education is a full-semester course taken in the afternoon/evening during the same semester as Practice Teaching (TPP 402). The seminar allows students to consider issues in education and their impact on schools, to examine current philosophies of teaching and successful classroom practices, and to explore instructional goals and rubrics appropriate for assessing student work. Students learn subject specific methods by working with practitioners from local schools in addition to readings and field experiences. The course assignments and requirements are closely linked to the practice teaching experience.

Practice Teaching (TPP 402)

Practice Teaching offers the opportunity to bring theories and ideas developed about teaching into practice as teachers in actual classroom settings. It is a full-time teaching commitment working with a cooperating teacher in an area school for a full semester. Student teachers follow their respective school calendar, which requires student teachers to work through some University recesses.

Students are placed with a cooperating teacher who has been carefully chosen by the Program staff in collaboration with the local school district and selected for their success as a teacher. 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. Student teachers create and deliver an original unit of instruction which includes development of both formative and summative assessments along with the analysis of student achievement data and its application to planned instruction.

Program staff members conduct a workshop for all cooperating teachers to prepare them for their responsibilities as a host teacher and to review evaluation criteria and procedures. In addition to six observations by Teacher Prep staff, there are two formal evaluations of the student teacher’s performance: an interim evaluation at the midpoint in the practice teaching period, and a final evaluation at the end. If a student teacher’s performance is deemed inadequate at the time of the interim evaluation, the student teacher may be advised to extend the practice teaching period beyond 12 weeks supported by an individualized improvement plan to address targeted areas identified by the Teacher Prep staff.

NOTE: Students must earn a grade of B- or higher in Practice Teaching in order to be recommended by the Program in Teacher Preparation for state licensure.

Course Float Option: Undergraduate students currently in the Program in Teacher Preparation scheduled to graduate 2019 and who plan to do their practice teaching during their senior year are required to “float a course” in a semester before their senior year, because no other course can be taken in the same semester with TPP 401 and TPP 402. Students must take 26 courses prior to senior year so that they only need to take five courses during senior year – three courses during one semester and the TPP 401 and TPP 402 during the student teaching semester. Before taking the course float option, students must obtain the approval of the director of Teacher Certification and their residential college dean.

Practice Teaching Option: The Practice Teaching
Option (PTO) makes it possible for undergraduate students scheduled to graduate in 2019 to take TPP 401 and TPP 402 in a semester after graduation (a ninth semester). It is highly recommended that students elect to do their practice teaching during a ninth semester so as to avoid conflicts with the many demands of the senior thesis and the requirements associated with the senior year. In fact, most students in the Program do elect the practice teaching option. Any student wishing to obtain certification in more than one subject area is required to do so during a ninth semester.

Detailed information about the Practice Teaching Option, including financial aid, availability of meals through the residential colleges, and options for housing are available from the office of the Program in Teacher Preparation.

Portfolio

The 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. The portfolio is evaluated at two checkpoints. The first evaluation occurs at the end of the semester just prior to the beginning of practice teaching, and the second is a formal defense of the portfolio that occurs at the completion of practice teaching. The defense must be successfully completed before the student’s application for certification can be submitted to the New Jersey Department of Education.

TPPCertificateandNominationforState Licensure

Students who successfully complete the Program requirements and also meet or exceed the minimum grade requirements will earn the University Certificate in the Program in Teacher Preparation and also 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. Students who wish to be recommended for the state CEAS must also complete the portfolio requirement.
Subject Area Certification

Listed below are the subjects in which certification is possible through the Program in Teacher Preparation with a summary of the requirements necessary for approval by the New Jersey Department of Education. The course requirements in the area of certification are similar to those in the departmental major, although certification can be obtained readily in subject areas other than one’s major. Students need eight courses (the equivalent of 32 semester credit hours) 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 adviser or any member of the Program staff to determine and verify the courses required for certification.

Certification course requirements can 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. Students may count 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. In addition, if a student earns a grade below C- in a content area course at Princeton University, that course cannot be counted toward certification.

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

- **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.

- **English** - Eight courses are required that include the study of language (linguistics), composition, and literature (English, American and world literature).
- **Mathematics** - Eight courses are required in mathematics through multivariable calculus, and include the study of probability and computer science.

- **Music** - Eight courses are required that include the history, appreciation, and analysis of music of diverse genres and cultures, theory, composition, and performance.

- **Biology** - Eight courses are required that include study in botany, 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 and chemistry of the environment.

- **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, the history of at least one other culture, economics, political science, and either sociology or anthropology. (Non-history majors must take a minimum of four history courses, including at least one course each in world history and United States history.)

- **World Languages** - (Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish) Eight courses are required in one language (grammar, composition, conversation, etc.) and its literature and culture, including a course in second language acquisition theory and related methodologies. 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. (Information about the course in second-language acquisition theory and related methodologies and about the proficiency tests is available from the student’s Teacher Prep adviser.)

- **Psychology Endorsement**—Students must earn a certificate in one of the certificate areas described above in order to pursue this endorsement. The psychology endorsement entitles the holder to teach psychology courses at the high school level. This endorsement requires completion of eight courses or thirty credits 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.

**NOTE:** 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 certificate may require a state-specific test or other specific course requirements stipulated by a particular state. Students interested in being certified to teach in other states are urged to consult the Web page of the departments of education of the states for which they are seeking certification to learn about the specific requirements of those states. Those Web pages can be accessed through the Employment Resources page of the Program in Teacher Preparation Web site (www.princeton.edu/teacher). Students also may consult with the staff of the Program in Teacher Preparation for further information or guidance.

**PRAXIS II (Professional Assessment for Beginning Teachers); Subject Assessments**

Students must pass the PRAXIS II examination(s) in the subjects for which they are seeking certification. Students completing their practice teaching in the fall are expected to take the PRAXIS II examinations no later than the November administration, and those completing
practice teaching in the spring are expected to take the examinations no later than the March administration. For more information about PRAXIS II and the administration dates and sites, go to:

https://www.ets.org/praxis/

Health Education

This requirement is satisfied by any college biology course, an Advanced Placement (AP) biology course, or a test administered through the office of the Program in Teacher Preparation.
Financial Aid Eligibility and Requirements

All students who received financial aid as undergraduates are eligible for financial assistance for the ninth semester practice teaching option. 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.

Special scholarship funds are available to eligible students earning certification in mathematics, the sciences or humanities. These funds must be used to help cover the costs of tuition, room and board, and the application fee for New Jersey teacher certification. In addition, students receive some funding to purchase instructional materials and supplies used during their practice teaching.

Students are also eligible to apply for loans for the ninth semester. 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, but they cannot receive teacher certification. According to federal law, all non-U.S. citizens wishing to obtain 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 all of the Program in Teacher Preparation requirements have been met and a green card obtained, international students are eligible for certification.

Teacher Placement Service

In addition to preparing Princeton students for a career in teaching, the Program in Teacher Preparation provides a placement service. During the final semester of the Program, students should gather and submit all the materials required for the placement dossier: the application form, a list of the courses taken, a résumé, and four recommendations (at least two from professors and one from their cooperating teacher and/ or supervisor). Students and alumni may consult the program Web page for information on job openings. When applying for
any teaching positions, the dossier is sent out at no charge for students currently enrolled at the University.

During each academic year, two placement workshops are held to provide information on writing a résumé, on interviewing techniques and on job search procedures. At times representatives from independent and public schools may come to campus to interview students. Announcements about workshops and interviews are posted in the *Daily Princetonian* and in the Employment Opportunities area on the Teacher Prep Web site throughout the year.

**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.
The Program in Teacher Preparation offers fellowship opportunities to Princeton students. Students interested in learning more about the availability of fellowships and internships and the deadlines for application should schedule an appointment with Dr. Christopher Campisano, ccampisa@princeton.edu.

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 provide 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. Princeton may nominate up to three seniors or recent graduates each year. Potential candidates may also apply directly for fellowships to:

James Madison Memorial Fellowship Program  
P.O. Box 6304  
Princeton, NJ 08541-6304  
www.jamesmadison.com

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 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 in the office of 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’s 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 Woodrow Wilson-Rockefeller Brothers Fund Fellowship

The Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color is available to undergraduate students of color who are in their senior year. The fellowship provides up to $30,000 in financial assistance to students of color who apply and enroll full-time in an approved graduate school program in teacher education or in an education related program in the fall following graduation. The goal of the fellowship is to increase the number of highly qualified teachers of color in K-12 public education in the United States. Princeton University can nominate up to three students each year. Applications are available in the fall.

The Sherborne School U.S. Foundation Fellowship

Sherborne is a boys’ independent school in England, founded by Royal Charter in 1550, but with roots going back to the origins of the See of Sherborne in 705. At present there are eight boarding houses containing about 600 boys (aged 13-18), most of whom are boarders. The Foundation Fellow is charged with working at the School for the academic year - teaching, tutoring, other duties and any areas of the school in which the individual has a particular interest or expertise. The job is designed to give recent graduates an opportunity to gain experience of living and working in a boarding school environment or seeking work experience before embarking on a teaching career.

For information about these fellowships, please contact Dr. Christopher Campisano by phone (609) 258-3336 or e-mail ccampisa@princeton.edu.
In addition to preparing Princeton University students to become certified teachers, the Program in Teacher Preparation is responsible for four other important initiatives.

**Princeton University Preparatory Program (PUPP)**

Founded in 2001 by the Princeton University Program in Teacher Preparation, the Princeton University Preparatory Program (PUPP) is a rigorous, academic and cultural enrichment program that supports high-achieving, low-income high school students from local districts. The multi-year, tuition-free program prepares participants for admission to and ongoing success within selective colleges and universities.

Students are selected to become PUPP Scholars during the spring of their freshmen year of high school. Acceptance into PUPP is contingent upon a student’s academic record, state exam scores, a writing sample, house-hold income, and performance in a small group interview, as well as leadership potential and commitment to pursuing higher education. Once selected, PUPP Scholars participate throughout the remainder of their high school career. Scholars complete three, intensive six-and-a-half week summer institutes at Princeton and take part in school-year programming, including weekly after-school academic enrichment sessions and a series of cultural excursions. PUPP works directly with students and their parents during the senior year to provide guidance and support during the college admissions and financial aid process. PUPP alumni receive support with their transition to college and guidance throughout their collegiate career.

Princeton students, particularly those enrolled in the Program in Teacher Preparation who are interested in working as teaching assistants during the summer or as mentors and tutors during the school year, are urged to contact Dr. Jason Klugman or Mr. Torey Wilson in the office of the Program in Teacher Preparation.
Questioning Underlies Effective Science Teaching (QUEST)

QUEST is a professional development program for local elementary, middle school and high school teachers that is held for two weeks 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 may have the opportunity to participate in QUEST. Anyone who is interested should contact Dr. Anne Catena in the office of the Program in Teacher Preparation for 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 lifelong learning by teachers at both the elementary and secondary school levels.

The Prison Teaching Initiative (PTI)

The Prison Teaching Initiative (PTI) aims to reduce incarceration rates in New Jersey by increasing access to post-secondary education in state prisons. Courses in math, natural sciences, humanities, and social sciences are taught by volunteer instructors, including university faculty, staff, postdoctoral fellows, graduate students, alumni, and community members. Courses are developed by PTI instructors, accredited through Raritan Valley Community College and Mercer County Community College, and lead to an Associate of Arts degree. Credits earned can be transferred to any community and four-year college in the state. For more information about PTI, please contact Mr. Torey Wilson in the office of the Program in Teacher Preparation.
The Program in Teacher Preparation bases its general requirements and course work on the 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 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 complete 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
   The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common 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 legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.