

**Narrative for The Urban Teacher Education Program at  
Rutgers, The State University of New Jersey, Newark  
(Rutgers University-Newark)**

The Urban Teacher Education Program (UTEP) is a 30-credit course of study that leads to a New Jersey State Teacher Certification in secondary education. It operates in partnership with [New Jersey Institute of Technology](#). UTEP engages teacher candidates through a series of nine courses organized into four clusters. Cluster I courses inform teacher candidates about the foundations of education in the United States and the development of the adolescent, as well as build an understanding of urban environments. In Cluster II courses, teacher candidates learn how to use instructional technology and evaluation. Cluster III courses explore curriculum design and bridge content knowledge with pedagogical practices. Lastly, Cluster IV courses provide TCs with field experiences in secondary classroom settings in Newark, including student teaching.

Through its courses, UTEP seeks to prepare critically reflective teacher candidates who are equipped to teach a racially, ethnically, economically, and linguistically diverse student population for New Jersey. To accomplish this mission, UTEP ensures that teacher candidates have obtained a satisfactory level of mastery of *our* six principles of teaching known as **SUPER6**. These principles encapsulate what UTEP believes to be the core teaching proficiencies of an effective urban educator. Additionally, **SUPER6** provides all stakeholders a common language when discussing practice.

**UTEP's Principles of Teaching:**

**Principle 1: Subject Matter and Curriculum Aptitude**

Teacher candidates know and understand the content area for which they are seeking New Jersey teacher certification.

**Principle 2: Understanding Your Learner**

Teacher candidates understand the development of learners and value the diversity of the students they teach.

**Principle 3: Pedagogical Content Knowledge**

Teacher candidates plan and deliver effective instruction that advances the scholarship of each individual learner.

**Principle 4: Evaluation of Achievement**

Teacher candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Principle 5: Readiness for Establishing and Maintaining Effective Learning Environments**

Teacher candidates create learning environments that promote high levels of learning and achievement for all learners.

**Principle 6: Educational Professionalism**

Teacher candidates understand the responsibility for their professional growth, performance and involvement as an individual and as a member of a learning community.

For more information, visit our website: <http://ncas.rutgers.edu/urbaned>.