



RUTGERS

Graduate School of Education

TEACHER EDUCATION PROGRAMS

APRIL 2018

Table Set 1:

Performance of Graduates, Rutgers Graduate School of Education (GSE)

Graduates of the Rutgers Graduate School of Education (GSE) Teacher Education Programs are employed in an NJ public school at a higher rate than their peers statewide. Additionally, state data show they positively impact P-12 learning, teach effectively in New Jersey public schools, and meet the expectations of their employers. Highlights include:

- Of Rutgers GSE’s CEAS certified completers in SY14-15, 74% were employed in a NJ public school as of 10/15/16, compared to 65% statewide.
- Of Rutgers GSE’s CEAS certified completers in SY14-15 who were employed and evaluated in a NJ public school during SY15-16, 76.1% were rated Highly Effective or Effective. 23.2% were not evaluated. Less than 0.6% were rated Partially Effective and no one was rated Ineffective.

Please see the below data taken from the [New Jersey Department of Education’s Educator Preparation Provider Performance Report 2017](#) for further details.

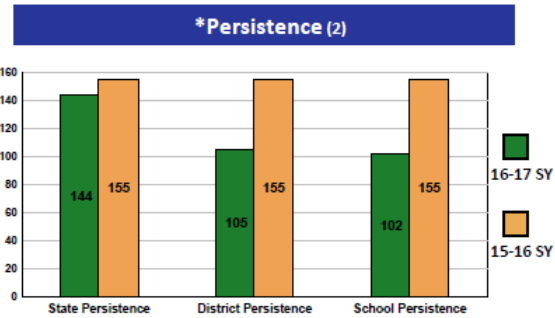
Rutgers - GSE - New Brunswick Report

The goal of this report is to share the available state data on novice teachers that this Educator Preparation Provider (EPP) recommended for certification. The visual to the right describes the categories of information based upon data available. To create the report, the New Jersey Department of Education has synthesized data from multiple sources: NJSmart, TCIS, NJSure and other state data collections. The base of the report is a 1 year cohort of teachers who were certified in 2014-2015 with a CEAS and/or employed in the 2016-2017 school year (SY) in a New Jersey public school as of October 15, 2016. Throughout the report, the graphics and tables reference their data source with a 1, 2, 3, or 4. For additional details see further explanation on the last page.

- Program Completer**
 - An individual who met all local requirements at a NJ preparation provider
- Certified**
 - A novice teacher who was recommended for a Certificate of Eligibility with Advanced Standing (CEAS) by their NJ preparation provider
- Employed**
 - A novice teacher employed in a NJ Public School
- Persisted**
 - A novice teacher who maintained employment 1 year later in a NJ Public School

Hire Rate (1,2)			
	2017		CEAS Statewide
Employed certified completer in 16-17 SY	169	74 %	65 %
CEAS certified completer in 14-15 SY	229		
2016			
	2016		CEAS Statewide
Employed certified completer in 15-16 SY	165	74 %	64 %
CEAS certified completer in 13-14 SY	222		

*The 1 year persistence count for the 16-17 SY is derived from the 14-15 SY certified completers

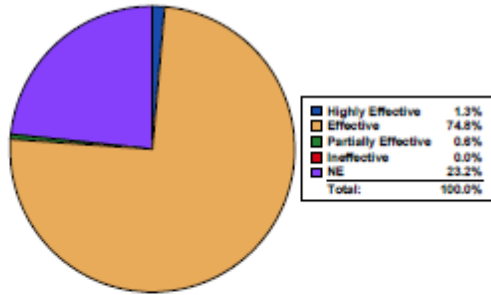


Persistence	Percent
Persisted In State in 16-17	92.9%
Persisted In District in 16-17	67.7 %
Persisted In School in 16-17	65.8 %

Novice New Jersey Public School Teachers Profile, cont'd

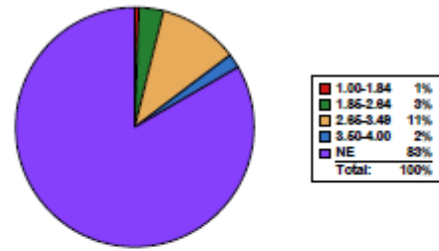
The charts and tables below capture [AchieveNJ](#) evaluation data for this EPP's 14-15 certified completers employed and evaluated in a New Jersey Public School during the 15-16 SY. The 'Evaluation' chart and table represents this EPP's employed completer's available summative evaluation rating. 'NE' means not evaluated. For further description about the evaluation tables, please see the last page.

Evaluation (2)



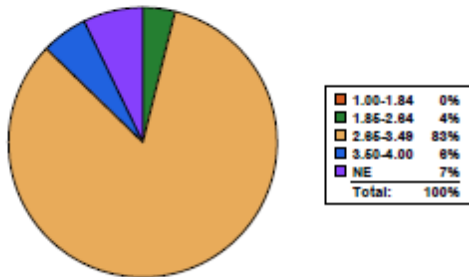
Summative Rating	Individuals evaluated in 15-16 SY
Highly Effective	2.00
Effective	118.00
Partially Effective	1.00
Ineffective	0.00
NE	38.00

Evaluation : Teacher SGP Score (2)



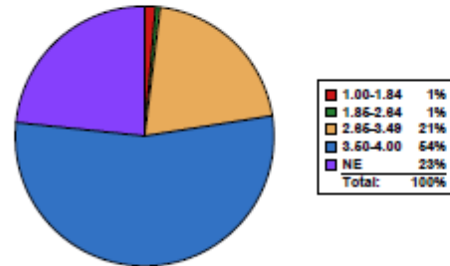
Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	1.00
1.85-2.64	5.00
2.65-3.49	17.00
3.50-4.00	3.00
NE	129.00

Evaluation : Teacher Practice Score (2)



Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	0.00
1.85-2.64	6.00
2.65-3.49	129.00
3.50-4.00	9.00
NE	11.00

Evaluation : Teacher SGO Score (2)



Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	2.00
1.85-2.64	1.00
2.65-3.49	32.00
3.50-4.00	84.00
NE	38.00

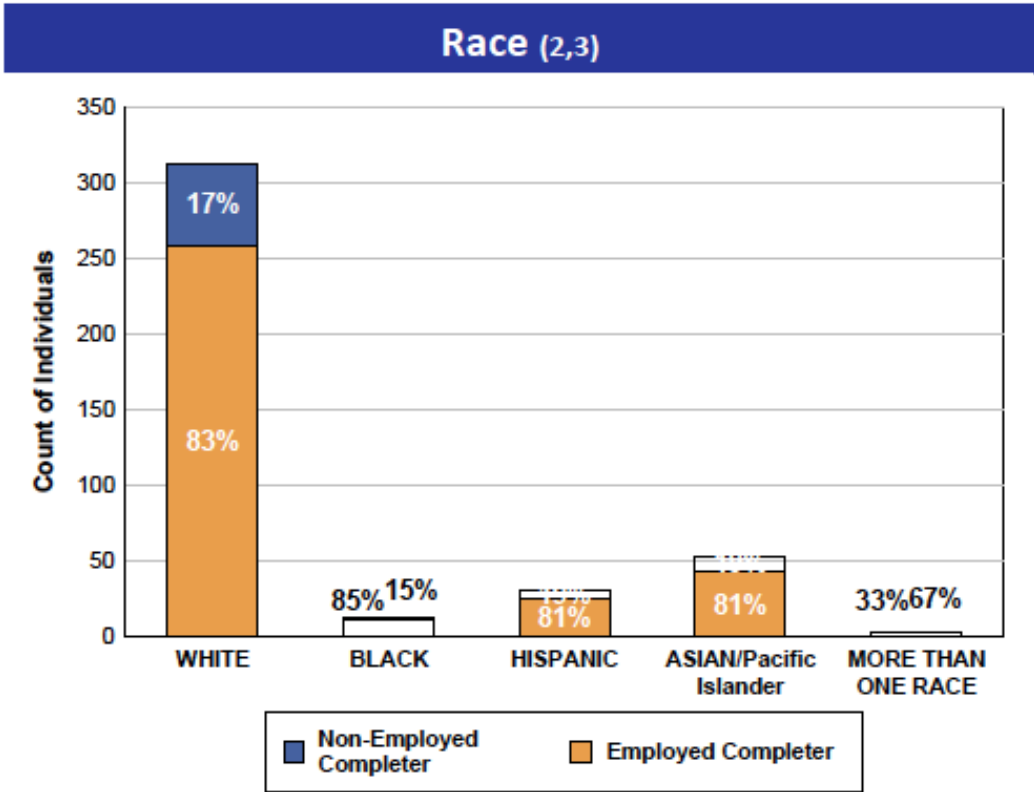


TABLE SET 2: Satisfaction & Clinical Experience

The GSE’s pre-service teachers are overwhelmingly satisfied with their experience. Of pre-service teachers who student taught during fall 2016, 87 completed a satisfaction survey. The below charts highlight responses to three key questions related to satisfaction.

Please share your experiences with your university supervisor	No Answer	Below Average	Average	Good	Very Good
1.Facilitated the initial adjustment to the field placement	22	1	9	12	43
2.Maintained a timely schedule of observation and evaluation	16	3	8	12	48
3.Scheduled visits in advance	18	1	3	14	51
4.Reviewed contents of field placement notebook	25	3	7	12	40
5.Reviewed lesson plans	16	1	8	16	46
6.Made specific, constructive comments on the components of lesson plans	18	2	6	15	46
7.Made specific, constructive comments on teaching strategies	16	1	4	16	50
8.Made specific, constructive comments on content and theory	17	2	5	15	48

9.Made specific, constructive comments on classroom management skills	18	1	4	12	52
10.Made specific, constructive comments on interpersonal skills	20	1	7	9	50
11.Conducted post-observation conference after each visit	18	4	3	10	52
12.Facilitated intern's active participation in post-observation conference	16	4	3	12	52
13.Facilitated communication between cooperating teacher and intern	23	4	8	13	39
14.Provided feedback grounded in research	22	3	7	13	42
15.Collaborated with the GSE	19	1	6	14	47
16.Made themselves available to the intern to discuss issues and questions that arose during the internship	18	3	8	12	46
17.I would recommend using this university supervisor again	16	3	7	11	50

Please share your experiences with your cooperating teacher	No Answer	Below Average	Average	Good	Very Good
1.Acted as a model and mentor	13	1	2	8	63
2.Proved knowledgeable in subject area(s)	13	0	3	4	67
3.Maintained a positive working environment with faculty and staff	13	0	3	5	66
4.Made intern feel welcomed at start of internship	14	1	0	6	66
5.Discussed expected outcomes for the internship	15	1	5	13	53
6.Facilitated a respectful, collaborative relationship	13	1	3	5	65
7.Provided data collected during observations to facilitate reflective, participatory dialogue	13	1	6	9	58
8.Provided honest, developmental feedback	14	0	4	9	60
9.Conducted frequent conferences about lesson plans	14	6	2	11	54
10.Shared lesson plans, units, and instructional materials	13	1	4	4	65
11.Introduced interns to relevant members of the school community	13	0	3	6	65
12.Maintained balance between hands-on guidance and encouragement and hands-off freedom for intern to make decisions and try new techniques	15	3	4	8	57
13.Modeled effective behavioral and classroom control within a positive environment	14	1	6	5	61

Please share your experiences with the school's	No	Below	Average	Good	Very
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administrators	Answer	Average			Good
1.Welcomed intern to the school	9	3	4	17	54
2.Provided appropriate orientation to the school	10	6	4	23	44
3.Provided intern with necessary materials	10	7	6	18	46
4.Provided necessary administrative support	9	5	7	18	48
5.Collaborated with GSE	12	3	11	20	41
6.I would recommend using this school again	6	3	6	9	63

Focus Group Data:

A random sample of 27 Elementary Education and 13 Language Education initial licensure students participated in focus groups during the 2015 - 2016 AY. The data showed the following trends:

- Students said that part of the problem was what appeared to be a lack of communication between the GSE and the schools, and, in turn, between principals and teachers. Sample comments:

I would say to coordinate with the school and have them have a cooperating teacher that's willing to have someone in their classroom once a week, willing to flexible to let them take over the class, teach them the lessons. My experience this past semester, he didn't really know what to do with me. A lot of the teachers if they're not comfortable having you in the classroom you're going to be sitting in the back of the classroom doing nothing. This is the only time that we're really in the school throughout the semester s so I think they [GSE] would be best to coordinate with the school and get a teacher that's willing to have someone in their classroom who's an aspiring teacher.

J. concurred, I think I taught once in the past two years of my practicum and I think a big reason is because the last three times I've been placed it's been like - - principals, they knock on the door and they say "here, she's with you once a week now."

I feel every time I go into a cooperating classroom for the first day the teacher is shocked that I'm there. I always think to myself who informs them that I am coming because a lot of times we talk to the principal and then they escort us to the classroom. I know for student teaching there has to be an agreement between the cooperating teacher and the student teacher. I feel like it should be a similar format when we do observations. I feel awful when I'm walking into a classroom and the teacher doesn't know I'm coming.

- The quality of the student teaching experience was mediated by the quality of the cooperating teachers. Multiple semesters with the same teacher or in the same school were viewed favorable:

The fact that for UTF we go back to the school we did our senior practicum helped out so much in terms of the flow of student teaching. I had a smooth process with my cooperating teacher because I was just in there for nine weeks during senior practicum. Had I not liked her, which is what happened with the middle school placement, I simply requested a different teacher, and I got it.

- Students reported varied experiences with their university supervisors. Some got the feedback and support they needed whereas others reported that their supervisors seemed unaware of current pedagogy and how schools operate. As S. described her supervisor, *“she was a very nice woman, but she gave me the weirdest advice and then talked about her horse for 40 minutes, which wasn't helpful at all.* Alternatively A. said, *“She gave me a lot of really helpful, like constructive criticism, and she told me what I did well.* S. a language education student while finding her supervisor very supportive reported that she was not qualified in ESL and therefore the advice she gave was not always appropriate.
- Students reported a lack of preparation for student diversity. As E described, *“I felt like I knew how to plan and teach, but when students have so many issues, it is really hard. I wasn't prepared for students with special needs or students who didn't speak English.”* Similarly, JS reported, *“My kids were great. But, honestly, some students just had tough home lives and that was not something I knew how to address... and neither did my coop.”*

TABLE SET 3 - Program Completion and Licensure/Certification Rates

Once enrolled, students in Rutgers GSE Teacher Education Programs graduate at a high rate. Of students who began an initial teacher licensure program in fall 2015, 91.2% graduated in 2 years, the typical length of the program. Additionally, 99.5% of initial teacher licensure program completers were issued a license from the state of NJ.

Initial Teacher Licensure Program Participants Who Began in Fall 2015	Rate
Graduated in 2 Years	91.2%
Graduated in 2.5 Years	92.4%
Graduated or Still Enrolled	96.5%

Program Type	Number Issued License/Certification from State of NJ	Program Completers in SY16-17	Rate
Initial Teacher Licensure Programs	200	201	99.5%
Advanced Teacher Education Programs	106	120	88.3%

Loan Default Rate

As reported by the Department of Education, the student loan default rate for Rutgers: 3.3%. This most recent data is for FY14, and includes all of Rutgers, not just GSE students.

TABLE SET 4: CAEP Standard One

The Rutgers GSE is CAEP-accredited. CAEP Standard 1.1 states: candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Rutgers GSE students exceed these expectations with regard to content knowledge. This is encompassed within both the NJ Professional Standards for Teachers and the InTASC Standards: 4- Content Knowledge and 5- Application of Content.

- High GPA at time of admission, upon completion of undergraduate degree, and upon program completion
- High test scores (ACT, SAT, GRE, Praxis Core) which are part of Rutgers GSE's admissions criteria
- High Praxis II (Subject Test) scores

CAEP Standard	InTASC / NJ Professional Standards for Teachers	GPA Data	Mean	Standard Deviation
1.1	4, 5	GPA at Admission	3.435	0.308
1.1	4, 5	Final Undergraduate GPA	3.517	0.260
1.1	4, 5	Final GSE GPA	3.904	0.192

CAEP Standard	InTASC / NJ Professional Standards for Teachers	Admissions Entrance Exam	Mean	Standard Deviation	Admissions Criteria - Minimum Score	N
1.1	4, 5	ACT - Overall	24.7	1.578	23	7
1.1	4, 5	SAT (Verbal)	604.8	64.789		74
1.1	4, 5	SAT (Math)	618.1	55.138		74
1.1	4, 5	SAT (Writing)	621.2	60.386		74
1.1	4, 5	SAT - Combined	1842.6	130.612	1660	74
1.1	4, 5	GRE (Verbal)	162.5	3.571		4
1.1	4, 5	GRE (Quantitative)	159.5	6.344		4
1.1	4, 5	GRE (Verb + Quant)	322.0	8.515	310	4
1.1	4, 5	GRE (Written)	4.6	0.415	4	4
1.1	4, 5	Praxis Core (Reading)	183.7	10.608	156	75
1.1	4, 5	Praxis Core (Math)	172.0	14.087	150	75
1.1	4, 5	Praxis Core (Writing)	173.4	7.161	162	75
1.1	4, 5	N/A - No Test Required at Time of Admission	N/A	N/A	N/A	9

CAEP Standard	InTASC / NJ Professional Standards for Teachers	Praxis II (Subject Test) ¹	Mean	Median	National Mean Range ²	National Median ²
1.1	4, 5	Biology Content (n=14)	179.4	178.5	153-175	163
1.1	4, 5	Chemistry Content (n=3)	166.3	164	149-175	160

¹ N=1 for the following tests: Early Childhood Content Knowledge, Elementary Education Content Knowledge, Middle School English Language Arts (paper copy), Middle School Social Studies

² According to *ETS: Understanding your Praxis Scores 2017-2018*.

https://www.ets.org/s/praxis/pdf/uyps_1718.pdf, accessed Apr 27, 2018

1.1	4, 5	Early Childhood Education (n=7)	181.3	182	158-180	170
1.1	4, 5	Elem Ed/MS Math Subtest (n=81)	184.7	184	161-186	172
1.1	4, 5	Elem Ed/MS ELA Subtest(n=81)	176.8	177	161-179	170
1.1	4, 5	Elem Ed/MS Sci Subtest (n=81)	172.5	170	160-179	168
1.1	4, 5	Elem Ed/MS SS Subtest (n=81)	166.4	166	156-177	166
1.1	4, 5	ELA Content (n=22)	180.6	180.50	170-186	178
1.1	4, 5	Gen Science Content (n=22)	174.9	176	152-178	165
1.1	4, 5	Math Content (n=6)	171.2	171.5	136-169	159
1.1	4, 5	MS ELA (n=4)	165.3	166	155-172	165
1.1	4, 5	MS Math (n=19)	174.4	171	156-179	169
1.1	4, 5	MS Science (n=5)	162.0	165	146-171	159
1.1	4, 5	Physics Content (n=9)	169.0	169	138-168	152
1.1	4, 5	SS Content (n=26)	170.3	166.5	157-177	161
1.1	4, 5	Spanish (n=4)	174.3	186.5	159-186	174

TABLE SET 5: CAEP Standard One: Clinical Evaluation

Throughout their student teaching, GSE teacher candidates are observed in the classroom and assessed using Charlotte Danielson’s Framework for Teaching. The Framework is divided into four Domains: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. Classroom observations use Domains 2 and 3 to assess teacher candidates’ progress. The below chart shows mean and standard deviation by Domain, element, and overall, based on two evaluations, one conducted by the Rutgers University supervisor and one by the cooperating teacher. A 4-point scale is used, where 1- Unsatisfactory, 2- Basic, 3- Proficient, and 4- Distinguished.

InTASC / NJ Professional Standards for Teachers	Danielson’s Framework for Teaching	Rutgers Supervisor		Cooperating Teacher		Correlation
		Mean	Standard Deviation	Mean	Standard Deviation	
	2: The Classroom Environment	3.28	0.573	3.27	0.622	0.285
1, 2, 3	2a: Creating an Environment of Respect and Rapport	3.41	0.548	3.48	0.585	0.214
	2b: Establishing a Culture for Learning	3.36	0.581	3.36	0.589	0.193
	2c: Managing Classroom Procedures	3.30	0.582	3.13	0.640	0.199
	2d: Managing Student Behavior	3.21	0.569	3.07	0.640	0.308
	2e: Organizing Physical Space	3.13	0.539	3.30	0.563	0.064
	3: Instruction	3.27	0.589	3.28	0.604	0.199
9, 10, 11	3a: Communicating With Students	3.40	0.599	3.30	0.618	-0.004
	3b: Using Questioning and Discussion Techniques	3.28	0.593	3.18	0.592	0.067

1, 2, 3	3c: Engaging Students in Learning	3.30	0.573	3.34	0.597	0.201
6, 7, 8	3d: Using Assessment in Instruction	3.15	0.588	3.19	0.586	0.201
1, 2, 3	3e: Demonstrating Flexibility and Responsiveness	3.22	0.561	3.39	0.600	0.257
	Domains 2 & 3	3.28	0.448	3.27	0.460	0.269

TABLE SET 6 - CAEP Standard One: edTPA Pilot

The state of NJ mandates that as of AY17-18, in order to receive certification, teacher candidates must take the edTPA, a performance-based, subject-specific assessment focused on the pre-service teacher's ability to perform three key tasks: planning, instruction and assessment. The edTPA is aligned to CAEP Standards 1.1-1.5, 3.3, 3.5, and 3.6. It is also aligned to Charlotte Danielson's Framework for Teaching, Domains 1a-1f, 2a-b, 2d-e, 3a-e, 4a, and 4f. Rutgers GSE students seeking initial teacher licensure learn to plan, instruct, and assess prior to program completion. The below chart shows data from GSE's edTPA pilot which occurred during AY16-17, when teacher candidates in New Jersey were not required to complete the edTPA. There were 17 students who voluntarily took the edTPA as part of this pilot. Based on AY17-18 and AY18-19 NJ requirements to complete the edTPA with no cut scores, 94% (16/17) met the threshold with 1 student earning an incomplete. The edTPA uses a 5-point scale, however only experienced classroom teachers would earn scores of 4 or 5 on individual rubrics and those scores are not expected for pre-service teachers.

edTPA Pilot Data: AY16-17; 17 test takers					
CAEP Standard	edTPA Task	edTPA Rubric	Danielson Domains	Mean Score on 5-point edTPA Scale	Standard Deviation
1.1, 1.2, 1.4, 1.5, 3.3	Task 1: Planning	1: Planning for Content Understandings	1a, 1c, 1e	2.53	0.848
1.1, 1.2, 1.4, 3.3, 3.6		2: Planning to Support Varied Student Needs	1a, 1b, 1d, 1e, 3c	2.53	0.848
1.1, 1.2, 1.4, 1.5, 3.3		3: Using Knowledge of Students to Inform Teaching and Learning	1b, 1d, 1e, 3c	2.68	0.923
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6		4: Identifying and Supporting Language Demands	1b	2.40	0.800
1.1, 1.2, 1.4, 1.5		5: Planning Assessments to Monitor and Support Student Learning	1b, 1c, 1d, 1f, 3d	2.47	0.776
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	Task 2: Instruction	6: Learning Environment	2a, 2b, 2d, 2e	3.06	0.235
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6		7: Engaging Students in Learning	2b, 3a, 3b, 3c	2.76	0.546
1.1, 1.2, 1.3, 1.4, 1.5, 3.5		8: Deepening Student Learning	3b	2.71	0.570

1.1, 1.2, 1.3, 1.4, 1.5, 3.5		9: Subject-Specific Pedagogy		2.59	0.691
1.1, 1.2, 1.4, 1.5, 3.3, 3.6		10: Analyzing Teaching Effectiveness	3e, 4a	2.29	0.749
1.1, 1.2, 1.4, 1.5, 3.6	Task 3: Assessment	11: Analysis of Student Learning	3d	2.56	0.683
1.1, 1.2, 1.4, 1.5, 3.6		12: Providing Feedback to Guide Learning	3d	2.71	1.015
1.1, 1.2, 1.4, 1.5, 3.6		13: Student Use of Feedback	1f, 3d	2.59	0.844
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6		14: Analyzing Students' Language Use and Content Understanding	3a	2.60	1.020
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6		15: Using Assessment to Inform Instruction	1f, 3d, 4a	2.88	0.582
		Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings		1.83
	17: Analyzing Individual Student Work Samples			2.33	0.471
	18: Using Evidence to Reflect on Teaching			1.83	0.373