RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:
Initial Teacher Licensure and
Advanced Certification

APRIL 2019

CAEP Annual Reporting Measures

PART 1 - MEASURES OF PROGRAM IMPACT (Impact Measures 1-4, CAEP Standard 4)

Measure 1: Impact that completers' teaching has on P-12 learning and development (p. 3)
- **Value Added Ratings**

Measure 2: Indicators of teaching effectiveness (p. 5)
- **ACHIEVE NJ Ratings**
- **Completer Demographics**
- **Basic Proficiency Scores of Rutgers Candidates**
- **Praxis II Test Results**
- **Clinical Evaluation Rating of Candidates**
- **edTPA Scores of Candidates**

Measure 3: Results of employer surveys, and including retention and employment milestones (p. 16)
- **Principal and Administrator Survey**

Measure 4: Results of completer surveys (p. 19)
- **Program Surveys**

PART 2 – MEASURES OF PROGRAM OUTCOMES AND CONSUMER INFORMATION (Outcome Measures 5-8, CAEP Standard 5)

Measure 5: Graduation rates from preparation programs (p. 25)
- **Completer Rates from Programs**

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements (p. 28)
- **Certification Rates**

Measure 7: Ability of completers to be hired in education positions for which they are prepared (p. 30)
- **State Data on Employment**
- **State Survey Question**
- **State Full-Time Employment Data**

Measure 8: Student Loan Default Rates and Financial Information (p. 36)
- **Rutgers Student Loan Default Rate**
- **Scholarships Available**

Click the links above to jump to each data source.

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Measure 1: Impact that completers' teaching has on P-12 learning and development

Value Added Ratings – *New Jersey (NJ) state ratings of teachers' impact on gains in student learning are measured in one of two ways: a) by standardized test scores of the students in their classes (Student Growth Percentiles – SGP) or b) by a growth measure developed by teachers and approved by administrators (Student Growth Objective – SGO).* (Back to Part 1)

The goal of the below report, recently released by the NJ Department of Education, is to share the available state data on novice teachers that each Educator Preparation Provider (EPP) recommended for certification. Excerpts are found throughout this report, and the full report can be found on the Rutgers GSE website, in the "NJ Department of Education's Rutgers – New Brunswick Teacher Education Performance Report" section, here. These results show the average scores of Rutgers graduates who received a Certificate of Eligibility with Advanced Standing (CEAS) and the state average for other Educator Preparation Providers (*NJ CEAS Providers*). This allows Rutgers to compare it's outcomes with statewide data. Though the SGP and SGO data represents a only a small share of Rutgers recent graduates (19) and the rest are not evaluated (NE), they are rated Highly Effective or Effective at a higher rate than other CEAS holders across the state.

New Jersey Department of Education
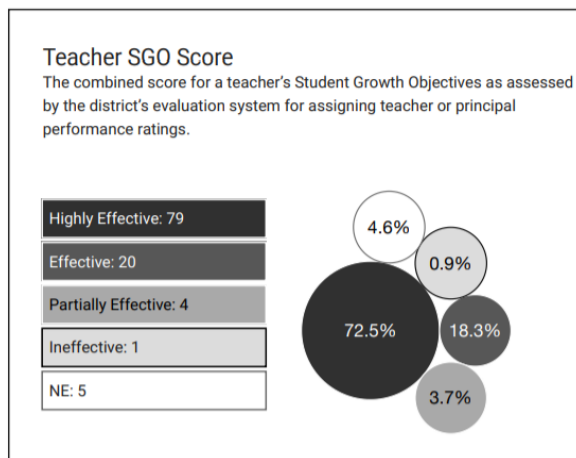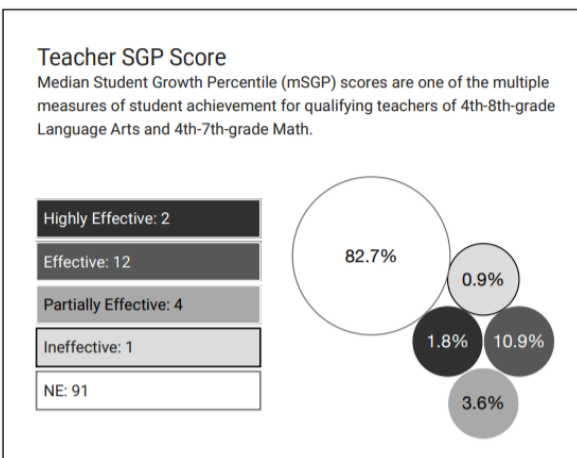Educator Preparation Provider Performance Reports

Rutgers University - New Brunswick
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2018

Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.

Teacher SGP Score
Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.

Highly Effective: 2	
Effective: 12	
Partially Effective: 4	
Ineffective: 1	
NE: 91	

82.7% 0.9% 1.8% 10.9% 3.6%

Teacher SGO Score
The combined score for a teacher's Student Growth Objectives as assessed by the district's evaluation system for assigning teacher or principal performance ratings.

Highly Effective: 79	
Effective: 20	
Partially Effective: 4	
Ineffective: 1	
NE: 5	

4.6% 0.9% 72.5% 18.3% 3.7%

New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing
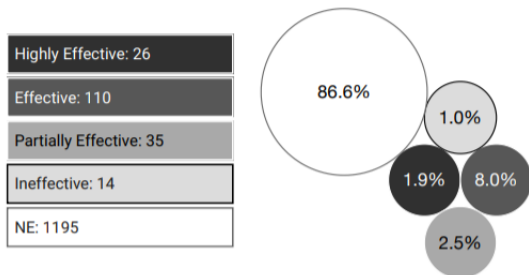
2018

Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.
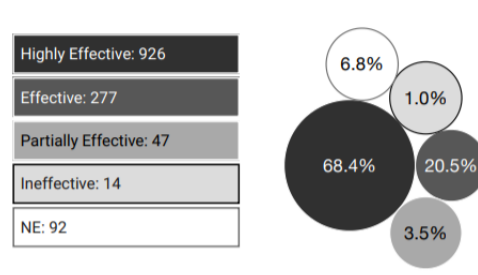
Teacher SGP Score

Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.

Highly Effective: 26	
Effective: 110	
Partially Effective: 35	
Ineffective: 14	
NE: 1195	

86.6%
1.0%
1.9%
8.0%
2.5%

Teacher SGO Score

The combined score for a teacher's Student Growth Objectives as assessed by the district's evaluation system for assigning teacher or principal performance ratings.

Highly Effective: 926	
Effective: 277	
Partially Effective: 47	
Ineffective: 14	
NE: 92	

6.8%
1.0%
68.4%
20.5%
3.5%

*   *   *   *   *   *

4

Measure 2: Indicators of teaching effectiveness

ACHIEVE NJ Ratings – *As mandated under the NJ Teacher Evaluation System, all teachers are rated by their principals or school administrators. These ratings fall into two categories: a) Summative Score and b) Teacher Practice Score. The Summative Score in a compilation of the SGO, SGP, and Teacher Practice Score. The Teacher Practice Score is based on observations of instruction made by a school administrator and evaluated using one of the state approved, validated measures to evaluate teaching performance. The Danielson Framework for Teaching is one of these measures.* (Back to Part 1)

The Summative Score and Teacher Practice Score data reflect more Rutgers recent graduates than SGP and SGO scores do – 81 were rated and given Summative Scores and 106 received Teacher Practice Scores. Again, they are rated Highly Effective or Effective at a higher rate than other CEAS holders across the state.

New Jersey Department of Education
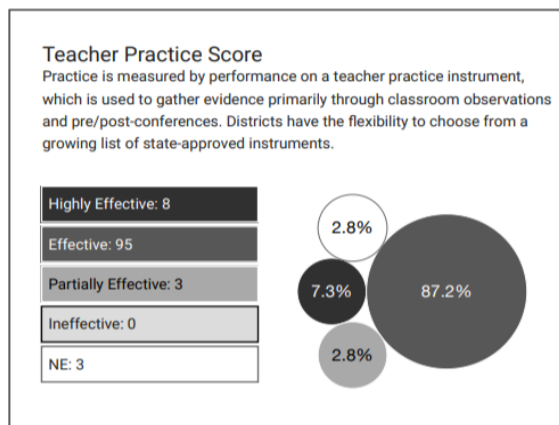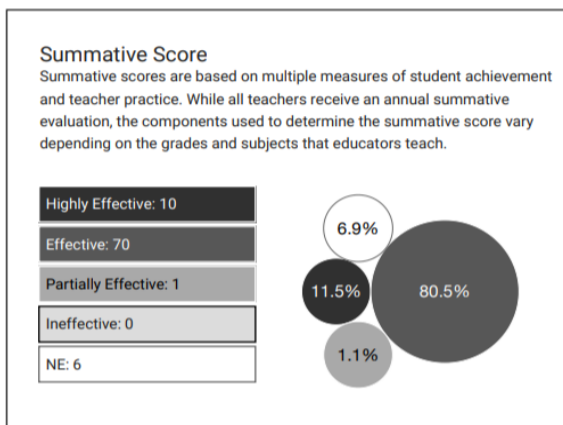Educator Preparation Provider Performance Reports

Rutgers University - New Brunswick   2018
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.

HIGHLY EFFECTIVE	EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE	NE
Score: 3.50-4.00	Score: 2.65-3.49	Score: 1.85-2.64	Score: 1.00-1.84	(Not Evaluated)

Summative Score
Summative scores are based on multiple measures of student achievement and teacher practice. While all teachers receive an annual summative evaluation, the components used to determine the summative score vary depending on the grades and subjects that educators teach.

Highly Effective: 10	6.9%
Effective: 70	80.5%
Partially Effective: 1	11.5%
Ineffective: 0	1.1%
NE: 6	

Teacher Practice Score
Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments.

Highly Effective: 8	2.8%
Effective: 95	87.2%
Partially Effective: 3	7.3%
Ineffective: 0	2.8%
NE: 3	

New Jersey Department of Education
Educator Preparation Provider Performance Reports
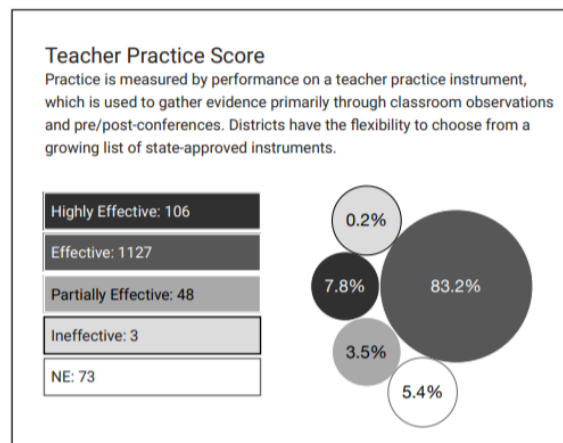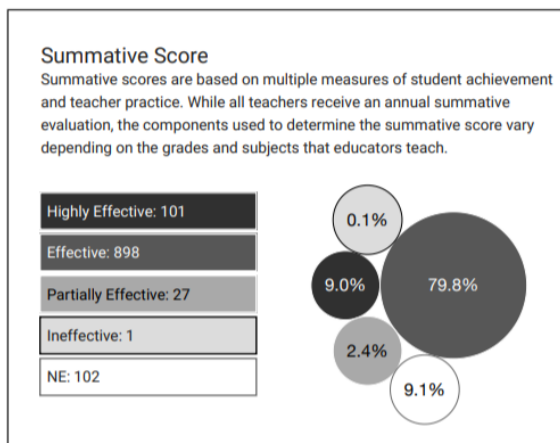
NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing

2018

Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.

■ **HIGHLY EFFECTIVE** Score: 3.50-4.00	■ **EFFECTIVE** Score: 2.65-3.49	■ **PARTIALLY EFFECTIVE** Score: 1.85-2.64
□ **INEFFECTIVE** Score: 1.00-1.84	□ **NE** (Not Evaluated)	

Summative Score

Summative scores are based on multiple measures of student achievement and teacher practice. While all teachers receive an annual summative evaluation, the components used to determine the summative score vary depending on the grades and subjects that educators teach.

Highly Effective: 101	
Effective: 898	0.1%
Partially Effective: 27	9.0% 79.8%
Ineffective: 1	2.4%
NE: 102	9.1%

Teacher Practice Score

Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments.

Highly Effective: 106	
Effective: 1127	0.2%
Partially Effective: 48	7.8% 83.2%
Ineffective: 3	3.5%
NE: 73	5.4%

Completer Demographics – *The data show the racial and gender make-up of Rutgers graduates as compared to the completers in the state, as well as a comparison of the teacher candidate / workforce population and the NJ student population.* (Back to Part 1)

The Rutgers graduates, based on gender and race, represent minimal diversity. The majority are women and are white, which is similar to the demographics of completers and teachers around the state. There is a vast difference in demographics in our teacher candidate / workforce population and our NJ student population. Because we know that there is value added from having a diverse pool of teachers in public schools and that teachers of color in particular have proven to advance the learning of their students, the demographics of completers is germane to anticipated effectiveness. We strive to have a candidate pool, and program participants and completers, who more closely reflect the students they will teach.

New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - New Brunswick

2018

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.
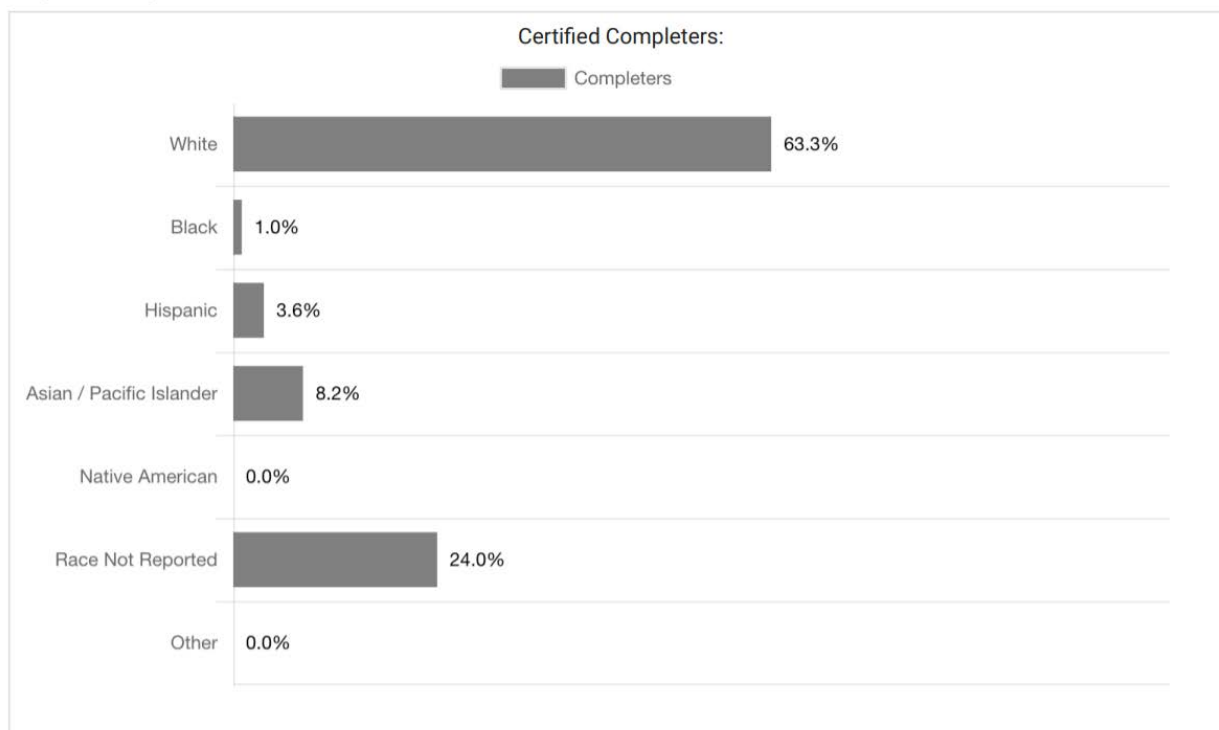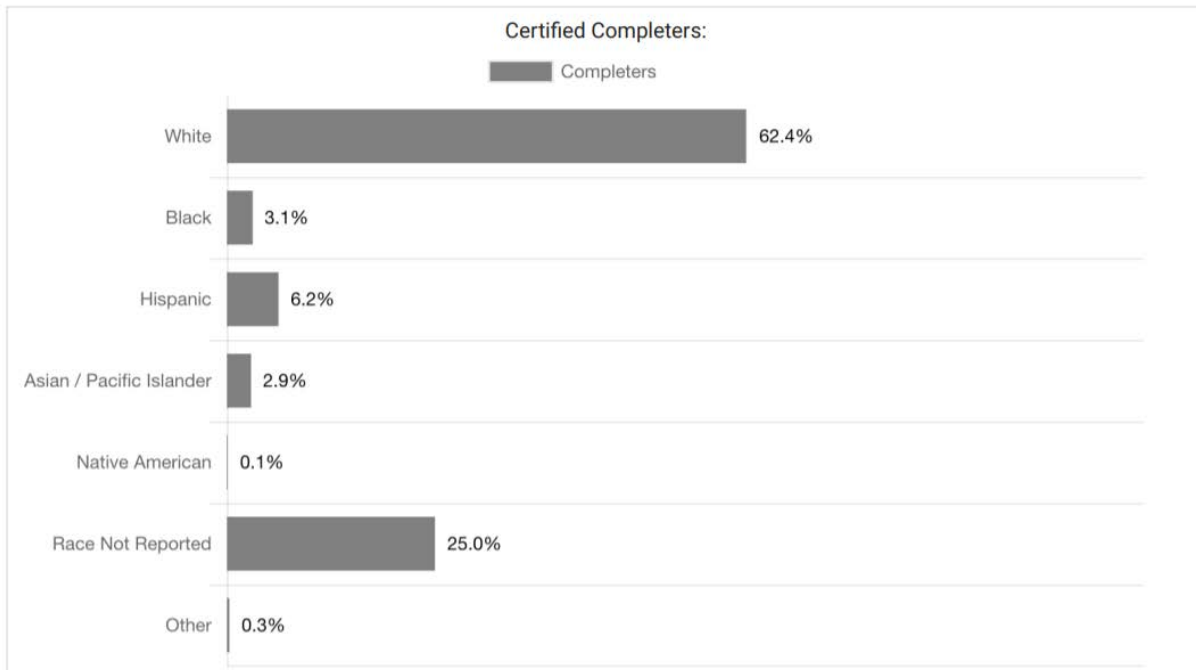
196 Total Completers

76 Completers with Multiple Certificates

Completers by Gender:

| Female 84.2% | Male 14.3% | Unreported/Unknown 1.5% |

Populations by Race:

Certified Completers:

Completers

Race	Percentage
White	63.3%
Black	1.0%
Hispanic	3.6%
Asian / Pacific Islander	8.2%
Native American	0.0%
Race Not Reported	24.0%
Other	0.0%

New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing
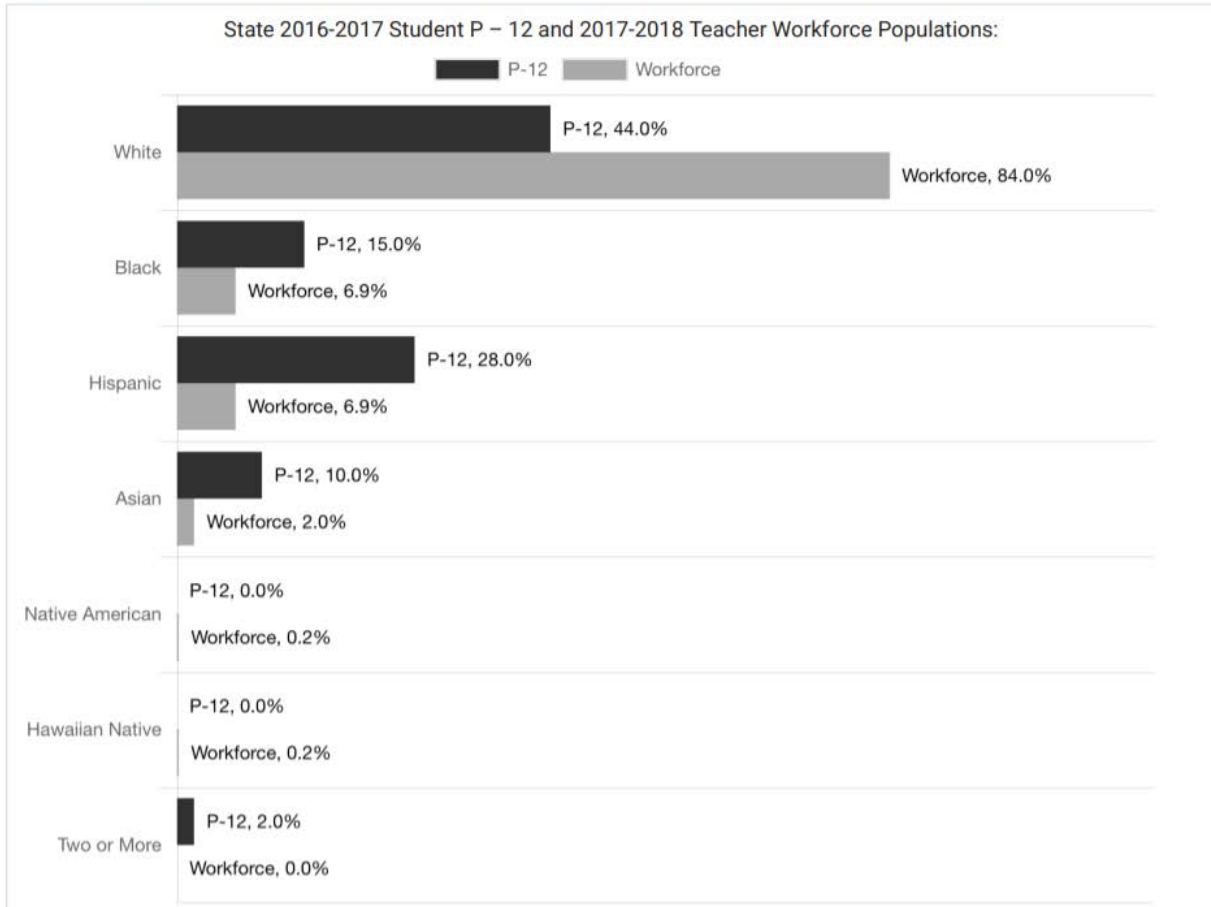
2018

Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

3277 Total Completers

1154 Completers with Multiple Certificates

Completers by Gender:

Female 77.8%	Male 21.5%	Unreported/Unknown 0.6%

Populations by Race:

Certified Completers:

Completers

Race	Completers
White	62.4%
Black	3.1%
Hispanic	6.2%
Asian / Pacific Islander	2.9%
Native American	0.1%
Race Not Reported	25.0%
Other	0.3%

Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

Populations by Race:

State 2016-2017 Student P – 12 and 2017-2018 Teacher Workforce Populations:

Legend: ■ P-12 ▧ Workforce

White
- P-12, 44.0%
- Workforce, 84.0%

Black
- P-12, 15.0%
- Workforce, 6.9%

Hispanic
- P-12, 28.0%
- Workforce, 6.9%

Asian
- P-12, 10.0%
- Workforce, 2.0%

Native American
- P-12, 0.0%
- Workforce, 0.2%

Hawaiian Native
- P-12, 0.0%
- Workforce, 0.2%

Two or More
- P-12, 2.0%
- Workforce, 0.0%

Basic Proficiency Scores of Rutgers Candidates – *The ACT, SAT, GRE or Praxis Core may be used as entrance exams for initial licensure programs.* (Back to Part 1)

Below are the average scores that candidates earned on the tests they completed to gain admission to the GSE initial licensure programs. They indicate the high basic skill level of the candidates. Note: Students who submitted multiple admissions test scores are only counted once.

CAEP Standard	InTASC / NJ Professional Standards for Teachers	Admissions Entrance Exam	Mean	Standard Deviation	Admissions Criteria - Minimum Score	Group Average Requirements Approved by CAEP	N
1.1, 3.2	4, 5	ACT - Composite	25.9	2.231	23		7
1.1, 3.2	4, 5	SAT - Combined	1856.6	163.457	1660		90
1.1, 3.2	4, 5	GRE (Verb + Quant)	322.3	8.576	310		3
1.1, 3.2	4, 5	GRE (Written)	4.5	0.408	4	3.74	3
1.1, 3.2	4, 5	Praxis Core (Reading)	182.7	11.349	156	168.06	89
1.1, 3.2	4, 5	Praxis Core (Math)	169.5	13.580	150	162.14	89
1.1, 3.2	4, 5	Praxis Core (Writing)	174.3	7.875	162	165	89
1.1, 3.2	4, 5	No Test Required at Time of Admission	N/A	N/A	N/A		1

Praxis II Test Results – *The state mandates that candidates pass content area tests for each licensure area. Rutgers candidates' results can be compared to the national mean range and median in each area.* (Back to Part 1)

Rutgers teacher candidates exceed expectations for content knowledge outlined in CAEP and InTASC / NJ Professional Standards for Teachers. As evidenced below, teacher candidates have high average Praxis II scores compared to national averages. One graduate from the Music program has not yet taken Praxis II. All other graduates passed the necessary Praxis II tests.

Praxis II Test	Test Code	N	Passing Score	Mean	** National Mean Range	** National Median
Biology: Content Knowledge	5235	10	152	181	153-175	163
Chemistry: Content Knowledge	5245	1	152	*	149-174	160
Elementary Education: Multiple Subjects Mathematics (expired)	5003	97	157	181	161-186	172
Elementary Education: Multiple Subjects Reading Language Arts Subtest (expired)	5002	97	157	175	161-179	170
Elementary Education: Multiple Subjects Science (expired)	5005	97	155	174	161-179	168
Elementary Education: Multiple Subjects Social Studies (expired)	5004	97	155	168	156-177	166
English Language Arts: Content Knowledge	5038	21	167	184	171-186	179

French World Language	5174	2	162	*	160-184	172
General Science: Content Knowledge	5435	18	152	177	152-178	164
German World Language	5183	1	163	*	161-194	176
Mathematics: Content Knowledge	5161	8	160	167	137-169	159
Middle School Mathematics	5169	3	165	*	157-180	170
Music: Content Knowledge	5113	22	153	175	160-176	168
OPI English	1005	6	7	*		
OPI French	1006	2	7	*		
OPI German	1007	1	7	*		
OPI Spanish	1018	2	7	*		
Physics: Content Knowledge	5265	8	141	170	138-168	152
Social Studies: Content Knowledge	5081	17	157	171	157-178	167
Spanish World Language	5195	3	168	*	160-186	175
WPT English	2004	6	7	*		

* n < 7
** National Mean Range and Median - Calculated from the records of test takers who took the test between August 2015 and July 2018 according to ETS's *Understanding Your Praxis Scores 2018-19*

Clinical Evaluation Rating of Candidates *– Candidates in the traditional initial licensure programs at Rutgers are evaluated during clinical practice using Charlotte Danielson's Framework for Teaching, a nationally recognized tool for measuring teaching effectiveness, and a valid measure of teacher performance. The Framework is also used widely throughout school districts in the state of NJ.* (Back to Part 1)

Fall 2017 data
Throughout the traditional initial teacher licensure programs, GSE candidates are observed many times. They are formally observed two times during their first clinical practice (part-time student teaching) – typically once by a faculty member and once by their cooperating teacher. During their second clinical practice (full-time student teaching), candidates are observed both informally and formally. Formal observations, seven by university supervisors and two by cooperating teachers, are conducted and candidates are assessed using 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. The Framework is aligned to both the InTASC and NJ Professional Standards for Teachers, as well as the CAEP Standards. The evaluation tool for classroom observations is comprised of Domains 1, 2, and 3. 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. The selected observations are the 7th (final) formal observation by the Rutgers University supervisor and the 2nd (final) formal observation by the cooperating teacher. The data is inclusive of 181 GSE teacher candidates during Clinical Practice II, their full time student teaching semester in fall 2017. A 4-point scale is used, where 1 - Unsatisfactory, 2 - Basic, 3 - Proficient, and 4 - Distinguished. The mean score for each element of the Framework falls between the proficient and distinguished levels.

CAEP Standards	InTASC / NJ Professional Standards for Teachers	Danielson's Framework for Teaching, Domains 1, 2, & 3	Rutgers University Supervisor		Cooperating Teacher		Correlation
			Mean	Standard Deviation	Mean	Standard Deviation	
1.1, 1.2, 1.3, 1.4, 2.3, 3.5, 4.1	1, 2, 4, 6, 7	**1: Planning and Preparation**	3.33	0.449	3.38	0.486	0.309
1.1, 3.5	4	**1a:** Demonstrating Knowledge of Content and Pedagogy	3.31	0.541	3.42	0.586	0.106
1.1, 1.4	1, 2, 7	**1b:** Demonstrating Knowledge of Students	3.34	0.538	3.52	0.618	0.182
1.1, 1.4	1	**1c:** Setting Instructional Outcomes	3.36	0.613	3.28	0.640	0.222
		1d: Demonstrating Knowledge of Resources	3.27	0.603	3.43	0.616	0.233
1.1, 1.4, 3.5	1, 4, 7	**1e:** Designing Coherent Instruction	3.43	0.557	3.41	0.647	0.146
1.1, 1.2, 1.3, 2.3, 4.1	6	**1f:** Designing Student Assessments	3.26	0.565	3.23	0.586	0.211
1.1	6	**2: The Classroom Environment**	3.41	0.462	3.42	0.468	0.370
1.1	6	**2a:** Creating an Environment of Respect and Rapport	3.51	0.532	3.64	0.566	0.329
		2b: Establishing a Culture for Learning	3.46	0.571	3.56	0.549	0.286
		2c: Managing Classroom Procedures	3.34	0.579	3.28	0.642	0.275
		2d: Managing Student Behavior	3.40	0.601	3.19	0.655	0.218
		2e: Organizing Physical Space	3.41	0.546	3.45	0.553	0.259
1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.4, 3.5, 4.1, 4.2	1, 3, 4, 5, 6, 8	**3: Instruction**	3.33	0.477	3.41	0.466	0.278
1.1, 3.4, 4.2	5	**3a:** Communicating With Students	3.35	0.601	3.52	0.591	0.146
1.1, 1.5, 3.4, 4.2	8	**3b:** Using Questioning and Discussion Techniques	3.30	0.601	3.27	0.630	0.085
1.1, 1.4, 1.5, 3.4, 3.5, 4.2	1, 3, 4, 5, 8	**3c:** Engaging Students in Learning	3.38	0.601	3.43	0.596	0.226
1.1, 1.2, 1.3, 2.3, 4.1	6	**3d:** Using Assessment in Instruction	3.31	0.601	3.28	0.591	0.223
1.1, 3.4, 4.2	5	**3e:** Demonstrating Flexibility and Responsiveness	3.36	0.601	3.54	0.572	0.287
1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.4, 3.5, 4.1, 4.2	1, 2, 3, 4, 5, 6, 7, 8	**Domains 1, 2 & 3**	3.36	0.420	3.40	0.441	0.354

edTPA Scores of Candidates – *The edTPA is a performance-based, subject-specific assessment focused on a pre-service teacher's ability to perform three key tasks: planning, instruction and assessment.* (Back to Part 1)

The state of NJ mandates that as of AY17-18, in order to receive certification, teacher candidates must take and pass the edTPA. In this initial consequential year, in order to receive certification, candidates must earn a score on the edTPA and there is no minimum cut score. 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 students seeking initial teacher licensure learn to plan, instruct, and assess prior to program completion.

The below chart shows summary data from the 200 Rutgers graduates who took the edTPA in AY17-18. Based on NJ requirements to complete the edTPA, with no cut scores, 97% (194/200) passed with 6 students earning an Incomplete. This includes 184 students who earned scores through the traditional scoring route and 10 who were locally scored for Task 2, which was permitted by the state this year. Some students who scored Incomplete have since earned a score upon retake during the following academic year. Based on the cut scores that are scheduled to become effective in NJ in AY19-20, 149/184 (81%) would have met the threshold. The below table provides candidate mean scores by edTPA Rubric, or assessment area.

AY17-18 edTPA Data: 194 test takers passed, including 10 who were locally scored					
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	1: Planning	1: Planning for Content Understandings	1a, 1c, 1e	2.91	0.694
1.1, 1.2, 1.4, 3.3, 3.6	1: Planning	2: Planning to Support Varied Student Needs	1a, 1b, 1d, 1e, 3c	2.80	0.869
1.1, 1.2, 1.4, 1.5, 3.3	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	1b, 1d, 1e, 3c	3.12	0.703
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	1: Planning	4: Identifying and Supporting Language Demands	1b	2.83	0.644
1.1, 1.2, 1.4, 1.5	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	1b, 1c, 1d, 1f, 3d	2.87	0.838
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	Task 2: Instruction	6: Learning Environment	2a, 2b, 2d, 2e	3.06	0.419
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	Task 2: Instruction	7: Engaging Students in Learning	2b, 3a, 3b, 3c	2.95	0.667
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	Task 2: Instruction	8: Deepening Student Learning	3b	2.93	0.642
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	Task 2: Instruction	9: Subject-Specific Pedagogy		2.78	0.706
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	Task 2: Instruction	10: Analyzing Teaching Effectiveness	3e, 4a	2.65	0.713
1.1, 1.2, 1.4, 1.5, 3.6	Task 3: Assessment	11: Analysis of Student Learning	3d	2.93	0.811

1.1, 1.2, 1.4, 1.5, 3.6	Task 3: Assessment	12: Providing Feedback to Guide Learning	3d	3.06	0.939
1.1, 1.2, 1.4, 1.5, 3.6	Task 3: Assessment	13: Student Use of Feedback	1f, 3d	2.59	0.836
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	3a	2.67	0.724
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	Task 3: Assessment	15: Using Assessment to Inform Instruction	1f, 3d, 4a	2.85	0.704
	Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings		2.55	0.596
	Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples		2.94	0.678
	Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching		2.45	0.847
			Mean:	**2.83**	

The mean rubric score in AY17-18 was 2.83, an increase compared to the AY16-17 mean rubric score of 2.52. (In AY16-17, edTPA was piloted by 17 Rutgers students.) Rubrics 3, 6, and 12 had the overall highest average across the EPP, while rubrics 13, 16, and 18 had the overall lowest average across the EPP. 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.

Pearson, the organization that manages scoring of the edTPA, provides summary data which allows EPPs to compare their candidates' results. The below table shows the Rutgers average score by subject area, or handbook, compared to the NJ and national means. When comparing Rutgers average edTPA scores with those across the state of NJ and throughout the nation, Rutgers candidates had a total mean score higher than candidates in both the state and the nation on seven edTPA handbooks, highlighted in green, below. In three cases, Rutgers candidates' mean total score was higher than the state average, but lower than the national average (yellow). In an additional three cases, Rutgers' mean total score was lower than the state average, which was lower than the national average (red). Finally, in one case, the Rutgers candidate who took that particular edTPA was the only person in the state to take that content area handbook, and the candidate's score was lower than the national average (purple). While in some cases the mean score for Rutgers candidates was lower than the national or state averages, in all but one case – Secondary Mathematics – the mean score was still above the cut score that will be in place in NJ in AY19-20. For most subject areas / Handbooks, the future cut score will be 37. Based on the edTPA Handbooks used by Rutgers candidates in AY 17-18, the exceptions are as follows: World Language – 32 and Elementary Education – 44.

edTPA Handbooks, 2017-2018 School Year	Rutgers		New Jersey		National	
	N	Total Mean Score	N	Total Mean Score	N	Total Mean Score
Early Childhood	**	41.3	330	38.8	4,017	40.9
Middle Childhood English-Lang. Arts	13	48.2	42	47.6	494	48.0
Middle Childhood Mathematics	11	45.8	42	42.7	710	43.9
Middle Childhood Science	**	47.3	19	41.9	453	46.0
Secondary History/Social Studies	8	46.3	212	42.0	3,161	45.2
Secondary Science *	11	44.1	126	40.1	2,649	43.1
World Language	**	35.3	38	33.2	1,027	35.1
K-12 Performing Arts	27	44.4	180	42.8	1,932	45.9
Secondary English-Language Arts	11	43.5	225	42.6	3,293	46.1
Elementary Education *	72	49.8	1,236	48.7	10,510	52.3
English as an Additional Language	7	39.4	24	42.4	709	48.8
Middle Childhood History/Social Studies	8	42.1	18	43.2	415	44.7
Secondary Mathematics	**	34.7	141	38.0	2,549	40.4
Agricultural Education	***	***	***	***	264	44.8

* Data provided by Pearson included 3 students who did not graduate in 2018 or are not / were not Rutgers students. They have been removed from the data table.
** n < 7
*** There was only 1 test taker from Rutgers and the state in this content area

Another way to look at score data is by Rutgers teacher preparation program. All programs had total mean scores above the future cut scores. Program faculty began reviewing their program and student-level data in summer/fall 2018. As summary of mean scores is below.

Rutgers Teacher Preparation Program, AY17-18	N	Total Mean Score
Biology	11	44.1
Dance	7	50.1
Elementary	57	48.7
English	21	46.0
Language - ESL	7	39.4
Language - WL	*	35.3
Mathematics	*	37.7
Music	20	42.4
Physics	*	39.5
Social Studies	15	44.2
Special Education	35	49.2

* n < 7

*   *   *   *   *   *

Measure 3: Results of employer surveys, and including retention and employment milestones

Principal and Administrator Survey *– This survey was developed to collect feedback from district administrators who work with GSE teacher candidates and graduates.* (Back to Part 1)

2017 GSE-CSPN School Administrator Survey
In the winter of 2018, a survey was distributed to administrators who work in districts that are part of the GSE-CSPN (Graduate School of Education – Community School Partnership Network). Administrators reported many benefits of partnering with the GSE, have had positive experiences with student teachers in their schools, and have hired GSE graduates who they believe are effective at improving student learning outcomes. Below are more detailed responses to selected survey questions.
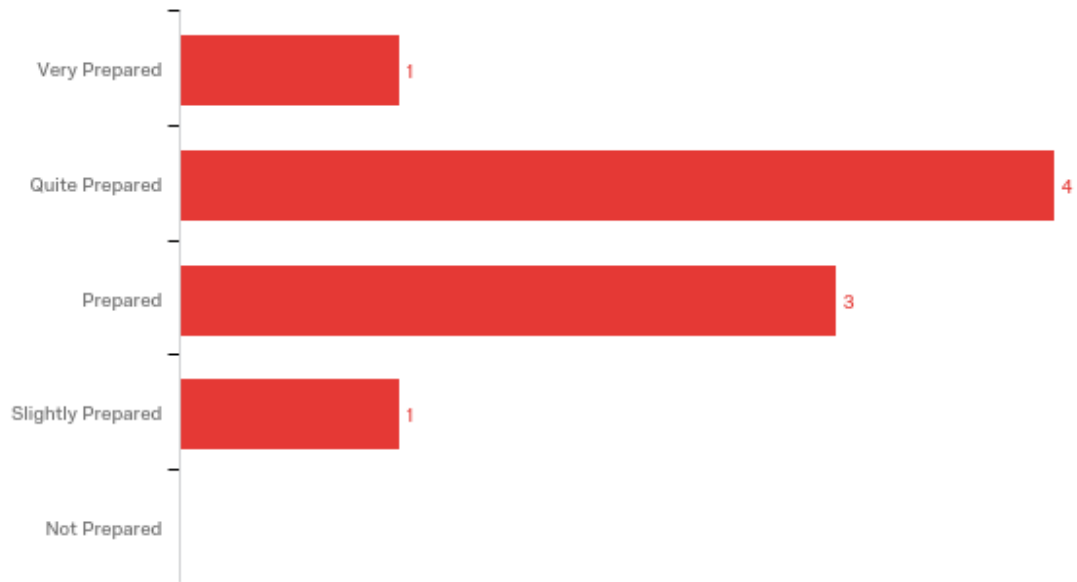
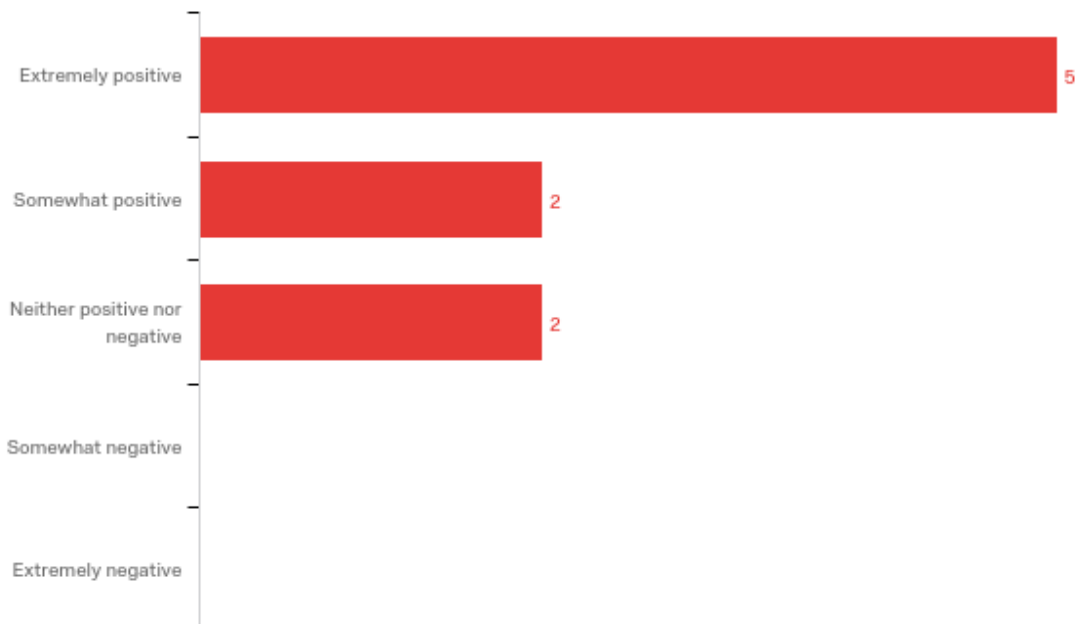*Please indicate the benefits of the GSE-CSPN partnership for you:*
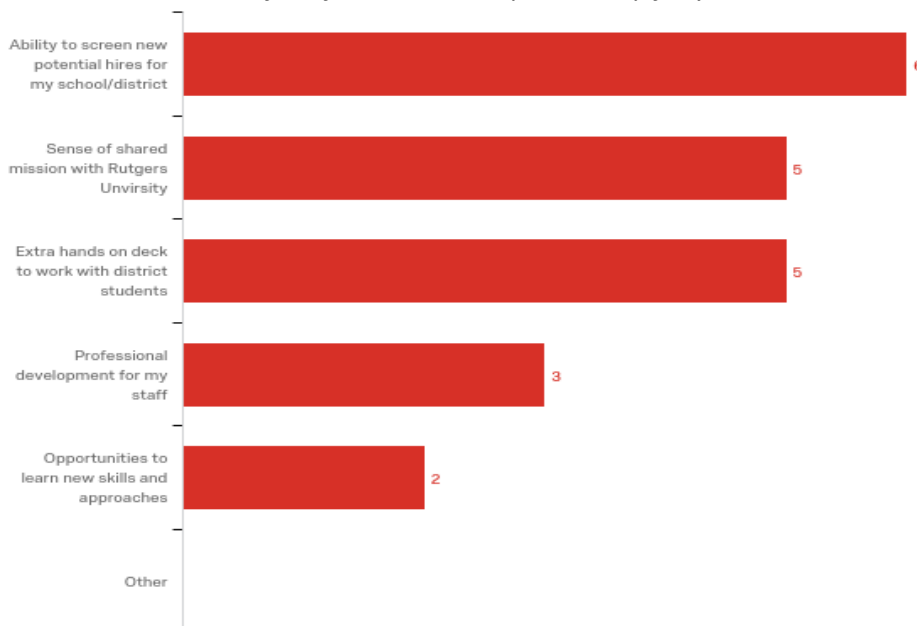
How would you rate the quality of GSE teacher candidates?

How well prepared are your GSE teacher candidates to perform his/her role?

Response	Count
Very Prepared	1
Quite Prepared	4
Prepared	3
Slightly Prepared	1
Not Prepared	

How would you rate your overall experience with GSE teacher candidates?

Response	Count
Extremely positive	5
Somewhat positive	2
Neither positive nor negative	2
Somewhat negative	
Extremely negative	

Have you hired any GSE teacher education graduates? If so, how would you rate their effectiveness with improving student learning outcomes?

Extremely effective	1
Very effective	4
Moderately effective	
Slightly effective	1
Not effective at all	
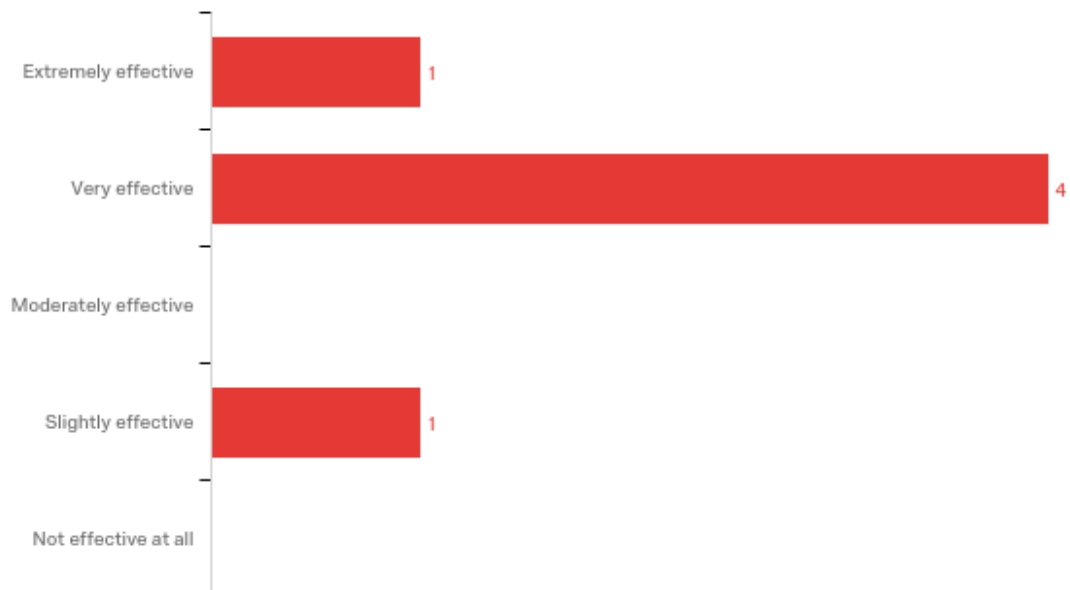
How many GSE graduates did you hire last year?

0	6
1 - 3	3
4 - 6	
7 - 10	

*   *   *   *   *   *
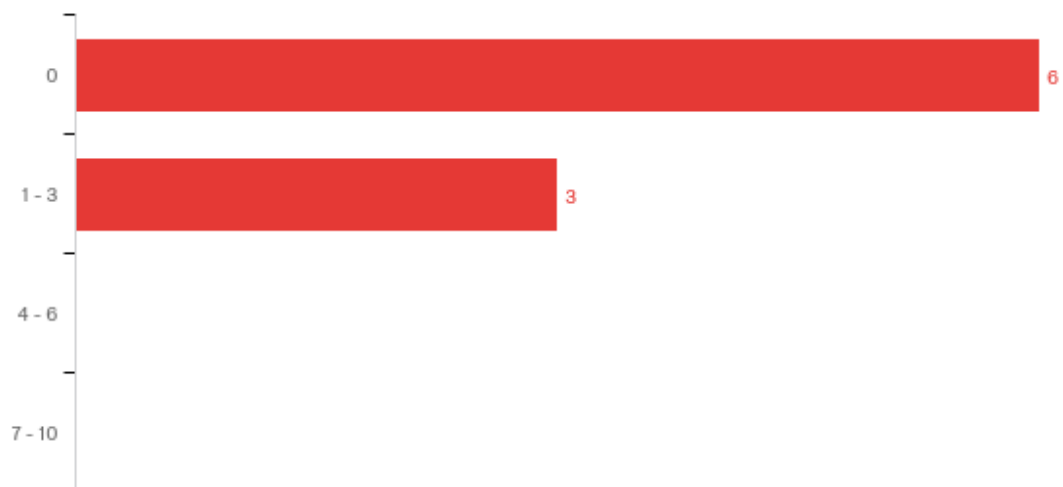
Measure 4: Results of completer surveys

Program Surveys *– These surveys were developed to collect feedback from recent graduates of Rutgers New Brunswick educator preparation programs and those currently participating in the alternate route initial licensure program.*

Throughout the course of all initial certification programs, Rutgers surveys its candidates to determine satisfaction with their program as well as candidate self-assessment of learning goals. Below are selected survey questions and aggregated response data. First is survey data collected upon program completion for candidates seeking licensure and a bachelor's or master's degree. Approximately one-third of program completers voluntarily completed these surveys. Generally, they had a positive experience in their programs, including courses and clinical experiences, they understand and feel prepared to teach the standards in their discipline, and they feel prepared to use technology as an instructional tool. Additionally, they believe they have learned what the programs have set out for them to learn, guided by the NJ Professional Standards for Teaching and the InTASC principles, in the following categories – planning for instruction, instructional strategies, assessment, professional learning, and ethical practice. Surveys administered in the first year of the alternate route program – where candidates are employed teachers of record – asked candidates to provide satisfaction feedback, and the vast majority believe their instruction has been relevant and valuable. These surveys also addressed the NJ Professional Standards for Teaching and the InTASC principles, and asked candidates to identify to what degree they feel proficient in doing the work of teaching. Again, the candidates believe they are proficient or even highly proficient in these areas.

Program Graduate Survey – Administered Spring/Summer 2018 – GSE and Music Combined (unless otherwise noted)

CAEP Standards: 1.4, 1.5	Extremely	Very	Moderately	Slightly	Not At All	Total
To what extent do you understand the rigorous college- and career-ready standards in your discipline? (i.e. Common Core State Standards, Next Generation Science Standards, National Core Arts Standards, etc.)	18	26	19	4	2	69
To what extent do you feel prepared to teach the rigorous college- and career-ready standards in your discipline? (i.e. Common Core State Standards, Next Generation Science Standards, National Core Arts Standards, etc.)	12	28	24	4	1	69
To what extent do you feel prepared to use technology as an instructional tool while teaching?	20	25	18	6	0	69

CAEP Standard: 4.4	Excellent	Good	Average	Poor	Terrible	Total
How would you rate your overall experience at the GSE / as a Music Education major?	18	30	13	3	1	65
	Extremely	Very	Moderately	Slightly	Not At All	Total
How well have your courses / Music Education courses (excluding clinical experience) prepared you for teaching?	13	22	19	9	2	65
	Very Positively	Somewhat Positively	Neither Positively Nor Negatively	Somewhat Negatively	Very Negatively	Total
How have your clinical experiences impacted your development as a teacher? (GSE Only)	39	18	4	0	1	62
	Extremely Helpful	Very Helpful	Moderately Helpful	Somewhat Helpful	Not Helpful At All	Total
How helpful was your clinical experience (student teaching) this semester to your development as a teacher? (Music Only)	3	0	0	0	0	3
	Very Aligned		Somewhat Aligned		Not Aligned	Total
To what extent were your clinical experiences aligned with your coursework while at the GSE? (GSE Only)	23		37		2	62
	Extremely Aligned	Very Aligned	Moderately Aligned	Somewhat Aligned	Not Aligned At All	Total
To what extent was your clinical experience (student teaching) aligned with your seminar coursework this semester? (Music Only)	0	2	0	1	0	3

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 6 (Assessment)						
How would you rate what you learned about assessment (throughout your program)?	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Disagree	Total
I learned to analyze student learning	29	29	8	1	2	69
I learned to provide feedback that guides student learning	37	23	7	2	0	69
I learned to develop formative assessments aligned to learning goals	39	21	4	5	0	69
I learned to develop summative assessment tools	33	26	5	4	1	69
I learned to develop assessments that allow students to demonstrate knowledge in multiple ways	32	27	7	1	2	69
I learned to use assessment to monitor student progress and inform my instruction	33	27	8	1	0	69
I learned to develop assessment criteria for instruction	35	21	7	6	0	69
I learned to create assessments for diverse learners	34	19	7	8	1	69

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 7 (Planning for Instruction)						
How would you rate what you learned about planning for instruction (throughout your program)?	Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Disagree	Total
I learned to plan in relation to short- and long-term learning goals	39	26	0	3	1	69
I learned to plan clear lesson objectives	54	11	1	1	2	69
I learned to plan differentiated instruction	35	26	4	3	1	69
I learned to plan age- and developmentally-appropriate lessons	42	18	6	2	1	69
I learned to plan content-appropriate lessons, using scaffolding	48	12	5	1	3	69
I learned to plan based on assessment data	24	26	10	7	2	69
I learned to plan based on what I knew about my students and their interests	43	21	2	2	1	69
I learned to plan collaboratively with my grade and/or content area team	45	14	6	3	1	69
I learned to plan collaboratively with specialists (i.e. special educators, behaviorists, reading specialists, etc.)	21	17	17	6	8	69
I learned to plan for English language learners	20	21	10	12	6	69
I learned to plan for learners with special needs	35	15	11	7	1	69

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 8 (Instructional Strategies)						
How would you rate what you learned about instruction (throughout your program)?	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Disagree	Total
I learned to use a variety of instructional strategies in the classroom	41	19	6	1	2	69
I learned to use questioning techniques intentionally	40	21	5	1	2	69
I learned how to effectively communicate with students	43	20	3	2	1	69
I learned to provide effective feedback to students	45	17	5	2	0	69
I learned how to adjust to student needs while instructing	44	16	7	1	1	69
I learned to implement differentiated instruction in the classroom	35	24	6	3	1	69
I learned strategies for grouping students	36	22	8	2	1	69
I learned how to pace lessons and units in response to student learning needs	23	32	7	5	2	69
I learned how to manage student behavior	18	34	9	5	3	69
I learned to use a variety of instructional materials, including technology	35	24	7	3	0	69
I learned to effectively deliver content	39	23	5	2	0	69

CAEP Standard 1.1; InTASC Standard: 9 (Professional Learning and Ethical Practice) and NJ Professional Standards for Teachers: 9 (Professional Learning) and 11 (Ethical Practice)						
How would you rate what you learned about the professional responsibilities of teachers (throughout your program)?	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Disagree	Total
I learned about the importance of my own continuous learning and development	47	17	3	0	1	68
I learned to use data to evaluate learning and teaching outcomes and adjust for the future	36	23	5	3	2	69
I learned how to use my voice and influence positively during meetings and other school gatherings	24	22	13	9	1	69
I learned to develop positive relationships with students and families across cultural difference	42	21	6	0	0	69
I learned how to effectively communicate with families	31	23	9	4	2	69
I learned to engage students and families using a variety of tools and technology	34	20	8	6	1	69
I learned about the importance of being a leader in my school and the greater community	39	19	7	4	0	69
I learned to reflect on my own biases related to cultural, ethnic, gender, and learning differences	47	15	5	1	1	69
I learned to use information and technology safely, legally, and ethically	43	22	2	1	1	69
I learned how to exercise professional judgement and provide a safe learning environment	47	15	5	0	1	68
I learned the rules, laws, and guidelines surrounding confidentiality	44	18	5	1	1	69
I learned to establish and maintain professional relationships	45	18	4	2	0	69
I learned to teach multiple points of view free of distortion	38	25	5	1	0	69
I learned how to create a safe environment free of harassment	46	16	7	0	0	69
I learned how to work collaboratively with colleagues in my school	46	17	5	1	0	69

CAEP Cross Cutting Theme: Diversity	
Select all that apply, as they relate to your ability to impact all students' learning and development over the course of your program:	Count
I learned deeply about my students and their families	52
I learned deeply about my district (city/town) and the community	45
I worked with a diverse group of students	62
I worked with a diverse group of school-based staff	43
I worked with a diverse group of community members	34
Total	236

Year 1 Phase 1 Survey – Administered Fall 2017 and Winter 2018 – Alternate Route Program

NOTE: Highlighted below in gray, data has been aggregated where the same question was asked in the Phase 1 Full Year (Fall 2017) and Phase 1 Accelerated (Winter 2018) program pathways.

CAEP Standard: 4.4						
To what extent do you agree or disagree with the following statements about the program?	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Total
The assignments were relevant to the course content	8	6	27	110	62	213
The assignments were relevant to my teaching practice	9	17	35	91	61	213
Overall, the instruction I received during the course was valuable in my transition to teaching	8	8	29	91	76	212

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 6 (Assessment)						
How would you rate your proficiency related to assessment ?	Subject Not Covered	Not at All Proficient	Somewhat Proficient	Proficient	Highly Proficient	Total
Using multiple assessment strategies for evaluating learning (e.g. formative and summative assessments)	1	0	19	93	99	212
Understanding measurement theory and assessment-related issues (e.g. bias, validity, reliability) to interpret test score data	9	1	24	98	78	210
Addressing multiple intelligences in assessment planning	1	1	14	103	103	222
Incorporating the cycle of inquiry in the teaching and learning process	0	0	11	75	56	142
Interpreting student achievement data and developing hypotheses about how to improve student learning	1	0	18	70	53	142
Providing pointed and substantive feedback to support students in improving performance	0	0	10	70	62	142

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 7 (Planning for Instruction)						
How would you rate your proficiency related to planning for instruction?	Subject Not Covered	Not at All Proficient	Somewhat Proficient	Proficient	Highly Proficient	Total
Developing instructional strategies based on learning theories, students' needs, developmental progress, and prior knowledge	1	0	7	78	55	141
Applying development and learning theory to instructional process.	0	0	18	113	93	224
Modifying instruction to accommodate the special learning needs of all students	1	2	18	63	57	141
Interpretation and implementation of the Individualized Education Program (IEP)	2	4	21	61	53	141
Using available resources related to educational strategies to accommodate individual difference	2	2	11	71	55	141
Interpreting student achievement data and developing hypotheses about how to improve student learning	1	0	18	70	53	142
Using strategies to support learning of ESL/bilingual students	0	2	26	103	77	208
Awareness of multicultural education and diversity in the classroom	0	1	10	83	114	208

CAEP Standard 1.1; InTASC and NJ Professional Standards for Teachers: 8 (Instructional Strategies)					
How would you rate your proficiency related to instruction?	Subject Not Covered	Not at All Proficient	Somewhat Proficient	Proficient	Highly Proficient	Total
Using available and appropriate resources for instructional planning	1	0	6	65	69	141
Applying strategies of effective classroom management	1	2	16	107	95	221
Applying behavioral management strategies	2	3	23	106	85	219
Establishing a positive classroom environment conducive to learning	2	0	15	89	113	219
Providing pointed and substantive feedback to support students in improving performance.	0	0	10	70	62	142
Use of strategies such as cooperative groups, open-ended questioning, peer critiquing, and	0	1	13	92	101	207
Developing questioning techniques to stimulate critical thinking.	0	1	20	90	95	206
Use of wait time to increase engagement	0	1	15	95	94	205

CAEP Standard 1.1; InTASC Standard: 9 (Professional Learning and Ethical Practice) and NJ Professional Standards for Teachers: 9 (Professional Learning) and 11 (Ethical Practice)					
How would you rate your proficiency related to the professional responsibilities of teachers?	Subject Not Covered	Not at All Proficient	Somewhat Proficient	Proficient	Highly Proficient	Total
Using technology to build local and global learning communities that engage learners, families, and colleagues.	0	0	18	71	51	140
Collaborating with colleagues to enhance teaching and learning	2	0	4	65	70	141
Participating in relevant professional learning opportunities available to teachers	1	0	8	70	61	140
Maintaining a nonthreatening, harassment-free environment for all students	1	0	7	57	76	141
Developing parent-teacher relationships to support students' learning and well-being	0	1	23	111	72	207
Identifying community resources to foster student learning	1	5	21	109	69	205

*   *   *   *   *   *

Measure 5: Graduation rates from preparation programs

Completer Rates from Programs – *This data shows program completer data across programs, including rates for successful completion of initial licensure, alternate route licensure, and advanced certificate licensure.* (Back to Part 2)

Through Rutgers – New Brunswick, candidates may seek initial teacher licensure through one of three pathways. First, candidates may seek licensure along with a master's degree in education through the Rutgers Graduate School of Education, either in the 5-year program (for Rutgers undergraduates), or the post-baccalaureate program. Teacher preparation programs at the GSE include the following disciplines: Biology, Dance (in conjunction with Mason Gross School of the Arts), Elementary, English, Language, Mathematics, Physics, Social Studies, and Special Education. Second, Rutgers offers one undergraduate program that leads to licensure and a bachelor's degree – the Music education program through Mason Gross School of the Arts. In 2017-2018, in addition to the 183 candidates who graduated from master's or bachelor's degree programs who began in fall 2016, an additional 11 music and 10 GSE students also graduated during this year, for a total of 204 graduates. These candidates originated with different cohorts but have since completed their programs. Finally, candidates may be the teacher of record in a classroom while completing requirements of the alternate route program, run by the GSE's Center for Effective School Practices (CESP) in partnership with the NJ Department of Education. This program was recently revised and the 2017-2018 school year was the first year of the "new" program, which includes more program hours and is completed over the course of two years. The alternate route data presented below represents enrollment and persistence data for the first cohort of this new program.

Graduation Rate for Traditional Initial Certification Programs - GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2016)	190
Completed w/in 2 years	171
Completed w/in 3 years	174
Currently enrolled	3
Withdrew from Teacher Ed, switched to non-certification master's program	1
Inactive	12
2-year grad rate	**90.0%**
3-year grad rate	**91.6%**
Graduated or Still Enrolled (initial cert)	**93.2%**
Graduated or Still Enrolled (initial cert or non-cert)	**93.7%**

Graduation Rate for Traditional Initial Certification Programs - Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2016)	24
Completed w/in 2 years	12
Completed w/in 3 years	22
Counseled out	2
2-year grad rate	**50.0%**
3-year grad rate	**91.7%**

Narrative Explaining Music's 2-year ("on-time") Graduation Rate:

For students who began the program in fall 2016, they would typically be expected to graduate in spring 2018. Due to the NJ state curriculum redesign of teacher education, changes were made to the program beginning in fall 2018. One change to the curriculum was that student teaching would become a two semester sequence. The decision was made that students in music education could no longer graduate after the fall semester, and would be required to graduate in the spring. As a consequence, some students already in the program chose to drop double majors or take summer school courses in order to quickly complete their credits and graduate in spring 2018 under the "old" program's requirements. Other students chose to follow the "new" program requirements, keep double majors, and not take courses in the summer, which set them on a path for graduation in spring 2019. The graduation rate for those who started in fall 2016 is particularly low because about half of the students made one choice and half made the other. In many cases, those who are graduating in spring 2019 will be graduating with a double major in jazz or music performance.

Graduation Rate for Traditional Initial Certification Degree-Granting Programs	
Total Cohort	214
Completed w/in 2 years	183
Completed w/in 3 years	196
Currently Enrolled	3
Withdrew from Teacher Ed, switched to non-certification master's program	1
Inactive	12
Counseled out	2
2-year grad rate	**85.5%**
3-year grad rate	**91.6%**
Graduated or Still Enrolled (initial cert)	**93.0%**
Graduated or Still Enrolled (initial cert or non-cert)	**93.5%**

Completion Rate for Initial Certification Program - GSE Alternate Route	
Total Cohort (Year 1 in 17-18)	269
Completed Year 1 requirements	259
Currently enrolled in Year 2	244
Currently enrolled in Year 1 (reclassified)	2
Withdrew during Year 1	6
Withdrew after Year 1	3
Dismissed from program	1
Inactive	13
Completion rate (of Year 1)	**96.3%**
Enrolled in Year 1 or Year 2	**91.4%**

*   *   *   *   *   *

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements

Certification Rates – *This data represents all program completers, from every program, who have successfully met certification requirements and obtained licensure.* (Back to Part 2)

Initial (Degree) Programs	
Number of Completers	204
Number Earned Certificates	200
Certification Rate	98%

In 2017-2018, there were 209 completers who met the alternate route program's requirements, the last year of the "old" alternate route program. When candidates complete the alternate route program, this information is provided to the school district in which they are teaching. Candidates are evaluated by their principals throughout the program, and it is the principals who recommend candidates for certification by the state, if their teaching performance is considered effective.

Advanced Programs: Completer Data from Fall 2017 - Summer 2018
Candidates who complete the GSE's Advanced program requirements must apply for their certificates either through the GSE's Office of Student and Academic Services, or on their own directly through the NJ Department of Education upon program completion. The below charts represent the number of candidates enrolled in Advanced programs during academic year 2017-2018, the number of completers during that time period, and the number of completers who applied for their certificates through the GSE. Other completers may have earned certificates on their own. Please note that candidates may take up to 5 years to complete an Advanced program once they begin, and many are enrolled part-time.

GSE Program (non-degree)	Number of Candidates Enrolled	Number of Completers	Number of Certificates Issued by NJ Dep't of Ed, Processed by GSE	Known Certification Rate
Bilingual/Bicultural Education	3	1	1	100%
English as a Second Language (ESL)	32	9	8	89%
* English as a Second Language (ESL) and Bilingual/Bicultural Education	4	4	ESL: 2, Bi/Bi: 2	50%
Learning Disabilities Teacher Consultant (LDTC)	42	14	13	93%
Preschool through Grade 3 (P-3)	1	3	1	33%
Principal	2	0	0	N/A
Reading Specialist	5	0	0	N/A
** Students with Disabilities (TOSD)	302	136	117	86%
Supervisor	106	62	49	79%

GSE Program (Master of Education)	Number of Candidates Enrolled	Number of Completers	Number of Certificates Issued by NJ Dep't of Ed, Processed by GSE	Known Certification Rate
* English as a Second Language (ESL) and Bilingual/Bicultural Education	1	1	ESL: 1, Bi/Bi: 1	100%
Learning Disabilities Teacher Consultant (LDTC)	8	3	3	100%
* Principal and Supervisor	18	5	Principal: 3, Supervisor: 1	40%
** Reading Specialist	16	5	5	100%
** Students with Disabilities (TOSD)	29	7	1	14%

* There are ten cases where candidates completed programs that lead to two certificates as part of their program.

** There are five cases where candidates began Students with Disabilities (non-degree) and then switched to an EdM program; those students are counted as enrolled in both programs they were in during the year.

Certification Area	Number of Completers	Number of Certificates Issued by NJ Dep't of Ed, Processed by GSE	Known Certification Rate
Bilingual/Bicultural Education	6	4	67%
English as a Second Language (ESL)	14	11	79%
Learning Disabilities Teacher Consultant (LDTC)	17	16	94%
Preschool through Grade 3 (P-3)	3	1	33%
Principal	5	3	60%
Reading Specialist	5	5	100%
Students with Disabilities (TOSD)	143	118	83%
Supervisor	67	50	75%
All Certificate Areas	**260**	**208**	**80%**

Advanced Programs - By Student	
Number of Completers	250
Number Who Earned One or More Certificates, Processed by GSE	204
Known Certification Rate	82%

Advanced Program: Principal Certification

In order to become a certified Principal, candidates must pass the School Leaders Licensure Assessment Praxis II (Test Code 6011). All 5 candidates who completed the program in 2017-2018 passed this Praxis II exam.

<center>*   *   *   *   *   *</center>

Measure 7: Ability of completers to be hired in education positions for which they are prepared

State Data on Employment – *The Department of Education provides employment rates and average salaries of Rutgers graduates in their first and second year after graduation, if they are employed in a public school in NJ, as well as state-level comparison data.* (Back to Part 2)

The state reports that about two-thirds of Rutgers certified completers (who earned a CEAS) in 2015-2016 were employed in a public school in NJ the following school year (2016-2017). Of those, 93% maintained employment at a public school in the state the following year (2017-2018). The state-wide employment rate of 2015-2016 completers was significantly lower – only about half were employed in a NJ public school the following year. Of those, 90% maintained employment the next year.

New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - New Brunswick   2018
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

2015-2016 Persistence[7] Trend:

Of the **196** Certified Completers from the **2015-2016 SY**		**126** were employed as of the **2016-2017 SY**
School Level: 87 (69.0%) of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$57,198**	**District Level:** 94 (74.6%) of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$56,762**	**State Level:** 117 (92.9%) of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$56,661**

2014-2015 Persistence[7] Trend:

Of the **227** Certified Completers from the **2014-2015 SY**		**125** were employed as of the **2015-2016 SY**
School Level: 97 (77.6%) of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$56,333**	**District Level:** 99 (79.2%) of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$56,333**	**State Level:** 114 (91.2%) of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$55,360**

New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing

2018

Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

2015-2016 Persistence[7] Trend:

Of the **3277**
Certified Completers
from the **2015-2016 SY**

1548
were employed as of
the **2016-2017 SY**

School Level:	District Level:	State Level:
1098 (70.9%) of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$53,125**	**1182 (76.4%)** of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$53,125**	**1390 (89.8%)** of those employed completers maintained employment during the **2017-2018 SY** with a median salary of **$53,125**

2014-2015 Persistence[7] Trend:

Of the **3645**
Certified Completers
from the **2014-2015 SY**

1557
were employed as of
the **2015-2016 SY**

School Level:	District Level:	State Level:
1077 (69.2%) of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$52,732**	**1151 (73.9%)** of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$52,695**	**1389 (89.2%)** of those employed completers maintained employment during the **2016-2017 SY** with a median salary of **$52,560**

State Survey Question – *In order to receive their certification from the state, candidates were required to complete a survey, which included the below question. This data is provided to EPPs from the NJ Department of Education.* (Back to Part 2)

State survey data indicate that 85% of certificate applicants wanted to work in NJ public schools.

If you intend to apply to be a full time educator within the next two years, in what type of school setting would you prefer to work? Please select the response that best reflects the type of school setting you are most interested in working.		
Response	**Frequency**	**Percent**
N/A	11	4.1%
Private or parochial school in NJ	4	1.5%
Private or parochial school outside of NJ		
Public school in NJ (including charter schools)	228	85.4%
Public school outside of NJ	14	5.2%
Undecided	10	3.7%
Total	267	

State Full-Time Employment Data *– The Department of Education provides employment rates by certificate area, for those employed in a public school in NJ. They also provide state-level comparison data.* <u>(Back to Part 2)</u>

Employment data for Rutgers graduates indicate that their employment rate exceeds the state average.

New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - New Brunswick
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2018

Full Time Employment Outcomes
Data about program completers from this institution working in New Jersey public schools.

Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
One Endorsement	120	76	63.3%
Two or More Endorsements	76	57	75.0%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
All Programs	196	133	67.9%
Elementary School	68	49	72.1%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	14	9	64.3%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	3	3	100.0%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	2	2	100.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	3	2	66.7%
Teacher of Biological Science	6	4	66.7%
Teacher of Dance, Art, Music, or Theater	31	16	51.6%
Teacher of English	16	11	68.8%
Teacher of English as a Second Language	12	8	66.7%
Teacher of Mathematics	14	8	57.1%
Teacher of Physical Science	3	2	66.7%
Teacher of Physics	7	6	85.7%
Teacher of Preschool through Grade 3	5	4	80.0%
Teacher of Social Studies	13	7	53.8%
Teacher of Students with Disabilities	70	55	78.6%
Teacher of World Languages	9	6	66.7%

Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment for Largest Five Programs: Provider
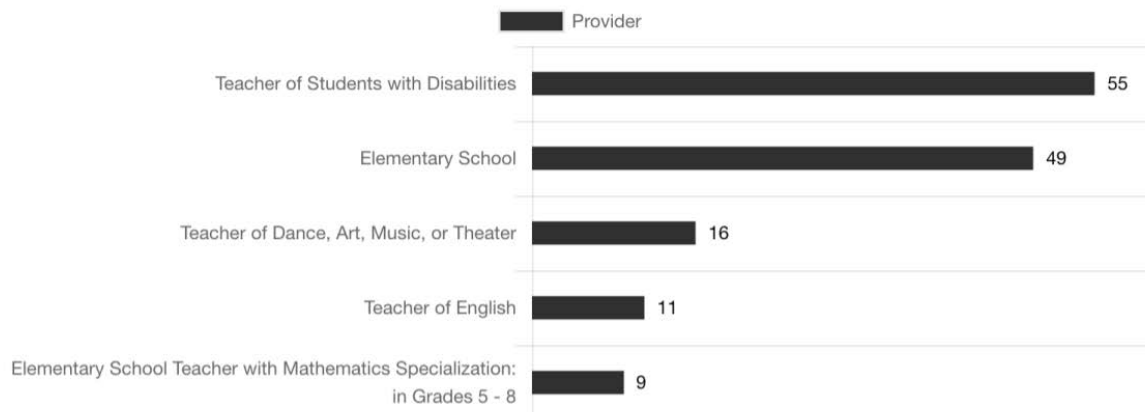
Provider

Program	Value
Teacher of Students with Disabilities	55
Elementary School	49
Teacher of Dance, Art, Music, or Theater	16
Teacher of English	11
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	9

New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing

2018

Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
One Endorsement	2017	1013	50.2%
Two or More Endorsements	1260	778	61.7%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
All Programs	3277	1791	54.7%
Elementary School	1451	807	55.6%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	80	46	57.5%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	41	27	65.9%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	33	19	57.6%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	36	16	44.4%
Teacher of Bilingual-Bicultural Education	18	11	61.1%
Teacher of Biological Science	82	50	61.0%
Teacher of Chemistry	23	13	56.5%
Teacher of Comprehensive Business	7	5	71.4%
Teacher of Dance, Art, Music, or Theater	188	100	53.2%
Teacher of Earth Science	8	4	50.0%
Teacher of English	270	164	60.7%
Teacher of English as a Second Language	112	49	43.8%
Teacher of Health, PE, or Driver Education	178	89	50.0%
Teacher of Mathematics	176	127	72.2%

Teacher of Physical Science	5	3	60.0%
Teacher of Physics	17	13	76.5%
Teacher of Preschool through Grade 3	440	189	43.0%
Teacher of Reading	31	20	64.5%
Teacher of Social Studies	239	115	48.1%
Teacher of Students with Disabilities	1036	647	62.5%
Teacher of Technology Education	14	13	92.9%
Teacher of World Languages	48	38	79.2%

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Measure 8: Student Loan Default Rates and Financial Information

Rutgers Student Loan Default Rate – *The student loan default rate is inclusive of all of Rutgers – New Brunswick, not just the Teacher Education programs. The most recent data is for FY15.* (Back to Part 2)

As reported by the Department of Education, the student loan default rate of 3.6% for Rutgers is low, as it has been historically.
Source: The National Student Loan Data System, part of the Department of Education website

Scholarships Available – *Multiple scholarships are available at the Graduate School of Education to support candidates, and can be found on the Rutgers GSE website here.* (Back to Part 2)