



RUTGERS

Graduate School of Education



RUTGERS

Mason Gross School
of the Arts

RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:

**Initial Teacher Licensure and
Advanced Certification**

APRIL 2020, Revised JANUARY 2021

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2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Introduction

Through Rutgers University – 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 (GSE), 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 – World Language and ESL, Mathematics, Physics/Physical Science, 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. Finally, candidates may be the teacher of record in a classroom while completing requirements of the Rutgers alternate route program, run by the GSE’s Center for Effective School Practices (CESP).

This report includes internal data as well as proprietary test results collected and analyzed by Rutgers and statewide data provided by the New Jersey Department of Education (NJDOE).

Each year the NJDOE releases Educator Preparation Provider (EPP) Performance Reports, to share the available state data on novice teachers that each EPP in the state recommended for certification who were hired by a New Jersey (NJ) public school. This CAEP Annual Report shows information provided by NJDOE about Rutgers traditional initial licensure program graduates who received a Certificate of Eligibility with Advanced Standing (CEAS) – completers of the first two pathways described above. The NJDOE report is entitled “Rutgers University GSE New Brunswick – CEAS” and thus includes Rutgers GSE and Music Education graduates. The NJDOE also creates a comparison report, which includes data for all EPPs whose programs lead to a CEAS, entitled “NJ CEAS Providers”. This allows Rutgers to compare its data with statewide data. The full Rutgers CEAS report can be found on the Rutgers GSE website, in the “Accreditation” section, [here](#), and all reports can be found on the NJDOE website, [here](#).

Currently, the NJDOE produces one aggregated report for all Certificate of Eligibility (CE) programs including the Rutgers alternate route program. This report is entitled “NJ CE Providers”. The Rutgers alternate route program is the largest provider in the state, representing over 10% of the completers summarized in the “NJ CE Providers” report. Because of the size of the Rutgers alternate route program, using the aggregated data from all alternate route program completers in the state, we approximate that Rutgers candidates perform at or near the average. The NJDOE has just begun producing individualized reports for Certificate of Eligibility (CE) programs including the Rutgers alternate route program, and that information will be provided in future CAEP Annual Reports as it becomes public.

Excerpts of all three abovementioned reports are found throughout this CAEP Annual Report, and can be identified by the NJDOE seal and blue banner, indicating which report is excerpted.


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2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Measure 1: Impact on P-12 learning and development

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

The SGP and SGO data are reflective of completers from the 2016-2017 school year who were employed in a NJ public school and evaluated as teachers the following school year. The data show the majority of Rutgers traditional initial licensure recent graduates, as well as CEAS and CE holders statewide, are rated Highly Effective or Effective. This indicates a generally positive impact on P-12 student learning based on standardized test measures and ability to achieve expected student growth. Rutgers traditional initial licensure recent graduates are rated Highly Effective or Effective at a slightly higher rate than CEAS and CE holders statewide. SGP data is not available for graduates who teach subjects or in grades that are not tested and in those cases they are not evaluated (NE).



New Jersey Department of Education
Educator Preparation Provider Performance Reports

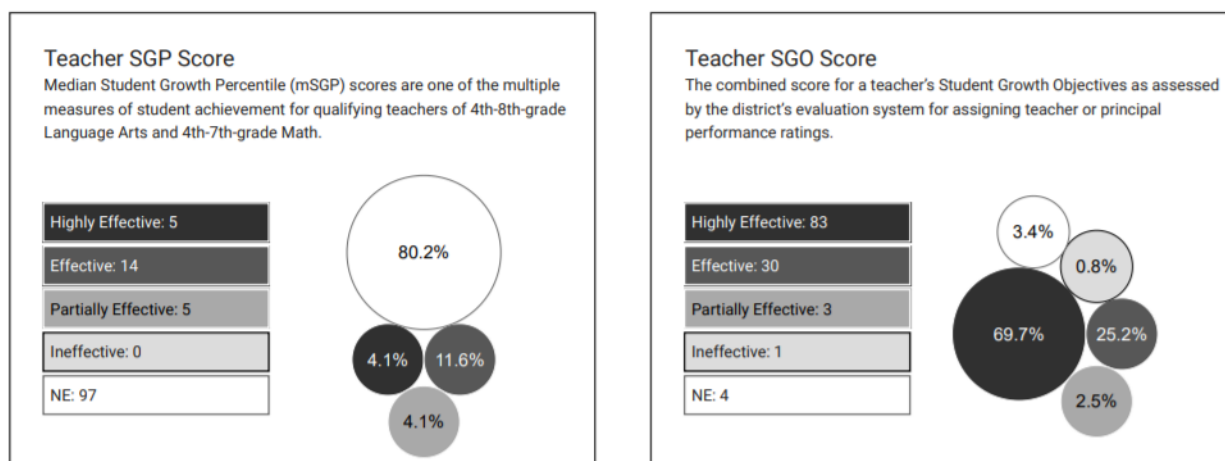
Rutgers University GSE New Brunswick - CEAS
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

Evaluation data for certified program completers from the 2016-17 school year employed in the 2017-18 school year.



2020 CAEP Annual Reporting Measures

Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers

Other
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

Evaluation data for certified program completers from the 2016-17 school year employed in the 2017-18 school year.

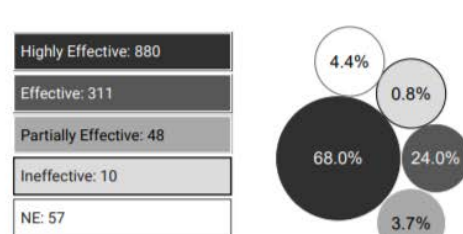
Teacher SGP Score

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.



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.



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

Other
Certificate of Eligibility with Advanced Standing

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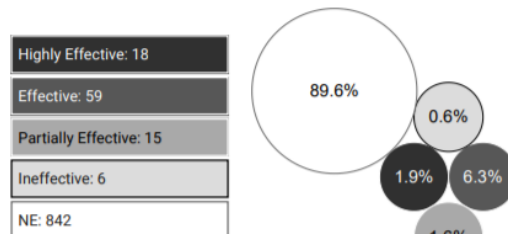


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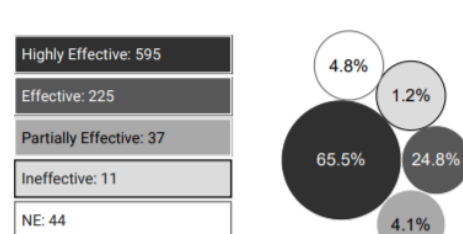
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2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

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 (SS) and b) Teacher Practice Score (TPS). The SS is a compilation of the SGO, SGP, and TPS. (See Measure 1: [Value Added Ratings](#) for additional information about SGO and SGP). The TPS 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. ([Back to Part 1](#))

The SS and TPS data are reflective of completers from the 2016-2017 school year who were employed and evaluated as teachers the following school year. The vast majority of Rutgers traditional initial licensure recent graduates are rated Effective or Highly Effective using both evaluation methods. Of those with an SS, 97% are rated Highly Effective or Effective, as are CEAS and CE holders statewide. Based on the TPS, Rutgers traditional initial licensure graduates are rated Highly Effective or Effective at a slightly higher rate than CEAS and CE holders statewide. This indicates Rutgers traditional initial licensure and alternate route completers are effective teachers.



New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University GSE New Brunswick - CEAS

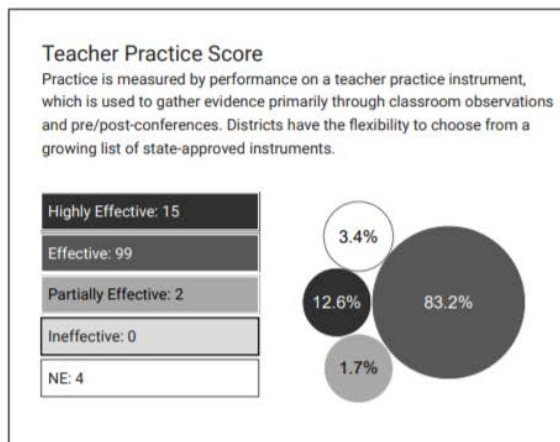
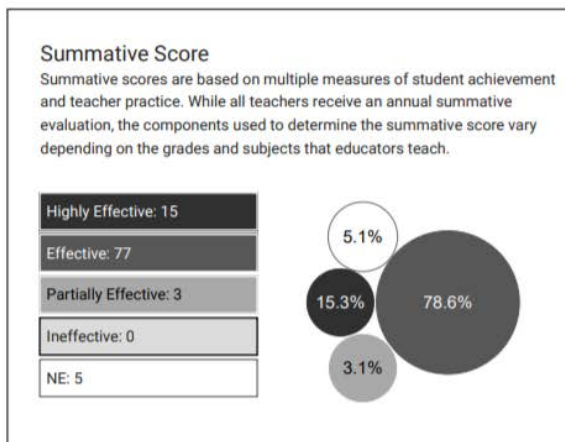
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

Evaluation data for certified program completers from the 2016-17 school year employed in the 2017-18 school year.



2020 CAEP Annual Reporting Measures Rutgers University – New Brunswick



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Educator Preparation Provider Performance Reports

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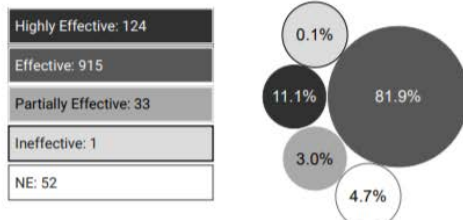
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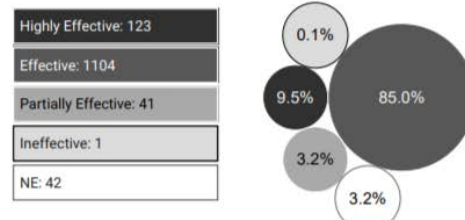
Summative Score

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.



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.



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

Other
Certificate of Eligibility with Advanced Standing

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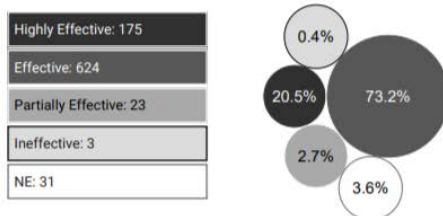
Evaluation Results

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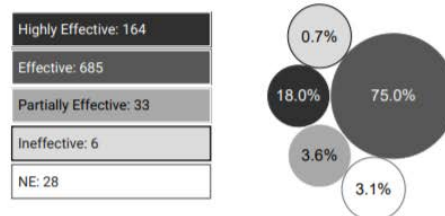
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Teacher Practice Score

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2020 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

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 traditional initial licensure graduates, based on gender and race, represent limited diversity. The majority are White (70%) and are women (72%). This is similar to the demographics of completers and teachers across the state. There is a vast difference in demographics in the teacher candidate / workforce population and the NJ student population, where 84% of the teacher workforce is White while the student population is 28% Hispanic, 15% Black, 10% Asian, 2% two or more races, and only 44% of students are White. Rutgers is not yet where it wants to be, as only 29% of traditional initial licensure completers are non-White. Statewide, 25% of CEAS completers and 42% of CE completers are non-White. In 2019, 27% of Rutgers traditional initial licensure completers identified as male, an increase from only 14% in 2018. Statewide, 22% of CEAS completers identified as male during both years. The CE program completers in 2019 are more diverse based on gender with 29% of completers identifying as male. 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

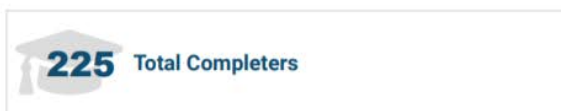
Rutgers University GSE New Brunswick - CEAS
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2019



Completer Demographics

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

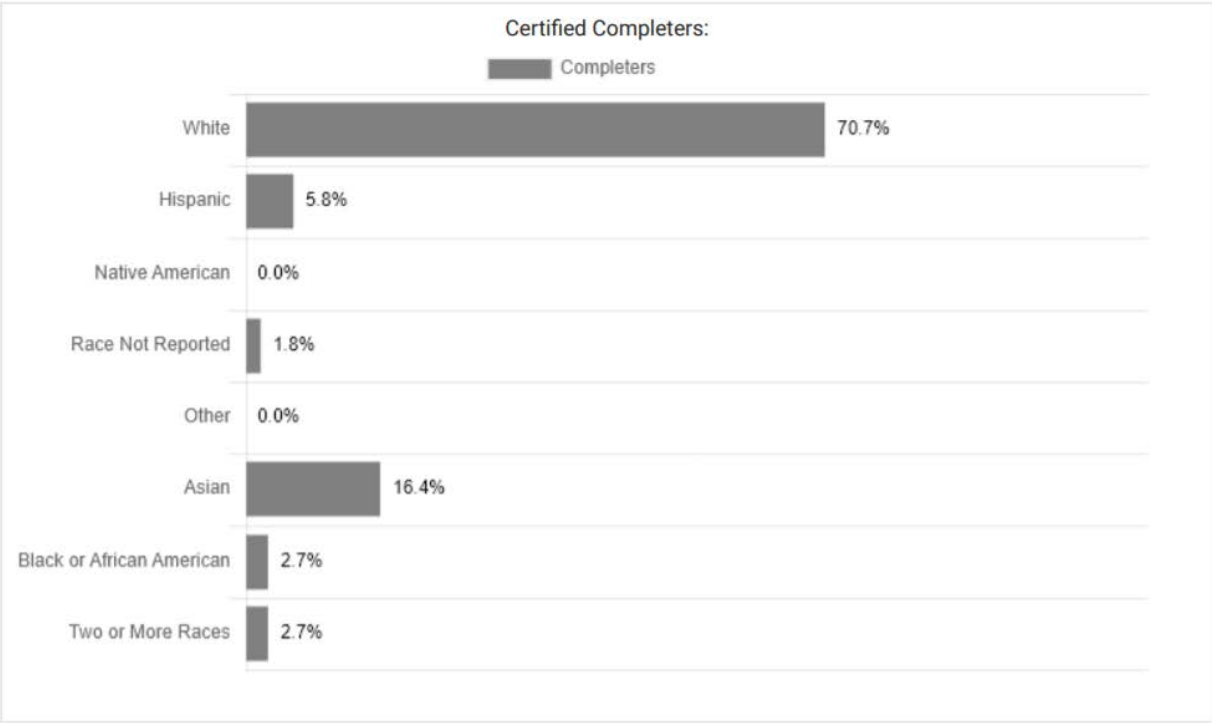


Completers by Gender:



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Populations by Race:



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers

Other
Certificate of Eligibility with Advanced Standing

2019



Completer Demographics

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

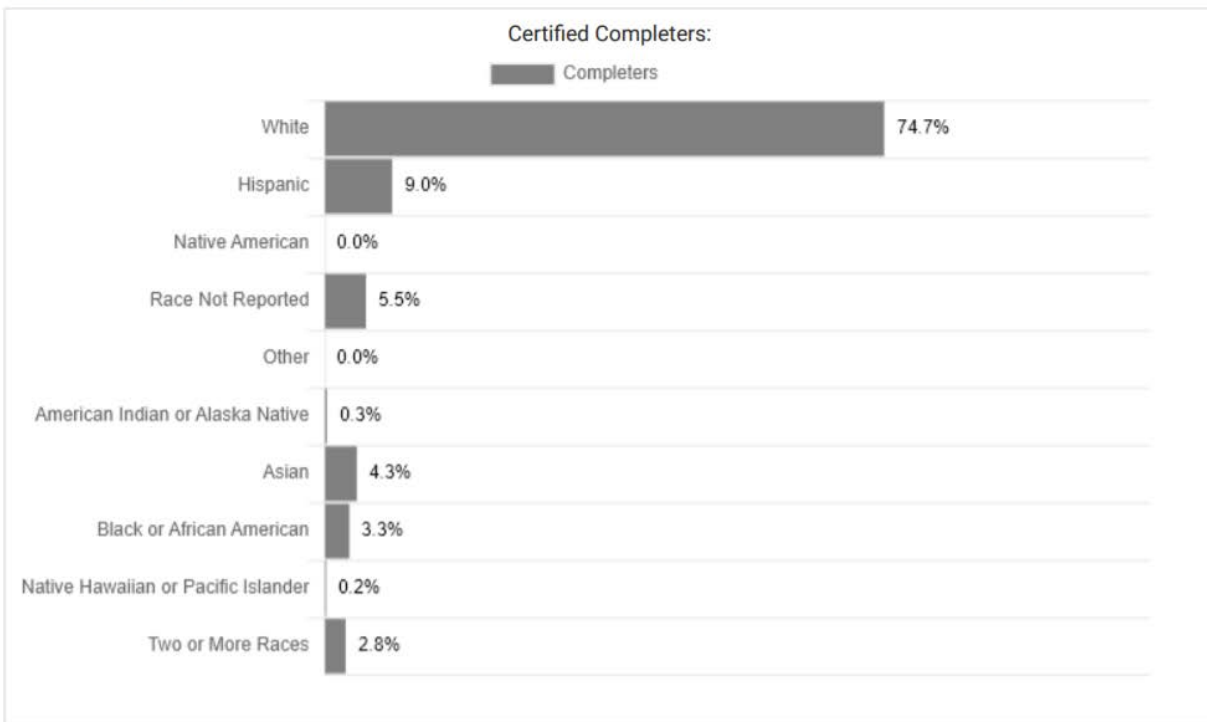
 **2972** Total Completers

 **1545** Completers with Multiple Certificates

Completers by Gender:



Populations by Race:



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

Other
Certificate of Eligibility with Advanced Standing

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Completer Demographics

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



2244 Total Completers

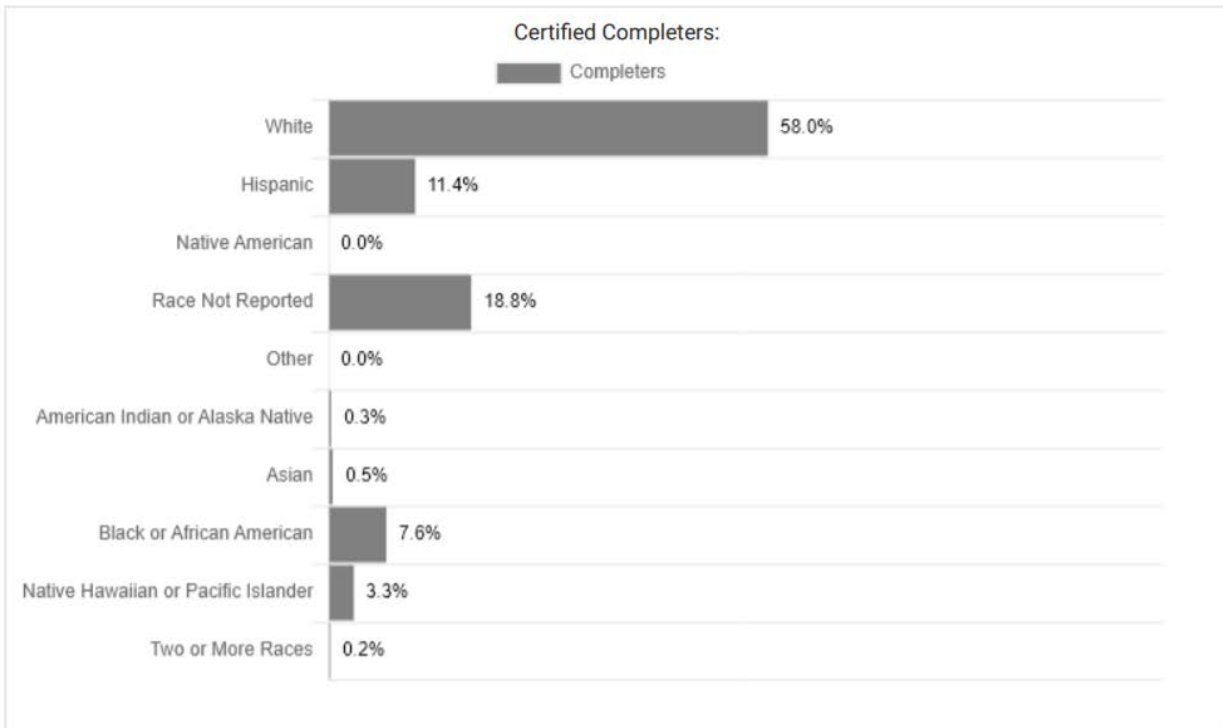


277 Completers with Multiple Certificates

Completers by Gender:



Populations by Race:

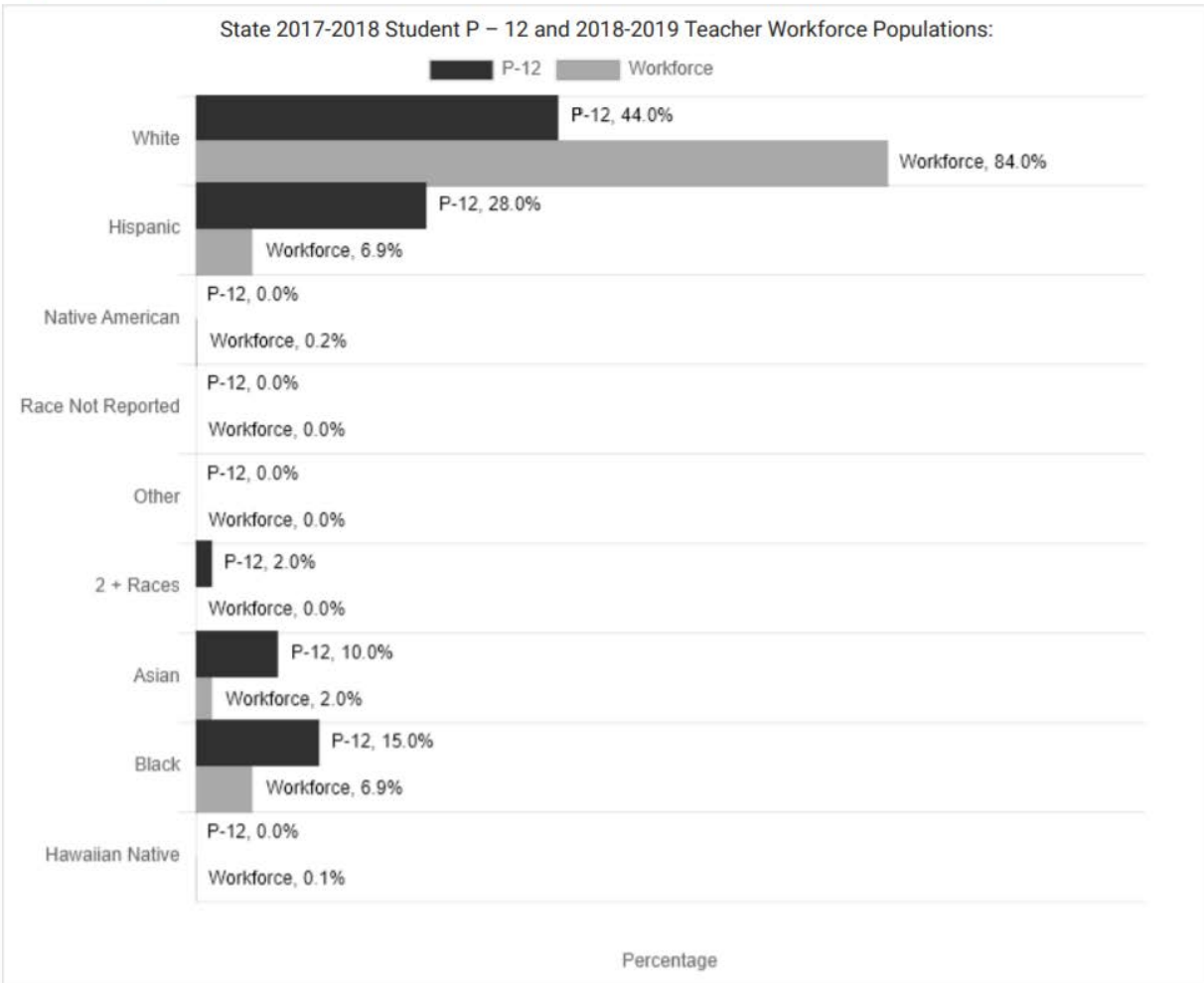


2020 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

STATEWIDE STUDENT AND TEACHER WORKFORCE DATA (included in all 3 reports):

Populations by Race:



Basic Proficiency Scores of Rutgers Candidates – In NJ, the ACT, SAT, GRE or Praxis Core may be used to satisfy entrance exam requirements for initial licensure programs. [\(Back to Part 1\)](#)

Effective teaching is grounded in proficiency in basic skills. 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, as the GSE Mean, in green, is higher than the group average requirements approved by CAEP. Additionally, all candidates met the state-mandated minimum individual score for the exam used to qualify them for admission. Students who submitted multiple admissions test scores are only counted once in the chart. The cohort of candidates represented below began the GSE's 2-year traditional initial licensure programs in fall 2017. Of the 183 candidates, 15 used ACT English and ACT Math individual scores to meet admissions testing criteria, while 5 used the ACT Composite. Another 56 used the SAT Verbal and SAT Math individual scores to meet the criteria, while 18 used the SAT Combined score. The largest cohort of candidates, 84, used the Praxis Core (Reading, Writing, Math) to meet the criteria, and 5 candidates used the GRE Verbal and GRE Quantitative individual scores to meet the criteria.

2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

CAEP Standard	InTASC / NJ Professional Standards for Teachers	Admissions Entrance Exam	N	Group Average Requirements Approved by CAEP	State-Mandated Minimum Individual Score	GSE Mean	GSE Standard Deviation
1.1, 3.2	4, 5	ACT - English	15	21.17	23	26.1	2.986
1.1, 3.2	4, 5	ACT - Math	15	21.25	23	27.5	3.442
1.1, 3.2	4, 5	ACT - Composite	5		23	23.8	1.166
1.1, 3.2	4, 5	SAT - Verbal	56	543.33	560	617.9	51.848
1.1, 3.2	4, 5	SAT - Math	56	532.5	540	627.1	65.212
1.1, 3.2	4, 5	SAT - Combined	18		1660	1733.3	52.705
1.1, 3.2	4, 5	Praxis Core (Reading)	84	167.66	156	181.0	12.886
1.1, 3.2	4, 5	Praxis Core (Writing)	84	165	162	173.5	8.014
1.1, 3.2	4, 5	Praxis Core (Math)	84	162.14	150	173.1	15.129
1.1, 3.2	4, 5	GRE (Verbal)	5	150.75	155	158.6	1.200
1.1, 3.2	4, 5	GRE (Quantitative)	5	152.75	156	158.8	2.135

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2020 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

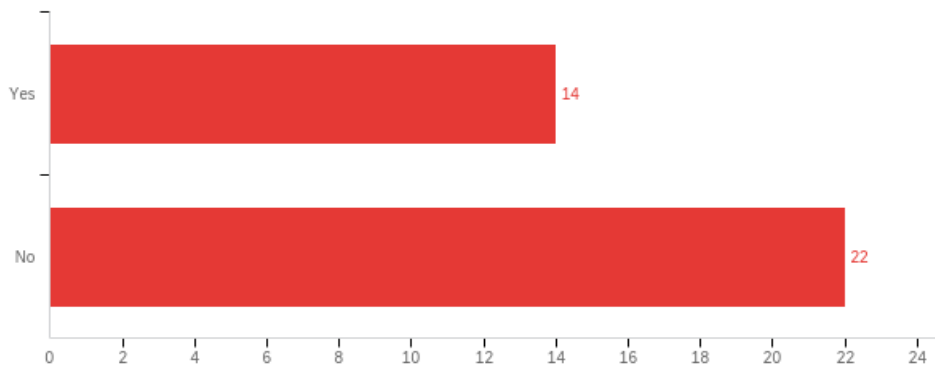
Measure 3: Satisfaction of employers and employment milestones

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

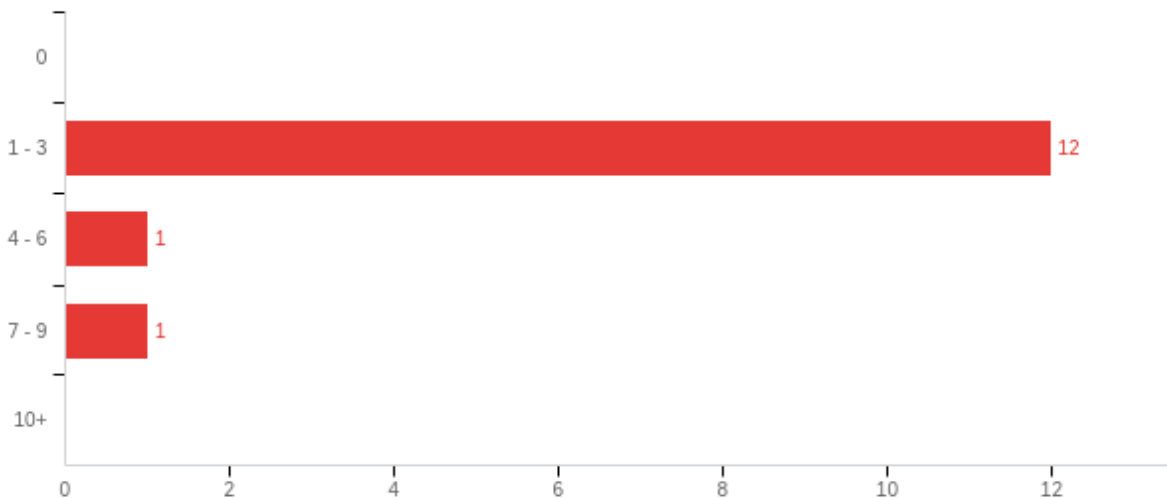
2018 GSE-CSPN School Administrator Survey

In January 2019, 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). Responses were received from 38 administrators, and 14 of them have hired GSE graduates. (Some administrators were not in a position to make hiring decisions.) Administrators chose to hire Rutgers completers, particularly those who completed clinical hours in their school, and have found GSE graduates who they hire are effective at improving student learning outcomes, proxies for employer satisfaction. Below are more detailed responses to selected survey questions.

Since 2016, have you hired any GSE teacher education graduates?

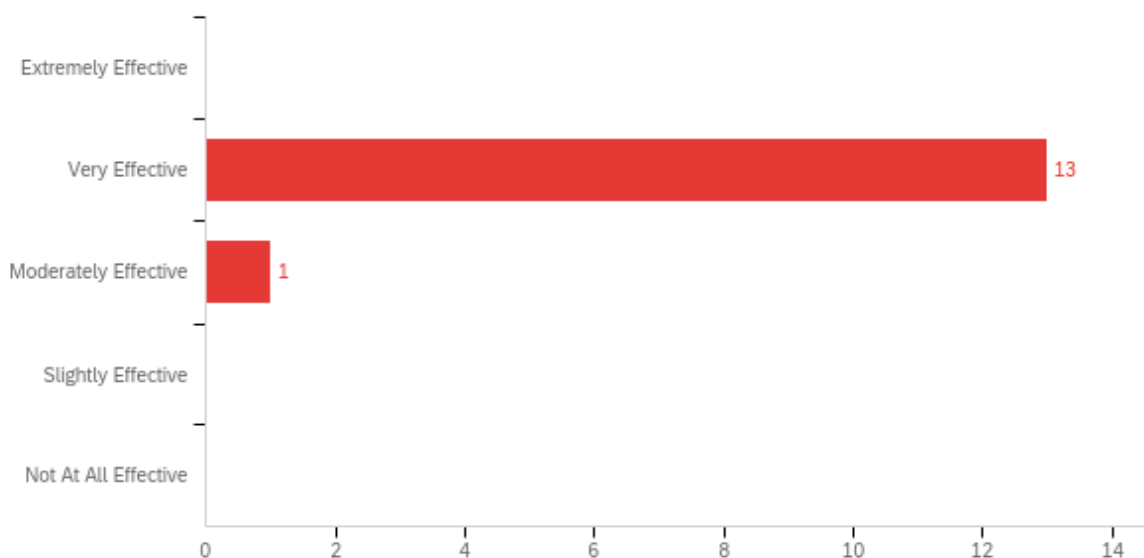


Approximately how many did you hire in 2018?



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

How would you rate their effectiveness at improving your P-12 students' learning outcomes?



State Data on Retention – The NJDOE provides employment data for Rutgers completers in their first and second year of teaching if they are employed in a public school in NJ, as well as state-level comparison data. [\(Back to Part 1\)](#)

The state reports that 68% (153/225) of Rutgers certified completers who earned a CEAS in 2016-2017 were employed in a public school in NJ the following school year (2017-2018). Of those, 64% maintained employment at the same school and 80% maintained employment at a public school in the state the following year (2018-2019). The statewide employment rate of 2016-2017 CEAS completers was lower – 62% (1842/2972) were employed in a NJ public school the following year. Of those, 59% maintained employment at the same school and 75% maintained employment in the state the next year. The statewide employment rate of 2016-2017 CE completers was lowest – 53% (1189/2244) were employed in a NJ public school the following year. However, 66% maintained employment at the same school and 78% maintained employment in the state the next year. The Rutgers completers maintain employment for a second year in their schools and the state, and achieve these milestones at a higher rate than completers across the state. These employment milestones – particularly retention after the first year – indicate employers are satisfied with Rutgers completers.

2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

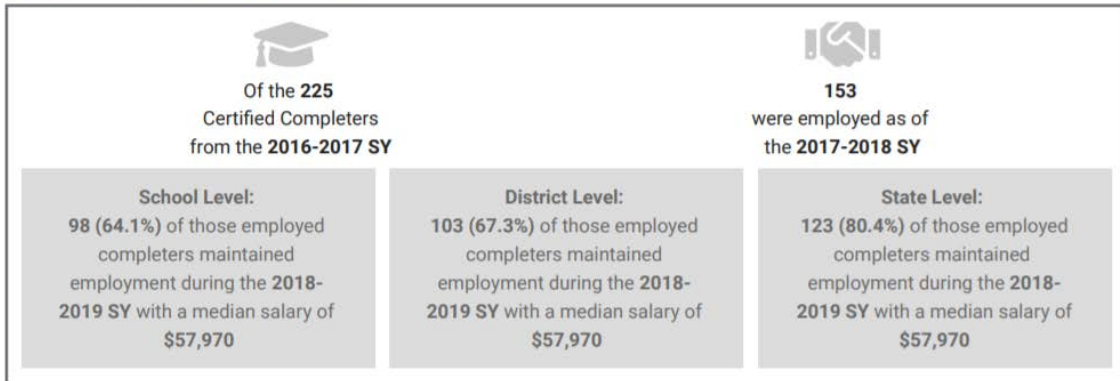
	New Jersey Department of Education Educator Preparation Provider Performance Reports	<div style="font-size: 24pt; font-weight: bold;">2019</div>
<div style="font-weight: bold; font-size: 18pt;">Rutgers University GSE New Brunswick - CEAS</div> Both Graduate & Undergraduate Certificate of Eligibility with Advanced Standing		



Full Time Employment Outcomes

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

2016-2017 Persistence⁷ Trend:



	New Jersey Department of Education Educator Preparation Provider Performance Reports	<div style="font-size: 24pt; font-weight: bold;">2019</div>
<div style="font-weight: bold; font-size: 18pt;">NJ CEAS Providers</div> Other Certificate of Eligibility with Advanced Standing		



Full Time Employment Outcomes

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

2016-2017 Persistence⁷ Trend:



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

Other
Certificate of Eligibility with Advanced Standing

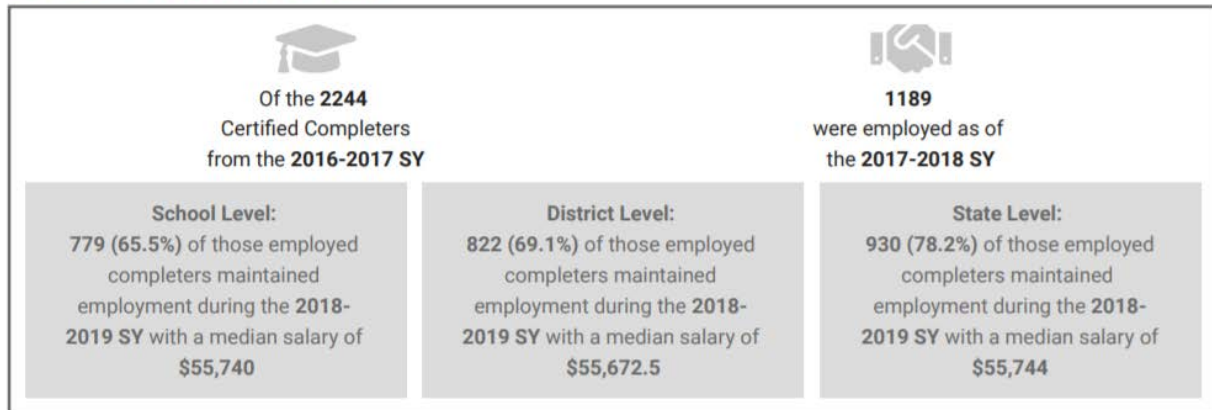
2019



Full Time Employment Outcomes

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

2016-2017 Persistence⁷ Trend:



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2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Measure 4: Satisfaction of completers

Completer Surveys – This survey was developed and administered by the NJDOE to collect feedback from candidates from Rutgers who are applying, through the GSE, for a standard license. ([Back to Part 1](#))

After two years of successful teaching and meeting several other requirements, provisional license holders may apply for a standard license, which is a permanent teaching certificate. The NJDOE provides aggregated survey response data to EPPs who have more than 10 survey responses. In the case of Rutgers GSE, the data is aggregated over the course of three years, 16-17, 17-18, and 18-19 in order to reach 17 survey responses. Most completers who earned degrees at Rutgers apply directly to the NJ DOE, thus their responses are not associated back to Rutgers and not provided to the EPP.

The survey responses were overwhelmingly positive. Almost all completers state that courses taken at Rutgers as well as their student teaching experience increased their confidence in their ability to plan, deliver, and assess a lesson in a classroom, as well as reflect upon a delivered lesson. They feel very well prepared to demonstrate mastery of the NJ Professional Standards for Teachers. Finally, all but one are very likely or likely to recommend the EPP to someone considering becoming a teacher, with one who feels neutral. Additionally, when asked where they would like to be professionally in five years, most would like to remain a full-time educator.

We want you to reflect upon <u>coursework</u> in your EPP. Please select from the response scale, your level of agreement as to how well your EPP has prepared you for the following elements of instruction.	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
Courses taken within my EPP increased my confidence in my ability to plan a lesson in a classroom	16	0	1
Courses taken within my EPP increased my confidence in my ability to deliver a lesson in the classroom	15	1	1
Courses taken within my EPP increased my confidence in my ability to assess a lesson in the classroom	15	1	1
Courses taken within my EPP increased my confidence in my ability to reflect upon a lesson delivered in the classroom	16	0	1

We want you to reflect upon <u>student teaching practice</u> in your EPP. Please select from the response scale, your level of agreement as to how well your student teaching practice prepared you for these elements of instruction.	Strongly Agree or Agree	Neither Agree or Disagree	Strongly Disagree or Disagree
My experience as a student teacher/clinical intern increased my confidence in my ability to plan a lesson in a classroom	15	0	2
My experience as a student teacher/clinical intern increased my confidence in my ability to deliver a lesson in the classroom	15	0	2
My experience as a student teacher/clinical intern increased my confidence in my ability to assess a lesson in the classroom	15	0	2
My experience as a student teacher/clinical intern increased my confidence in my ability to reflect upon a lesson delivered in the classroom	14	1	2

2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Please select an option in the response scale below that best reflects your opinion about how well your EPP has prepared you to demonstrate mastery of these professional standards for teachers in the state of New Jersey.	Very Good or Good	Fair	Very Poor or Poor
I am able to create developmentally appropriate learning experiences based upon my knowledge of how students grow and develop	16	1	0
I can create an inclusive learning environment built upon my knowledge of diverse cultures and communities	16	1	0
I can collaborate with other personnel to create a positive learning environment for students where they feel engaged	16	1	0
I am able to make links between my knowledge of content within my discipline to the New Jersey Student Learning Standards so students learn content in an accessible way	16	1	0
I can connect concepts in the classroom to engage learners in critical thinking related to local and global issues	15	2	0
I can use multiple methods of assessment to monitor learner progress	16	1	0
I can plan instruction that supports all students to meet rigorous learning goals by using my knowledge of content areas	16	1	0
I am able to execute a variety of instructional strategies that encourages students to develop deep understandings of content areas	16	1	0
I am able to engage in professional learning that leads to improved learning for students	14	3	0
I am able to develop high quality student assessments	16	1	0

We would like you to think about where you see yourself professionally in the next five years? Below are several positions, please select all that you might want to occupy five years from now.	
Remain a full-time educator	14
Become a Educator Service Provider (such as a social media specialist, school nurse or athletic trainer)	2
Become a Principal or an Assistant Principal	1
Become a District Administrator (such as a Dir. Of Curriculum, Dir. Of Special Education, Asst. Superintendent, Superintendent, School Business Administrator)	3
Have a career outside of education	2

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2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Measure 5: Graduation rates

Completer Rates from Programs – This data shows program completion rates across licensure programs. Program completion requirements vary across the three initial licensure groups – GSE traditional initial licensure, MGSA traditional licensure and Rutgers alternate route. ([Back to Part 2](#))

The alternate route program was recently revised and the 2017-2018 academic year was the first year of the “new” program, which includes 400 program hours and is completed over the course of two years. The alternate route data presented last year represented enrollment and persistence data for the first cohort of this new program. This year, the data reports on the same cohort, but now includes program completion information. While passing the edTPA is not a graduation requirement for the GSE and MGSA traditional initial licensure (degree) programs, it is a program completion requirement for the alternate route program. They define a completer as a candidate who finishes both the 400-hour program and passes the edTPA, thereby making them eligible for a Standard license in the state of New Jersey.

In 2018-2019, in addition to the 152 candidates who graduated from master’s degree programs who began in fall 2017, an additional 11 GSE candidates also graduated during this year who began in fall 2016, for a total of 163 graduates. In the bachelor’s degree (music) program, in addition to the 20 candidates who graduated who began their junior year in fall 2017 (following official program acceptance), another 9 candidates graduated who had begun the previous year, for a total of 29 graduates. There were 207 teacher candidates who completed the alternate route program after beginning the program in 2017-2018. Thus, the grand total of completers for Rutgers – New Brunswick in 2018-2019 is 399. The below charts follow the cohorts that began each of the two-year programs in fall of 2017 by pathway and in aggregate.

Graduation Rate for Traditional Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2017)	183
Completed w/in 2 Years	152
Completed w/in 3 Years	154
Expected Completion in May 2020	4
Leave of Absence	1
Has Not Yet Passed Praxis II (Graduation Requirement)	1
Switched to Non-Certification Master's Program	3
Left Program (Withdrew or Dismissed)	20
2-Year Graduation Rate	83.1%
3-Year Graduation Rate (inc. Expected May 2020)	86.3%

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Graduation Rate for Traditional Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2017)	35
Completed w/in 2 Years	20
Expected Completion in May 2020	11
Withdrew	4
2-Year Graduation Rate	57.1%
3-Year Graduation Rate (inc. Expected May 2020)	88.6%

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

For candidates who began the program in fall 2017, they would typically be expected to graduate in spring 2019. However, this is often not the case for two main reasons. First, 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, with the first semester occurring in the fall and the second in the spring. The decision was made that candidates in music education could no longer graduate after the fall semester, and would be required to graduate in the spring. This means candidates who have additional coursework to take may not be ready to begin student teaching in the fall of their second year and instead must wait until the following fall. Second, in many cases, those who are graduating in spring 2020 will be graduating with a double major in jazz, music performance, or composition, and degree plans for double majors require three years rather than the traditional two.

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 17-18)	269
Completed w/in 2 years (as of summer 2019)	207
Completed Coursework w/in 2 years but not edTPA	12
Currently Enrolled	11
Withdrew During or Upon Completion of Year 1	9
Withdrew During or After Year 2	8
Dismissed from program	1
Inactive	11
Noncompleters (Missing edTPA and Coursework)	10
Completed within 2 Years	77.0%
Completed within 2 Years or Currently Enrolled	81.0%
Completed within 2 Years (400 Hours but not edTPA)	81.4%
Completed within 2 Years (400 Hours but not edTPA) or Currently Enrolled	85.5%

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Graduation / Completion Rate for All Initial Licensure Programs	
Total Cohort	487
Completed w/in 2 Years	379
Completed w/in 3 Years	381
Expected Completion in May 2020	15
Currently Enrolled / Leave of Absence	12
Completed Coursework but Not Other Requirements	13
Switched to Non-Certification Master's Program	3
No Longer In Program (Withdrew, Dismissed, Inactive, Noncompleter)	63
2-Year Graduation or Completion Rate	77.8%
3-Year Graduation or Completion Rate (inc. Expected May 2020)	81.3%
3-Year Graduation or Completion Rate (inc. Expected May 2020) or Currently Enrolled / Leave of Absence	83.8%

Advanced Certification Programs

Enrollment and completion data for advanced certification programs can be found in Measure 6: [Certification Rates](#). These programs are not cohort programs, like the initial licensure programs. Candidates apply and are admitted throughout the year. In many cases, they may enroll in courses in an order of their choosing and may take up to five years to complete their program. Sometimes extensions beyond five years are granted. Thus, graduation rates for these programs cannot be calculated in the same way that initial licensure program graduation rates are calculated. Annually, candidates in non-degree certification programs are audited and those who have not taken a class recently and/or have reached the five-year point are contacted to determine their interest in remaining in the program. At that point, they may choose to enroll in courses or leave the program.

* * * * *

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

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 2](#))*

Rutgers traditional initial licensure 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 and the required passing score. Additionally, passing the Praxis II is a licensure requirement. The GSE traditional initial licensure programs also require that candidates pass the Praxis II in order to graduate. The National Mean Range and National Median are calculated from the records of test takers who took the test between August 2016 and July 2019 according to ETS's *Understanding Your Praxis Scores 2019-20*.

Praxis II Test	Test Code	N	Passing Score	GSE Mean	National Mean Range	National Median
Elementary Education: Multiple Subjects Reading Language Arts Subtest	5002	72	157	172	162-179	170
Elementary Education: Multiple Subjects Mathematics	5003	72	157	181	161-187	173
Elementary Education: Multiple Subjects Social Studies	5004	72	155	166	156-177	166
Elementary Education: Multiple Subjects Science	5005	72	159	170	161-179	168
Music: Content Knowledge	5113	29	153	170	160-176	168
English Language Arts: Content Knowledge	5038	14	167	182	171-186	179
Mathematics: Content Knowledge	5161	20	160	176	137-169	158
Social Studies: Content Knowledge	5081	24	157	174	158-178	167
General Science: Content Knowledge	5435	16	152	174	152-178	164
Biology: Content Knowledge	5235	12	152	173	153-175	163
Physics: Content Knowledge	5265	4	141	*	138-168	153
Chemistry: Content Knowledge	5245	1	152	*	150-175	161
Spanish World Language	5195	1	168	*	162-187	176
OPI Spanish	1018	1	7	*		
OPI English	1005	6	7	*		
WPT English	2004	6	7	*		

* N < 10 so data is suppressed

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edTPA Scores of Candidates – *The edTPA is a performance-based, subject-specific assessment focused on a teacher candidate’s ability to perform three key tasks: planning, instruction and assessment. The state mandates that as of AY18-19, in order to earn certification, teacher candidates must take and pass the edTPA.* ([Back to Part 2](#))

In this second consequential year of the edTPA, in order to receive certification, candidates must earn a score on the edTPA and there is no minimum cut score. They must retake some or all of the assessment if they earn an Incomplete. This mandate applies to pre-service teacher candidates in Rutgers traditional initial licensure programs as well as classroom teachers of record completing the Rutgers alternate route program, for whom AY18-19 was the first year completing the edTPA. The edTPA is aligned to CAEP Standards 1.1-1.5, 3.3, 3.5, and 3.6. In addition, it is aligned to the InTASC/NJ Professional Standards for Teachers, Standards 1-9. It is also aligned to Charlotte Danielson’s Framework for Teaching, Domains 1a-1f, 2a-b, 2d-e, 3a-e, 4a, and 4f. Rutgers teacher candidates seeking teacher licensure learn to plan, instruct, and assess prior to program completion.

In AY18-19, 188 Rutgers traditional initial licensure candidates took the edTPA, excluding those who retook and passed it after receiving an Incomplete in AY17-18 (n=2). Based on NJ requirements to complete the edTPA in order to earn licensure, 99% (187/188) of these candidates passed with 1 earning an Incomplete. (The candidate who earned an Incomplete has since passed upon retake during AY19-20). This is an increase from last year, when the rate was 97%. Eight candidates did not take the edTPA during AY18-19. One of the eight took and passed it in AY19-20. Of the alternate route candidates, 213/219 (97%) passed with six candidates earning an Incomplete. This includes two candidates who were part of the AY17-18 cohort who passed in AY18-19 and eight candidates who completed edTPA while in the first rather than second year of the program. Based on the cut scores that are scheduled to become effective in NJ in AY19-20, 160/188 (85%) traditional initial licensure candidates would have met the threshold had the minimum score requirement been in place during AY18-19. This is an increase from last year, when the rate was 81%. For the alternate route program, 132/213 (62%) would have met the threshold had the minimum score requirement been in place during AY18-19. Candidates knew when taking the edTPA that their numeric score did not affect their ability to earn licensure, thus for some the priority may have been to get a score – any score – as opposed to an Incomplete, rather than earn a particularly high score. For most edTPA handbooks, or versions of the assessment, the cut score will be 37 beginning in AY19-20. Based on the edTPA handbooks used by Rutgers candidates in AY 18-19, the exceptions are as follows: World Language and Classical Languages – 32 and Elementary Education: Literacy with Mathematics Task 4 – 44.

The majority of the edTPA handbooks include 15 rubrics, or assessment areas (1-15). Of the 187 traditional initial licensure test takers who passed, 61 took the Elementary handbook, which includes three additional rubrics (16-18). Two test takers took the World Language handbook which has two less rubrics (4 and 14). Of the 213 alternate route test takers who passed, 63 took the Elementary handbook, one test taker took the Classical Languages handbook, and 19 took the World Language handbook. The below data tables provides candidate mean scores by edTPA rubric. For 13/18 rubrics shaded green in the first table, the mean score increased this year compared to last year for traditional initial licensure candidates. The edTPA uses a 5-point scale, however only experienced classroom teachers are expected to earn scores of 4 or 5 on individual rubrics and those scores are not expected for pre-service teachers. For traditional initial licensure candidates, the mean rubric score in AY18-19 was 2.89, an increase from 2.83 in AY17-18. For alternate route candidates, the mean this year was 2.58.

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AY18-19 edTPA Data: 187/188 traditional route test takers passed						
CAEP Standard	InTASC / NJ Professional Standards for Teachers	edTPA Task	edTPA Rubric	Mean Score	Standard Deviation	Mean Score Change, AY17-18 to AY18-19
1.1, 1.2, 1.4, 1.5, 3.3	2, 3, 4, 7, 8	1: Planning	1: Planning for Content Understandings	2.96	0.619	0.05
1.1, 1.2, 1.4, 3.3, 3.6	1, 2, 4, 7, 8	1: Planning	2: Planning to Support Varied Student Needs	2.90	0.721	0.10
1.1, 1.2, 1.4, 1.5, 3.3	1, 2, 4, 7	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	3.14	0.644	0.02
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	1, 2, 4, 5, 8	1: Planning	4: Identifying and Supporting Language Demands	2.90	0.611	0.07
1.1, 1.2, 1.4, 1.5	1, 6, 8	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	2.88	0.671	0.01
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	2, 3, 8	Task 2: Instruction	6: Learning Environment	3.05	0.353	-0.01
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	2, 3, 4, 5, 8	Task 2: Instruction	7: Engaging Students in Learning	2.85	0.586	-0.10
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	3, 4, 5, 8	Task 2: Instruction	8: Deepening Student Learning	2.78	0.634	-0.15
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	3, 4, 5, 8	Task 2: Instruction	9: Subject-Specific Pedagogy	2.82	0.660	0.04
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	9	Task 2: Instruction	10: Analyzing Teaching Effectiveness	2.77	0.618	0.12
1.1, 1.2, 1.4, 1.5, 3.6	6	Task 3: Assessment	11: Analysis of Student Learning	2.92	0.729	-0.01
1.1, 1.2, 1.4, 1.5, 3.6	6	Task 3: Assessment	12: Providing Feedback to Guide Learning	3.21	0.880	0.15
1.1, 1.2, 1.4, 1.5, 3.6	6	Task 3: Assessment	13: Student Use of Feedback	2.77	0.713	0.18
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	1, 2, 4, 5	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	2.84	0.686	0.17
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	6, 7, 8, 9	Task 3: Assessment	15: Using Assessment to Inform Instruction	3.00	0.689	0.15
		Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings	2.65	0.721	0.10
		Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples	2.87	0.689	-0.07
		Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching	2.65	0.872	0.20
			Mean:	2.89		

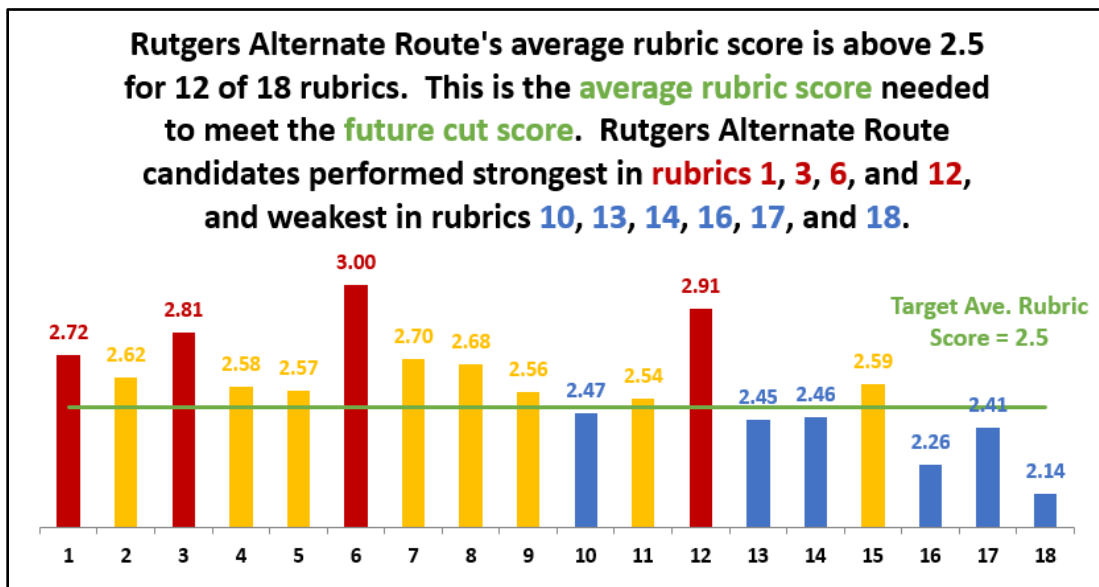
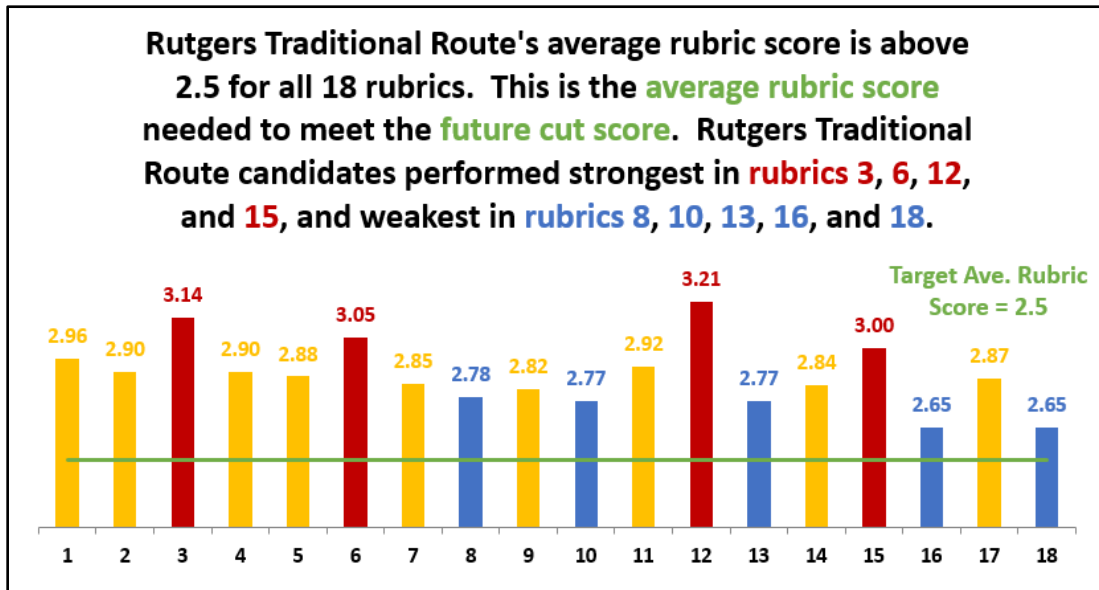
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AY18-19 edTPA Data: 213/219 alternate route test takers passed					
CAEP Standard	InTASC / NJ Professional Standards for Teachers	edTPA Task	edTPA Rubric	Mean Score	Standard Deviation
1.1, 1.3, 1.4	2, 3, 4, 7, 8	1: Planning	1: Planning for Content Understandings	2.72	0.682
1.1, 1.4, 1.5	1, 2, 4, 7, 8	1: Planning	2: Planning to Support Varied Student Needs	2.62	0.819
1.1	1, 2, 4, 7	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	2.81	0.730
1.1	1, 2, 4, 5, 8	1: Planning	4: Identifying and Supporting Language Demands	2.58	0.664
1.1, 1.2, 1.4, 2.3	1, 6, 8	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	2.57	0.759
1.1, 1.5	2, 3, 8	Task 2: Instruction	6: Learning Environment	3.00	0.470
1.1, 1.3	2, 3, 4, 5, 8	Task 2: Instruction	7: Engaging Students in Learning	2.70	0.701
1.1	3, 4, 5, 8	Task 2: Instruction	8: Deepening Student Learning	2.68	0.732
1.1, 1.3, 1.4	3, 4, 5, 8	Task 2: Instruction	9: Subject-Specific Pedagogy	2.56	0.806
1.1, 1.2	9	Task 2: Instruction	10: Analyzing Teaching Effectiveness	2.47	0.626
1.1, 1.2	6	Task 3: Assessment	11: Analysis of Student Learning	2.54	0.825
1.1, 1.2	6	Task 3: Assessment	12: Providing Feedback to Guide Learning	2.91	0.920
1.1, 1.2	6	Task 3: Assessment	13: Student Use of Feedback	2.45	0.847
1.1, 1.4	1, 2, 4, 5	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	2.46	0.751
1.1, 1.2	6, 7, 8, 9	Task 3: Assessment	15: Using Assessment to Inform Instruction	2.59	0.763
		Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings	2.26	0.782
		Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples	2.41	0.769
		Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching	2.14	0.834
			Mean:	2.58	

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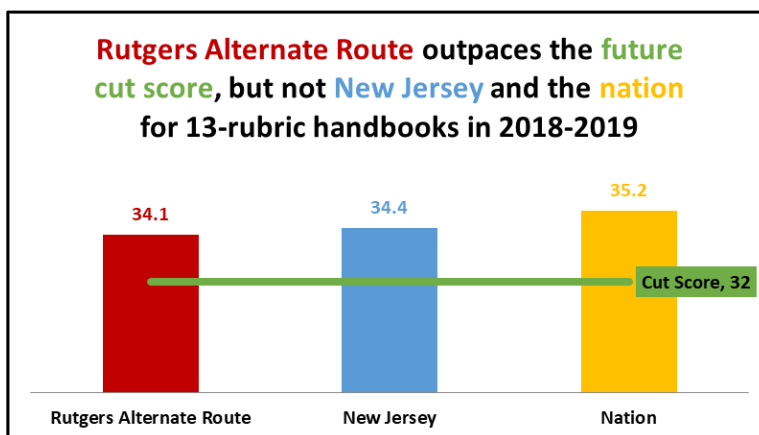
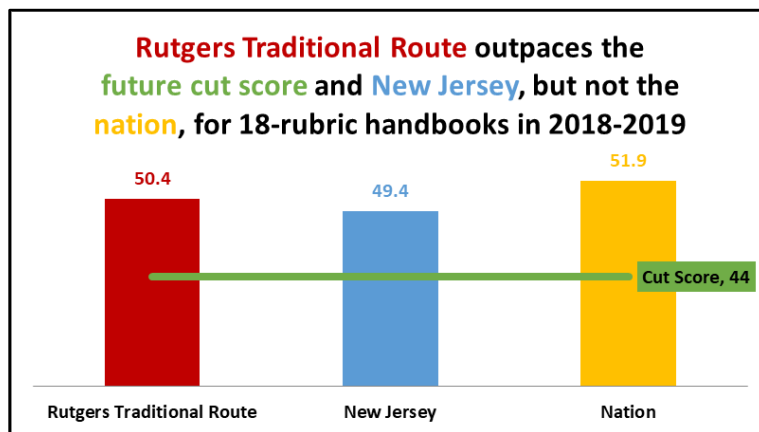
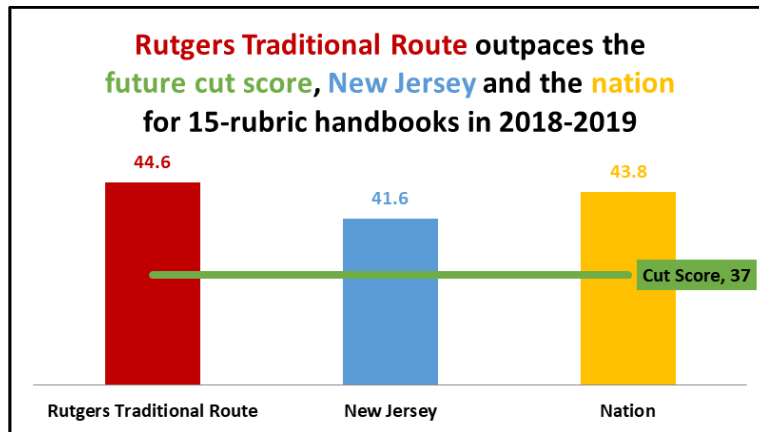
The following graphs provide additional detail about the edTPA performance of Rutgers teacher candidates. Across the EPP, the rubrics where teacher candidates were strongest were rubrics 3, 6, and 12. They were weakest across the board in rubrics 10, 13, 16, and 18. Only 31% of the candidates completed rubrics 16-18, which are found exclusively on the Elementary handbook.



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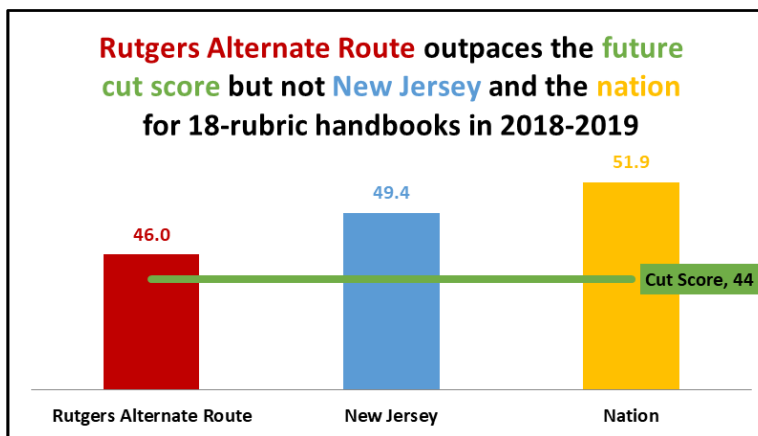
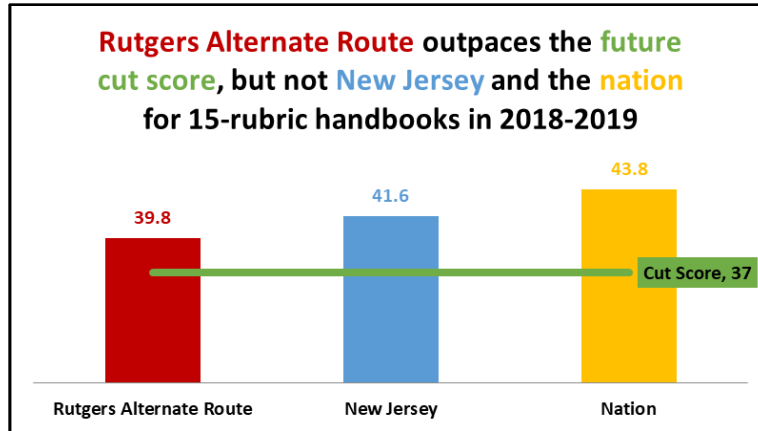
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Pearson, the organization that manages scoring of the edTPA, provides summary data which allows EPPs to compare their candidates' results. The below charts show the average score for Rutgers teacher candidates compared to the NJ and national means. For the traditional initial licensure route, n=2 for 13-rubric handbooks, thus that data is not included. Given how close some of the averages are to each other – in some cases statistically “the same” – the key focus for Rutgers is that teacher candidates are outpacing the future cut score, and often by a wide margin.



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Certification Rates – This data represents all program completers, from every program, who have successfully met certification requirements and obtained licensure at the initial and advanced levels. ([Back to Part 2](#))

Program completion requirements vary and do not always align with certification requirements. For example, successfully completing required Praxis II exams is a state licensure requirement. It is a program completion requirement for traditional GSE candidates but not music education candidates, though all music education completers also passed the Praxis II. Praxis II scores are available earlier in Measure 6: [Praxis II Test Results](#). Additionally, successfully completing the edTPA is a state licensure requirement and a program completion requirement for the alternate route program, but not a program completion requirement for the traditional licensure programs. edTPA data is available earlier in Measure 6: [edTPA Scores of Candidates](#).

As a result of the global Coronavirus pandemic, Rutgers staff have been working from home since mid-March 2020. Certification records are kept as paper copies at the GSE, and are currently inaccessible. As a result, this year rather than provide the confirmed number of certificates earned of those who completed the traditional initial licensure (degree) programs, we have provided the number of completers who were recommended for licensure. This information is stored electronically and is accessible. Almost all completers were recommended in the late spring or summer of 2019, but seven were recommended in AY19-20. There are some certification requirements that are not graduation

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requirements, such as passing the edTPA and paying a fee for the license. These sometimes delay when a completer's recommendation for licensure is sent to the NJDOE.

Initial (Degree) Programs	
Number of Completers	192
Number Recommended for Licensure	185
Number Applied for Licensure, but Recommendation Delayed until Licensure Requirements are Met	3
Did Not Apply for Licensure	4
Certification Recommendation Rate	96.4%

In 2018-2019, there were 207 completers who met the alternate route program's requirements, and also the state's licensure requirements. This was the second year of the revised, 2-year, 400-hour alternate route program, and thus the first time having a 2nd year of the program in place. 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. Rutgers GSE is not permitted to recommend alternate route program completers. In some cases they have added on an additional endorsement through the GSE and even for that the GSE may not submit their application for certification to the state. Please see Measure 5: [Completer Rates from Programs](#) for additional information about the alternate route's completion and certification.

Advanced Programs: Enrolled, Completer and Certification Data from Fall 2018 - Summer 2019

Rutgers GSE offers both degree and non-degree advanced certificate programs. In some cases, programs prepare candidates for multiple certifications. For example, those seeking Principal certification may pursue that license with or without the Supervisor certificate. Additionally, beginning with fall 2018 new admissions, the Reading Specialist program on its own was no longer an option and the program began preparing candidates for both the Reading Specialist and Supervisor certifications. Please note that candidates may take up to 5 years to complete an Advanced program once they begin, and many are enrolled part-time. Additionally, candidates may complete one of the below non-degree programs in conjunction with an initial licensure program through the GSE. Additionally, after beginning a program, candidates may add on additional endorsements which they may complete before or after completing the program for which they initially applied.

Candidates who complete the GSE's Advanced program requirements may apply for their certificates either through the GSE's Office of Student and Academic Services, or on their own directly through the NJDOE upon program completion. As is the case with initial certification records, official record of who was issued their certificate is stored in paper format and currently is not accessible due to the pandemic. In the case of degree programs, however, certificates issued is reported as that information is electronically stored.

There are several licensure requirements that are not program completion or degree requirements, which, along with the reality that candidates may recommend themselves for licensure, may be why some completers are not recommended for licensure by the GSE at the time they complete their program and thus included in the tables below. For example, some licenses require the candidate to pass a Praxis II exam (Principal), successfully complete a Harassment Intimidation, and Bullying training

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(ESL, Bilingual/Bicultural, LDTC, Principal, Reading Specialist), or to have a specific number of years of teaching experience (Principal – 5, LDTC and Supervisor – 3, Reading Specialist – 2).

The below charts represent the number of candidates enrolled in Advanced programs during academic year 2018-2019, the number of completers during that time period, and the number of completers who were recommended for their certificates through the GSE. As mentioned already, other completers may have recommended themselves for certification rather than go through the GSE. The first chart highlights candidates in degree programs, the second those in non-degree programs. The third chart combines this data by certificate area and the final chart combines this data by completer. In the second chart, of the 80 non-degree candidates not recommended for licensure, 56 (70%) completed their program in Summer 2019, which does not leave much time to complete the certification process during AY18-19. Additionally, candidates who add on endorsements at the GSE but are in the alternate route initial licensure program, per state policy, may not apply for certification through the GSE.

GSE Program (Master of Education)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
English as a Second Language (ESL) and Bilingual/Bicultural Education	1	0	N/A	N/A
Learning Disabilities Teacher Consultant (LDTC)	14	3	3	100%
* Principal and Supervisor	21	9	8 for each	89%
** Reading Specialist and Supervisor	19	8	7 for each	88%
*** Students with Disabilities (TOSD)	45	13	12	92%
Total	100	33	30	91%

* 2/8 who earned these certificates earned their supervisor certificates in previous years after meeting certification requirements, but prior to graduating.

** There is one case where a candidate began Reading Specialist and Supervisor as two separate endorsements (non-degree) and then switched to the master's degree program; this candidate is counted as enrolled in both the degree and non-degree totals for the year.

*** 11/12 earned this certificate in previous years after meeting certification requirements but prior to graduating. There are four cases where candidates began Students with Disabilities (non-degree) and then switched to the master's degree program; those candidates are counted as enrolled in both programs they were in during the year.

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GSE Program (non-degree)	Number of Candidates Enrolled	Number of Completers	Number of Completers Recommended to NJDOE, Processed by GSE	Known Certification Rate
Bilingual/Bicultural Education	2	2	0	0%
Bilingual/Bicultural Education and English as a Second Language (ESL)	10	4	1	25%
English as a Second Language (ESL)	39	10	1	10%
Learning Disabilities Teacher Consultant (LDTC)	42	6	6	100%
Preschool through Grade 3 (P-3)	5	0	N/A	N/A
Principal	7	0	N/A	N/A
*Reading Specialist	5	2	1	50%
** Students with Disabilities (TOSD)	469	128	99	77%
Supervisor	139	58	22	38%
TOTAL	718	210	130	62%

* There is one case where a candidate began Reading Specialist and Supervisor as two separate endorsements (non-degree) and then switched to the master's degree program; this candidate is counted as enrolled in both the degree and non-degree totals for the year.

** This includes 30 candidates who completed and earned initial licensure in a different area, and added on the TOSD endorsement, and does not include those in the special education initial licensure program. There are four cases where candidates began Students with Disabilities (non-degree) and then switched to the master's degree program; those students are counted as enrolled in both programs they were in during the year. One reason so many completers may not have been recommended for certification is because of timing as described above.

Certification Area	Number of Completers	Number of Certificates Recommended to be Issued by NJDOE, Processed by GSE	Known Certification Rate
Bilingual/Bicultural Education	6	1	17%
English as a Second Language (ESL)	14	2	14%
Learning Disabilities Teacher Consultant (LDTC)	9	9	100%
Principal	9	8	89%
Reading Specialist	10	8	80%
* Students with Disabilities (TOSD)	141	111	79%
** Supervisor	75	37	49%
All Certificate Areas	264	176	67%

* This includes 11 TOSD certificates that were issued in previous years when certification requirements were fulfilled but before degree programs were completed.

** This includes 2 Supervisor certificates that were issued in previous years when certification requirements were fulfilled but before degree programs were completed.

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Advanced Programs - By Candidate	
Number of Completers	243
Number Who Earned One or More Certificates, Processed by GSE	160
Known Certification Rate	66%

Advanced Program: Praxis II for Principal Certification – *The state mandates that in order to become a certified Principal in the state of NJ, candidates must pass the School Leaders Licensure Assessment Praxis II (Test Code 6011).* ([Back to Part 2](#))

Per the 2nd chart in the section above, there were nine candidates who completed the Principal program in 2018-2019, and eight were issued their certification. All eight passed this Praxis II exam. Scores for the final candidate are not available, thus this candidate either did not take the exam or did not have scores sent to Rutgers.

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

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 NJDOE.*
[\(Back to Part 2\)](#)

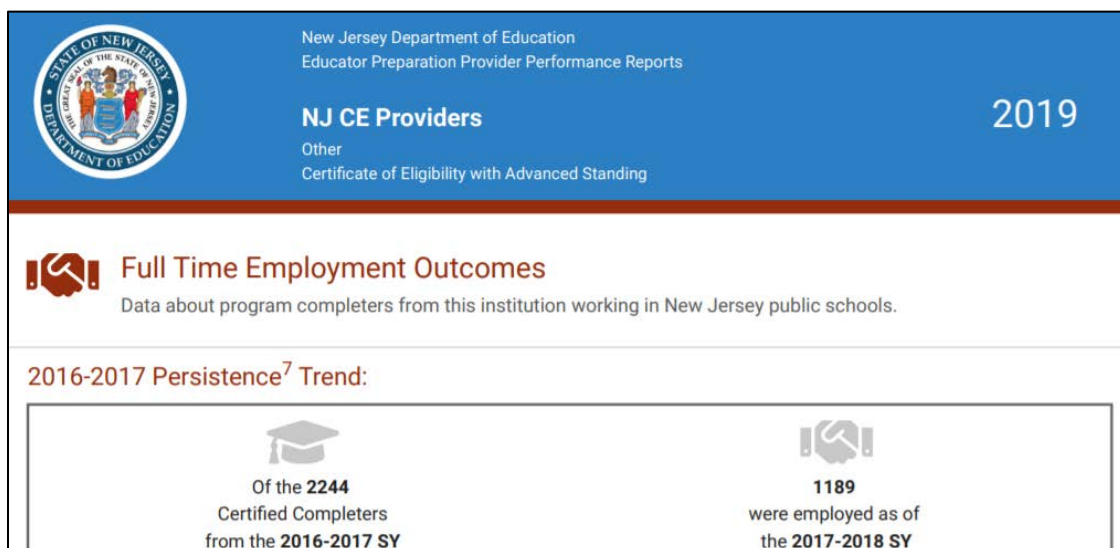
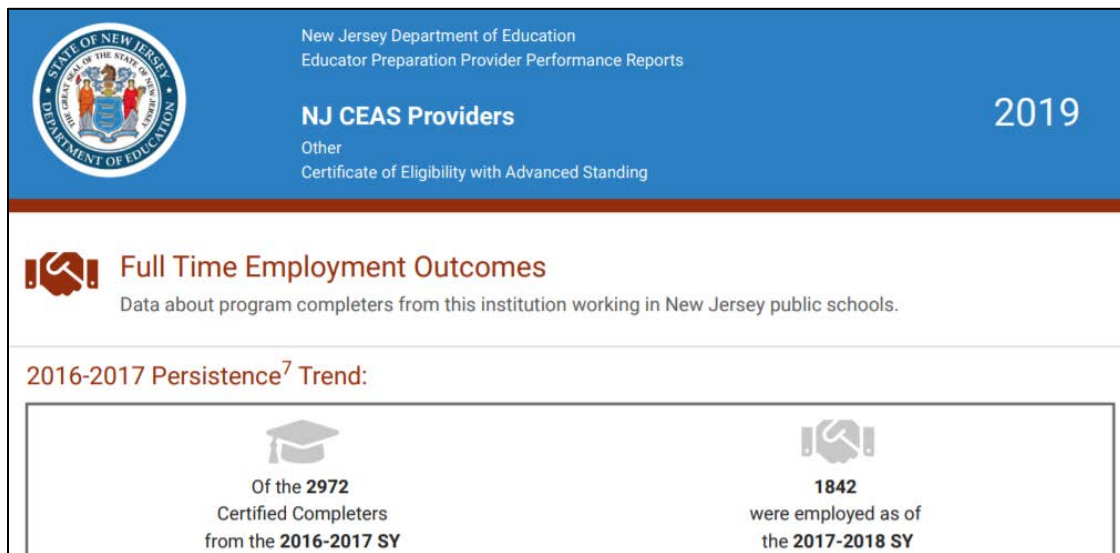
State survey data indicate that 90% of traditional initial licensure program applicants for certification who want to work as a teacher wanted to work in NJ public schools.

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	6	2.6%
Private or parochial school in New Jersey	0	0%
Private or parochial school outside of New Jersey	0	0%
Public school in New Jersey (including charter schools)	204	89.9%
Public school outside of New Jersey	7	3.1%
Undecided	10	4.4%
Total	227	

State Data on Hiring – *The NJDOE provides employment data for Rutgers graduates if they are employed in a public school in NJ as well as state-level comparison data. This includes employment rates by certificate area.* [\(Back to Part 2\)](#)

The state reports that 68% (153/225) of Rutgers certified completers (who earned a CEAS) in 2016-2017 were employed in a public school in NJ the following school year (2017-2018). The statewide employment rate of 2016-2017 CEAS completers was lower – 62% (1842/2972) were employed in a NJ public school the following year. Finally, the rate was a bit lower, as 53% (1189/2244) of CE completers statewide were employed in a NJ public school the following year. Not only do Rutgers CEAS graduates get hired in jobs for which they have prepared but they achieve this milestone at a higher rate than CEAS and CE completers across the state. Additionally, employment data for Rutgers graduates indicate that their employment rate in the certification area for which they have prepared exceeds the state average overall and in almost every certification area. Employment by certification area is not provided on the CE report.

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Rutgers University – New Brunswick



2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



New Jersey Department of Education
 Educator Preparation Provider Performance Reports

Rutgers University GSE New Brunswick - CEAS

Both Graduate & Undergraduate
 Certificate of Eligibility with Advanced Standing

2019



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, 2018	Percent Employed as Teachers
One Endorsement	138	87	63.0%
Two or More Endorsements	87	66	75.9%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2018	Percent Employed as Teachers
All Programs	225	153	68.0%
Elementary School	83	61	73.5%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	15	14	93.3%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	9	9	100.0%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	2	1	50.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	2	2	100.0%
Teacher of Biological Science	14	11	78.6%
Teacher of Dance, Art, Music, or Theater	35	15	42.9%
Teacher of English	14	12	85.7%
Teacher of English as a Second Language	11	2	18.2%
Teacher of Mathematics	7	6	85.7%
Teacher of Physical Science	2	2	100.0%
Teacher of Physics	6	5	83.3%
Teacher of Preschool through Grade 3	9	4	44.4%
Teacher of Social Studies	22	16	72.7%
Teacher of Students with Disabilities	87	70	80.5%
Teacher of World Languages	6	2	33.3%

2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



Full Time Employment Outcomes

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

Employment for Largest Five Programs: Provider



New Jersey Department of Education
 Educator Preparation Provider Performance Reports

NJ CEAS Providers

Other
 Certificate of Eligibility with Advanced Standing

2019



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, 2018	Percent Employed as Teachers
One Endorsement	1881	1112	59.1%
Two or More Endorsements	1091	730	66.9%

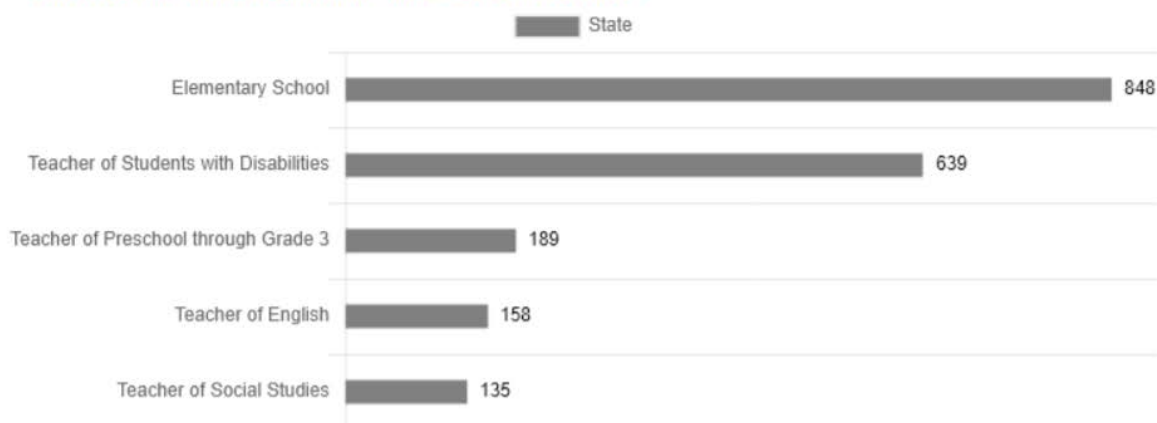
2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Employment by Certification Area:

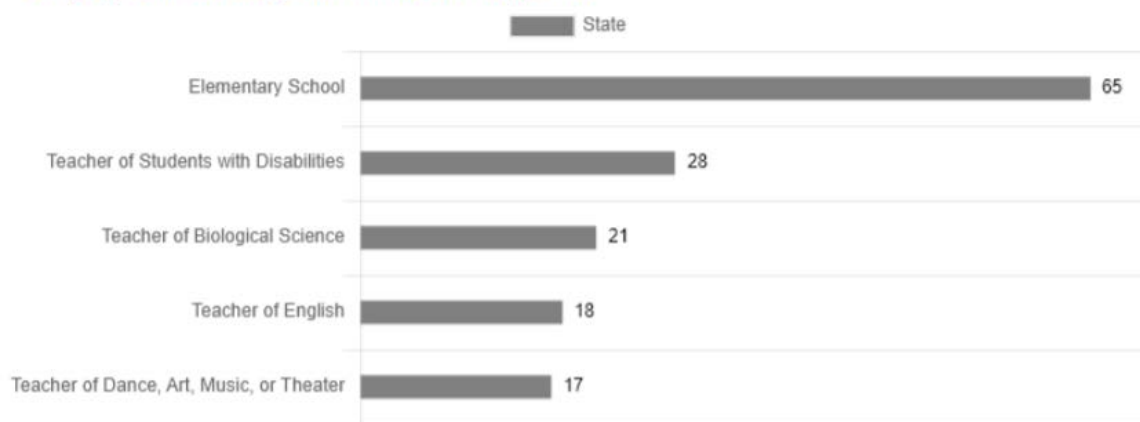
Category	Count of Certified Individuals	Employed as of October 15, 2018	Percent Employed as Teachers
All Programs	2972	1842	62.0%
Elementary School	1352	848	62.7%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	77	62	80.5%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	46	31	67.4%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	53	40	75.5%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	30	21	70.0%
Teacher of Bilingual-Bicultural Education	18	15	83.3%
Teacher of Biological Science	89	69	77.5%
Teacher of Chemistry	26	22	84.6%
Teacher of Comprehensive Business	6	4	66.7%
Teacher of Dance, Art, Music, or Theater	177	92	52.0%
Teacher of Deaf or Hard of Hearing	12	5	41.7%
Teacher of Earth Science	7	3	42.9%
Teacher of English	247	158	64.0%
Teacher of English as a Second Language	75	26	34.7%
Teacher of Health, PE, or Driver Education	172	93	54.1%
Teacher of Marketing Education	3	3	100.0%
Teacher of Mathematics	159	126	79.2%
Teacher of Physical Science	5	4	80.0%
Teacher of Physics	17	14	82.4%
Teacher of Preschool through Grade 3	346	189	54.6%
Teacher of Psychology	1	1	100.0%
Teacher of Reading	32	19	59.4%
Teacher of Social Studies	231	135	58.4%
Teacher of Students with Disabilities	914	639	69.9%
Teacher of Technology Education	4	2	50.0%
Teacher of the Blind or Visually Impaired	2	1	50.0%
Teacher of World Languages	34	21	61.8%

2020 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Employment for Largest Five NJ CEAS Programs



Employment for Largest Five NJ CE Programs



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2020 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

Measure 8: Student loan default rates and other consumer 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 FY17. ([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](#))*

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