



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 2021

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2021 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. As of fall 2020, GSE began offering Agriculture as another discipline (in conjunction with the School of Environmental and Biological Sciences), however no one has yet to enroll. 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, as of January 2021 run through the GSE but previously run through 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 the most recent information provided by NJDOE – the 2019 reports released in spring/summer 2020 – 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 traditional route 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.

In early 2021, the NJDOE provided EPPs with individualized reports for Certificate of Eligibility (CE) programs for the first time. Thus, this CAEP Annual Report includes information provided about Rutgers alternate route program completers. The NJDOE report is entitled “Rutgers University – CE”. Finally, the NJDOE produces a comparison report for all Certificate of Eligibility (CE) programs including the Rutgers alternate route program. This report is entitled “NJ CE Providers”.

Excerpts of all four 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. The full Rutgers CEAS and CE reports can be found on the Rutgers GSE website, in the “Accreditation” section, [here](#), and all reports can be found on the NJDOE website, [here](#). The NJDOE has indicated that the 2020 reports will be released by September 2021.

When referring to Rutgers University – New Brunswick throughout this report, the abbreviation RUEPP – Rutgers University Educator Preparation Provider – is used.

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2021 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 an NJ public school and evaluated as teachers the following school year. The data show the majority of Rutgers traditional initial licensure graduates and Rutgers alternate route completers are rated Highly Effective or Effective on both SGP and SGO measures. This indicates a 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 and alternate route completers are rated Highly Effective or Effective at comparable rates to each other and CEAS and CE holders statewide, as summarized in the table below, with Rutgers rates highlighted in green. Excerpts of the NJDOE EPP Performance Reports also follow. SGP data is not available for graduates / completers who teach subjects or in grades that are not tested and in those cases they are not evaluated (NE).

Evaluation Data for 2016-2017 Certified Completers who are Employed in NJ Public Schools in 2017-2018						
Cohort	Teacher SGP Score			Teacher SGO Score		
	Highly Effective or Effective	Total Rated	%	Highly Effective or Effective	Total Rated	%
Rutgers Traditional Route Graduates	19	24	79%	113	117	97%
CEAS Completers (Statewide)	153	200	77%	1211	1269	95%
Rutgers Alternate Route Completers	6	8	75%	85	92	92%
CE Completers (Statewide)	77	98	79%	820	868	94%

2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University GSE New Brunswick - CEAS

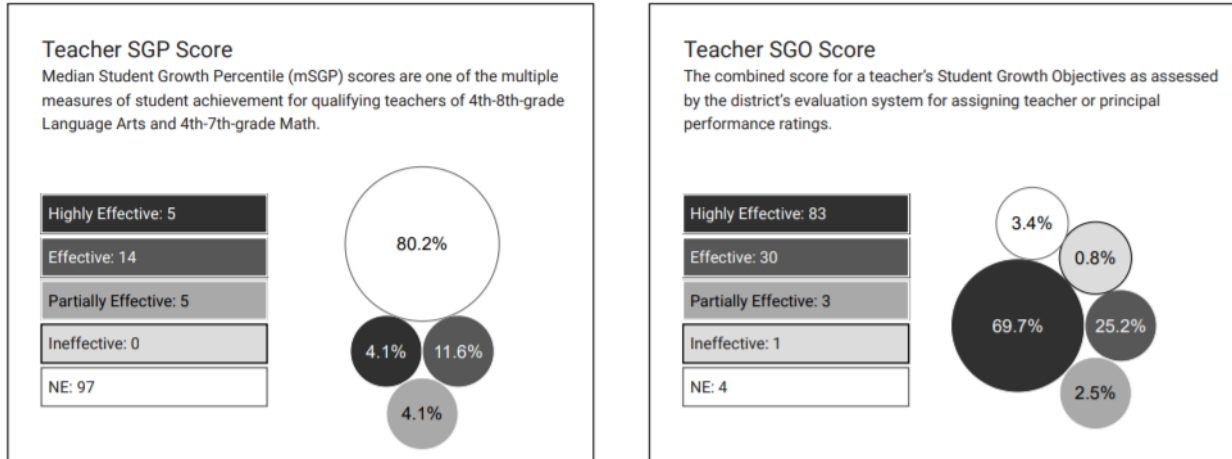
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing


2019



Evaluation Results

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





New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - CE

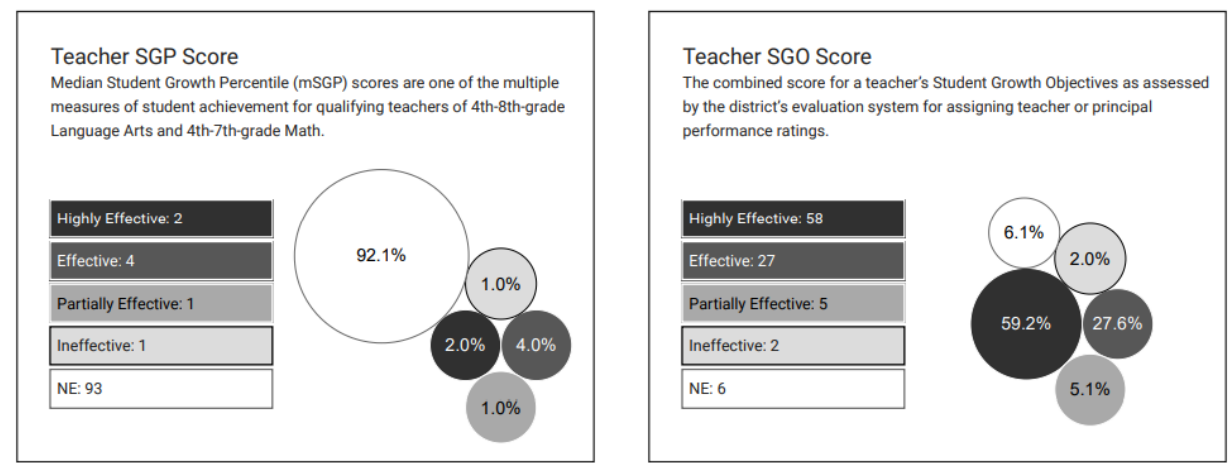
None
Certificate of Eligibility with Advanced Standing

2019




Evaluation Results

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



2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers

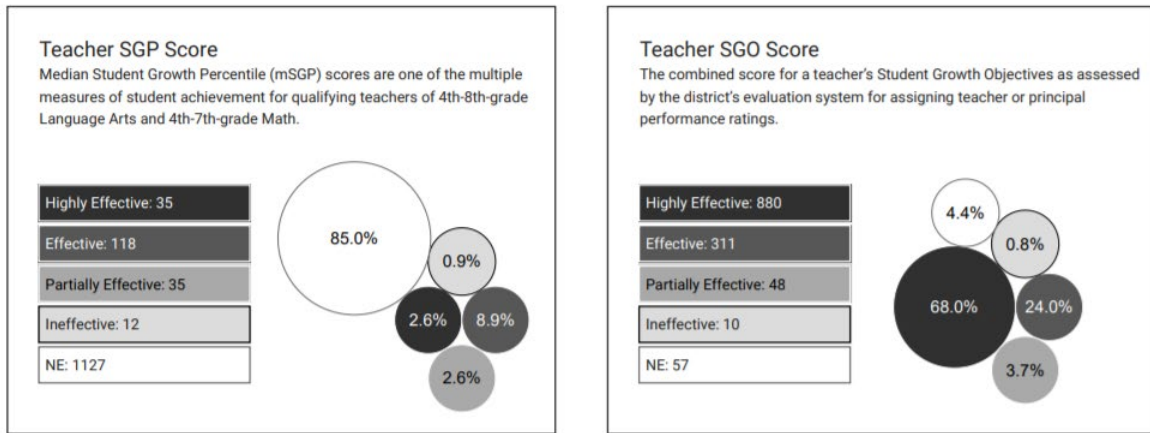
Other
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

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





New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

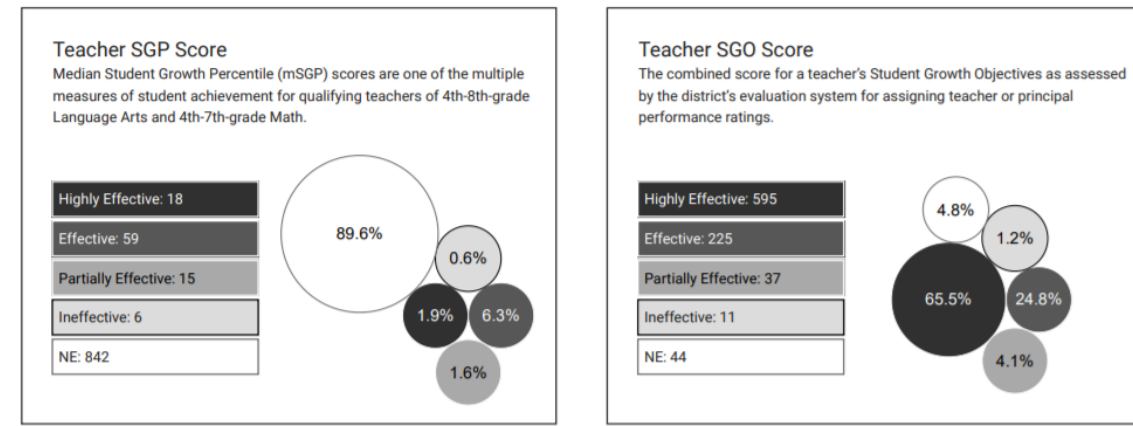
Other
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

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



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2021 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 and alternate route completers are rated Effective or Highly Effective using both evaluation methods. This indicates Rutgers graduates / completers are effective teachers based on the evaluation systems implemented across the state as summarized in the table below, with Rutgers rates highlighted in green. Excerpts of the NJDOE EPP Performance Reports also follow.

Evaluation Data for 2016-2017 Certified Completers who are Employed in NJ Public Schools in 2017-2018						
Cohort	Summative Score			Teacher Practice Score		
	Highly Effective or Effective	Total Rated	%	Highly Effective or Effective	Total Rated	%
Rutgers Traditional Route Graduates	92	95	97%	114	116	98%
CEAS Completers (Statewide)	1039	1073	97%	1227	1269	97%
Rutgers Alternate Route Completers	84	89	94%	87	96	91%
CE Completers (Statewide)	799	825	97%	849	888	96%

2021 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



Evaluation Results

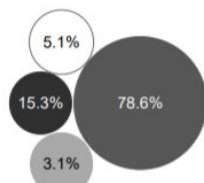
Evaluation data for certified program completers from the 2016-17 school year employed in the 2017-18 school year.



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.

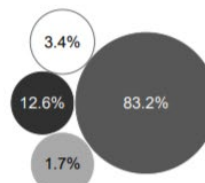
Highly Effective: 15
Effective: 77
Partially Effective: 3
Ineffective: 0
NE: 5



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: 15
Effective: 99
Partially Effective: 2
Ineffective: 0
NE: 4



New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - CE

None
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

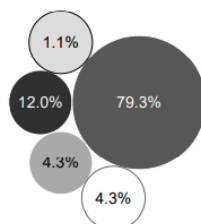
Evaluation data for certified program completers from the 2016-17 school year employed in the 2017-18 school year.



Summative Score

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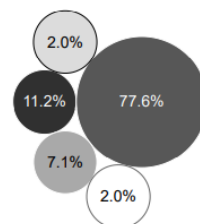
Highly Effective: 11
Effective: 73
Partially Effective: 4
Ineffective: 1
NE: 4




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: 11
Effective: 76
Partially Effective: 7
Ineffective: 2
NE: 2



2021 CAEP Annual Reporting Measures Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CEAS Providers

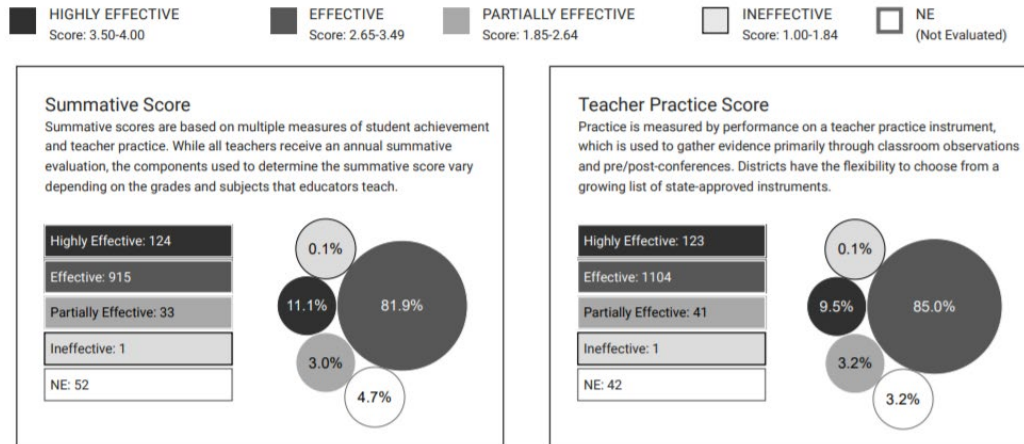
Other
Certificate of Eligibility with Advanced Standing


2019



Evaluation Results

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





New Jersey Department of Education
Educator Preparation Provider Performance Reports

NJ CE Providers

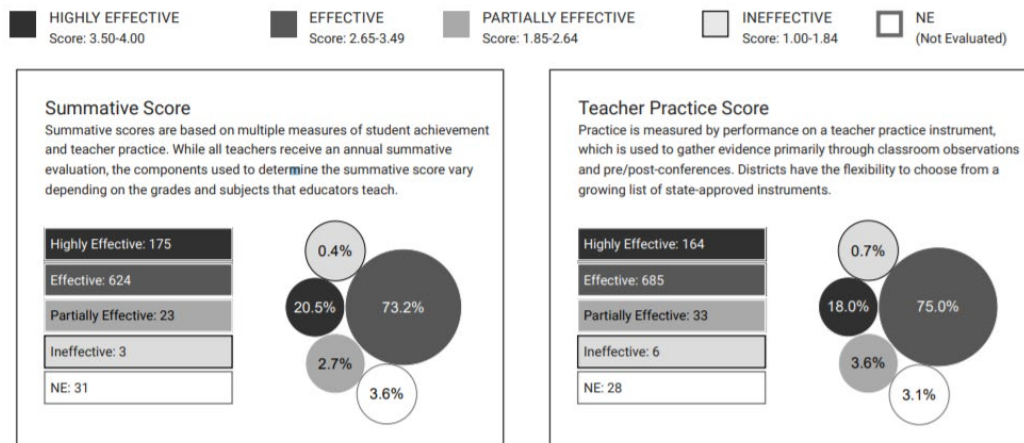
Other
Certificate of Eligibility with Advanced Standing

2019



Evaluation Results

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



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2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

Measure 3: Satisfaction of employers and employment milestones

Administrator Survey – This survey was developed to collect feedback from district administrators who work with GSE traditional route teacher candidates and completers. In 2021 this survey was revised as an Employer/Administrator Survey. It was sent to employers of traditional and alternate route program completers, as well as some employers of advanced certification program completers. More robust employer satisfaction data collected in the 2020-2021 academic year will be available for the 2022 CAEP Annual Report. ([Back to Part 1](#))

2019 GSE-CSPN Administrator Survey

In February 2020, 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 14 administrators, and since 2018, 6 of them have hired GSE initial licensure graduates. Additionally, 3 have hired Rutgers advanced certification program completers. (Some administrators were not in a position to make hiring decisions.) Administrators have found GSE graduates who they hire are effective at improving student learning outcomes, an indicator of employer satisfaction. Below are more detailed responses to relevant survey questions.

The GSE teacher education graduates I hired improved my P-12 students' learning outcomes.

Average: 3.8/4

1. Disagree – 0
2. Somewhat Disagree – 0
3. Somewhat Agree – 1
4. Agree – 4

* Only 5/6 administrators who have hired GSE graduates responded to this survey question.

The GSE advanced certification completers I have hired improved my P-12 students' learning outcomes.

Average: 3.67/4

1. Disagree – 0
2. Somewhat Disagree – 0
3. Somewhat Agree – 1
4. Agree – 2

The GSE advanced certification completers I have hired were prepared to perform their role in their designated licensure areas.

Average: 3.67/4

1. Disagree – 0
2. Somewhat Disagree – 0
3. Somewhat Agree – 1
4. Agree – 2


2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

State Data on Retention/Persistence – 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](#))

Rutgers graduates / completers secure employment upon program completion and maintain employment for a second year in their schools, districts and the state. They achieve these milestones at a higher rate than comparative completers across the state (CEAS and CE completers). The following table summarizes employment retention and persistence data presented in the four NJDOE EPP Performance Report excerpts which also follow. These employment milestones – particularly retention in the same school after one year, highlighted in green below – indicate employers are satisfied with Rutgers completers.

Employer Satisfaction: Retention of Rutgers Graduates / Completers									
Cohort	2016-2017 Certified Completers	2017-2018 School Year		2018-2019 School Year					
		# Employed 2016-2017 Certified Completers	Employment Rate	# Maintained Employment: Same School	Same School Employment Rate	# Maintained Employment: Same District	Same District Employment Rate	# Maintained Employment: NJ	NJ Employment Rate
Rutgers Traditional Route Graduates	225	153	68%	98	64%	103	67%	123	80%
CEAS Completers (Statewide)	2972	1842	62%	1077	58%	1156	63%	1374	75%
Rutgers Alternate Route Completers	181	126	70%	92	73%	97	77%	113	90%
CE Completers (Statewide)	2244	1189	53%	779	66%	822	69%	930	78%



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.

2016-2017 Persistence⁷ Trend:



2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick



New Jersey Department of Education
 Educator Preparation Provider Performance Reports

Rutgers University - CE

None
 Certificate of Eligibility with Advanced Standing

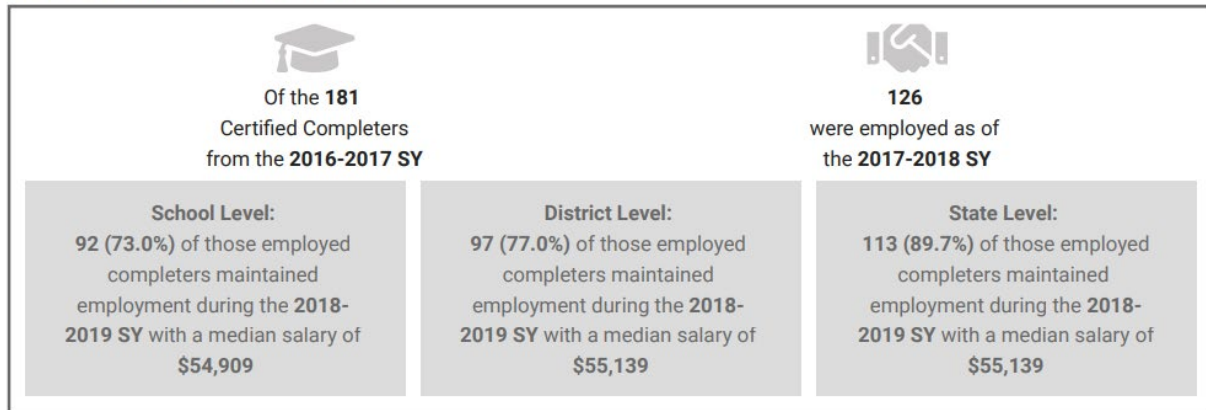
2019



Full Time Employment Outcomes

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

2016-2017 Persistence⁷ Trend:



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.

2016-2017 Persistence⁷ Trend:



2021 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

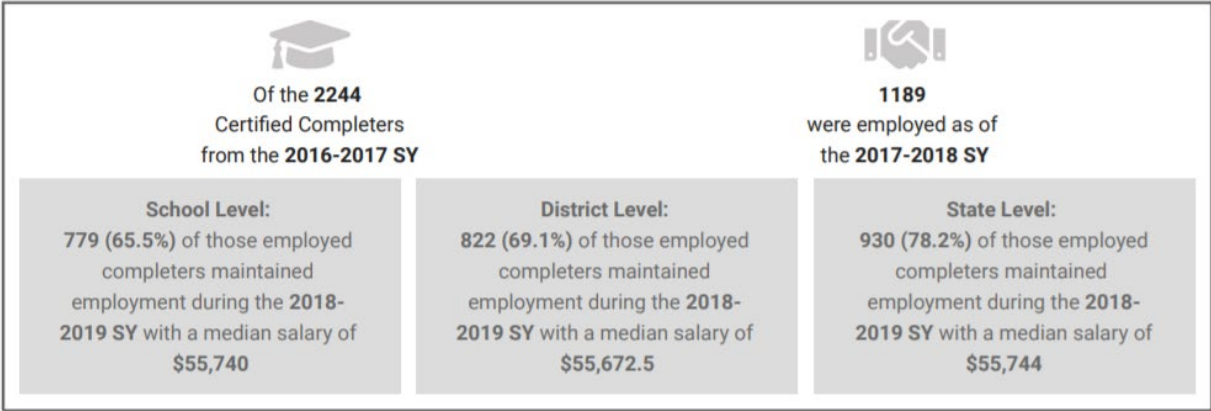
2019



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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2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Measure 4: Satisfaction of completers

Alumni Survey: Satisfaction – In 2019-2020, Rutgers piloted its first Alumni Survey, sent to traditional initial licensure and advanced certification program completers. The survey was primarily sent to alumni who completed their programs between 2014 and 2018. The alternate route program also conducted an Alumni Survey, sent to completers from 2010-2020. Data presented here includes responses from those who completed their alternate route program between 2014 and 2017. There were no completers in 2018 as the program shifted from one to two years in length. ([Back to Part 1](#))

The results of four questions taken from the Traditional Initial and Advanced Alumni Survey disaggregated by program area are presented below, and indicate program completers are satisfied with their Rutgers licensure program. Initial and advanced certification program completers agreed the preparation they received for their intended job was effective (Ave. 3.59/4). When asked to rate their overall experience at Rutgers, completers indicated an average between “Good” and “Excellent” (Ave. 4.32/5). Additionally, traditional initial licensure graduates agreed that their clinical experiences were aligned with their teacher preparation coursework (Ave. 3.62/4) and that their clinical experience was helpful to their development as an educator (Ave. 3.74/4).

Traditional Initial And Advanced Certification Programs	The preparation I received at Rutgers for my intended job was effective. (4-pt scale)			How would you rate your overall experience at Rutgers? (5-pt scale)		
	N	Ave.	SD	N	Ave.	SD
Total	182	3.59	0.66	178	4.32	0.71
Advanced: ESL and BBE	5	3.20	0.75	4	4.25	0.43
Advanced: LDTC	8	3.88	0.33	8	4.13	0.60
Advanced: Principal	2	4.00	0.00	2	4.50	0.50
Advanced: Reading Specialist	2	4.00	0.00	2	4.50	0.50
Advanced: Supervisor	20	3.70	0.64	19	4.26	0.55
Advanced: TOSD	28	3.71	0.59	28	4.39	0.67
Both: Elementary + LDTC	1	4.00	0.00	1	4.00	0.00
Both: Elementary + Principal	1	4.00	0.00	1	5.00	0.00
Both: Elementary + Reading Specialist	1	4.00	0.00	1	5.00	0.00
Both: Elementary + TOSD	2	3.50	0.50	2	4.50	0.50
Both: English + Principal	1	3.00	0.00	1	4.00	0.00
Both: Mathematics + Supervisor	1	4.00	0.00	1	4.00	0.00
Initial: Biology	5	4.00	0.00	5	5.00	0.00
Initial: Dance	7	3.57	0.73	6	4.67	0.47
Initial: Elementary	22	3.45	0.66	21	4.19	0.91
Initial: English	8	3.63	0.70	8	4.38	0.70
Initial: Language	13	3.38	0.74	13	4.08	1.00
Initial: Mathematics	8	3.50	0.50	8	4.50	0.50
Initial: Music	2	3.50	0.50	2	4.00	1.00
Initial: Physics	10	3.70	0.46	10	4.40	0.66
Initial: Social Studies	8	3.38	0.48	8	4.38	0.48
Initial: Special Education	27	3.48	0.88	27	4.22	0.68

Where two programs are listed with "+", survey respondent first completed an initial licensure program and then completed an advanced certification program at Rutgers.

2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Traditional Initial Licensure Program	My clinical experience was aligned with my teacher prep coursework. (4-point scale)			My clinical experience was helpful to my development as an educator. (4-point scale)		
	N	Ave.	SD	N	Ave.	SD
Total	117	3.62	0.61	117	3.74	0.60
Biology	5	4.00	0.00	5	4.00	0.00
Dance	7	3.86	0.35	7	4.00	0.00
Elementary	27	3.59	0.56	27	3.74	0.52
English	9	3.78	0.42	9	3.33	0.94
Language	13	3.38	0.92	13	3.54	0.84
Mathematics	9	3.89	0.31	9	4.00	0.00
Music	2	3.50	0.50	2	4.00	0.00
Physics	10	3.90	0.30	10	4.00	0.00
Social Studies	8	3.50	0.50	8	3.88	0.33
Special Education	27	3.44	0.68	27	3.63	0.67

The results of two questions taken from the Alternate Route Alumni Survey disaggregated by teaching area are presented below, and indicate program completers are satisfied with their Rutgers licensure program. Completers agreed that what they learned prepared them for their teaching career (Ave. 3.10/4). Additionally, they were satisfied with their transition to teaching (Ave. 3.25/4).

Alternate Route: Please indicate the content area in which you teach.	N	What I learned in the Alternate Route Program prepared me for my teaching career.		Which of the following best describes your transition to teaching?	
		Ave.	SD	Ave.	SD
Total	40	3.10	0.70	3.25	0.73
Art/Music/Performance	2	3.00	0.00	3.00	0.00
Business	1	3.00	0.00	3.00	0.00
Elementary School + Psychology + School Counseling	1	4.00	0.00	4.00	0.00
English/Language Arts	6	3.17	0.69	3.50	0.50
General Elementary	5	3.20	0.40	3.00	0.63
History/Social Studies	2	3.00	0.00	3.50	0.50
Math	5	3.20	0.40	3.20	0.40
Math + Engineering	1	3.00	0.00	4.00	0.00
Math + Science and Engineering	1	2.00	0.00	3.00	0.00
Math + Special Ed	1	4.00	0.00	4.00	0.00
N/A	5	2.80	0.98	3.00	1.10
Science (Chemistry, Physics, Biology, etc...)	7	3.00	0.93	3.14	0.99
Special Ed	1	4.00	0.00	4.00	0.00
World Languages (Chinese, German, Spanish, etc...)	2	3.00	0.00	3.00	0.00

Where two programs are listed with "+", survey respondent indicated teaching in multiple content areas.

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2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Measure 5: Graduation rates

Initial Licensure Programs – The following data summarizes graduation / completion data and displays graduation / completion rates across programs. ([Back to Part 2](#))

In 2019-2020, in addition to the 143 candidates who graduated from master's degree programs who began in fall 2018, another 7 GSE candidates also graduated during this year who began in fall 2016 or fall 2017, for a total of 150 graduates. In the bachelor's degree (music) program, in addition to the 18 candidates who graduated who began their junior year in fall 2018 (following official program acceptance), another 11 candidates graduated who had begun the previous year, for a total of 29 graduates. There were 278 teacher candidates who completed the alternate route program after beginning the program in 2018-2019, and another 26 who completed who had begun in 2017-2018 for a total of 304 completers. Thus, the grand total of graduates and completers for Rutgers – New Brunswick in 2019-2020 is 483. The below charts follow the cohorts that began each of the two-year programs in fall 2018 by pathway and in aggregate.

Graduation Rate for Traditional Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2018)	180
Completed w/in 2 Years	143
Completed w/in 3 Years	8
Expected Completion in May or August 2021	6
Currently Enrolled	1
Leave of Absence	4
Left Program (Withdrew or Dismissed)	18
2-Year Graduation Rate	79.4%
3-Year Graduation Rate (inc. Expected May/August 2021)	87.2%

Graduation Rate for Traditional Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2018)	21
Completed w/in 2 Years	18
Expected Completion in May 2021	1
Leave of Absence	1
Withdrew / Left Program	1
2-Year Graduation Rate	85.7%
3-Year Graduation Rate (inc. Expected May 2021)	90.5%

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 18-19)	340
Completed w/in 2 Years	278
Expected Completion in May 2021	20
Reclassified 2nd Time (Must Repeat Year 2, Again)	13
Leave of Absence / Matriculation Paused	21
Left Program (Withdrew or Dismissed)	8
2-Year Completion Rate	81.8%
3-Year Completion Rate (inc. Expected May 2021)	87.6%

2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Graduation / Completion Rate for All Initial Licensure Programs	
Total Cohort	541
Completed w/in 2 Years	439
Completed w/in 3 Years	8
Expected Completion in May/August 2021	27
Currently Enrolled / Reclassified a 2nd Time	14
Leave of Absence / Matriculation Paused	26
Left Program (Withdrew or Dismissed)	27
2-Year Graduation/Completion Rate	81.1%
3-Year Graduation/Completion Rate (inc. Expected May/August 2021)	87.6%

2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

Advanced Certification Programs – *The following discusses the enrollment and completion of advanced certificate candidates. [\(Back to Part 2\)](#)*

Enrollment and completion data for advanced certification programs can be found in Measure 6:

[Advanced Programs: Enrollment, Completion and Certification Data](#). 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. Rutgers has begun to track candidates based on when they took their first course in an advanced certification program, so in the future a more traditional graduation or completion rate can be calculated.

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Measure 6: Ability of completers to meet licensing and state requirements for certification

Initial Licensure: Praxis II Test Results – *The state mandates that candidates pass content area tests for each licensure area at the initial level. Rutgers traditional and alternate route candidates' results can be compared to the national mean range and median in each area.* ([Back to Part 2](#))

The Praxis II data below is representative of traditional route candidates expected to graduate in spring/summer 2020 and alternate route candidates who had to pass Praxis II in order to begin their alternate route program in 2019. Rutgers 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 the New Jersey required passing score. Several content areas are exempted by the state from taking a Praxis II test including Dance, ESL, Other Languages (including Latin, Chinese, Hebrew and Korean), and Psychology. Where available, Language proficiency scores are presented for the required OPI and WPT exams.

NJ offers a Praxis II / GPA Flexibility option, which alternate route candidates are able to take advantage of. Traditional route candidates seeking a master's degree are required to pass the Praxis II without flexibility, however in extraordinary circumstances and with faculty approval this option may, on rare occasions, be granted. Candidates whose score falls below the required NJ passing score may still meet this certification requirement with a combination of their score and a high undergraduate GPA, where a combination of the score, no more than 5% below the pass score, and an undergraduate GPA of 3.5 or higher, meet the criteria for certification. More details about NJ's Praxis II / GPA Flexibility Option can be found here: <https://www.nj.gov/education/license/praxis/GPA%20Flexibility%20Table%20Final.pdf>.

Rutgers traditional licensure candidates are required to pass the Praxis II in order to successfully complete the program, so typically they all pass their required Praxis II tests – the rate was 100% for completers in 2018 and 2019. Due to the Coronavirus pandemic in spring 2020, and testing center closures, candidates were given extensions and allowed to graduate – though not be recommended for licensure – without a passing Praxis II score. Of 180 traditional licensure expected graduates, nine candidates were unable to take/retake the assessment by the end of the spring 2020 semester. There were six Dance candidates who were not required to take a Praxis II test. As of the writing of this report in spring 2021, only four candidates had not taken and passed a total of five required Praxis II tests based on scores alone. One of those candidates was granted a Praxis II / GPA Flexibility waiver, though this was a rare exception. One candidate has not attempted the Praxis II for their licensure area yet. Two candidates have taken but not yet passed a total of 3 Praxis II exams. In total, 173 traditional route candidates took 442 Praxis II exams, passing 99.3% of them (439/442), represented in the following tables.

Alternate route candidates are required to take and pass the Praxis II to obtain the New Jersey Certificate of Eligibility (CE), which is a prerequisite to enrolling in the alternate route program. These scores are collected and reviewed by the NJDOE and for the first time Rutgers has obtained these scores and is including them in the 2021 CAEP Annual Report. There were 323 candidates who began the alternate route program in 2019. Of those, 22 were not required to take a Praxis II test. There were an additional 23 candidates who were listed on the file from the NJDOE with the appropriate Praxis II exam, but without a score listed, and six candidates who took old exams and NJ passing scores are not available so they have been removed from the data set. Finally, there were 17 candidates for whom there is no score data. Rutgers believes in the future a more complete data set can be obtained and analyzed, following this initial collaboration with the NJDOE on Praxis II scores. Of the 255 candidates

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for whom there are Praxis II scores, 93% (237/255) passed based solely on their score(s) and 7% (18/255) passed through a combination of their score(s) and their high undergraduate GPA as a result of the Praxis II / GPA Flexibility rule. In total, the 255 alternate route candidates took and passed 550 Praxis II exams represented in the following tables. Alternate route candidates may seek multiple certifications but only data for one licensure area per candidate is presented.

The tables below are based on exams, not unique candidates, as certain programs require candidates to pass multiple Praxis II exams. First, data is disaggregated by traditional initial licensure program as well as licensure area for the alternate route program. Second, data for the EPP is disaggregated by exam. 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*: https://www.ets.org/s/praxis/pdf/understanding_your_scores_19_20.pdf. Data is suppressed when N < 7.

RUEPP Program, Licensure Area, and Praxis II Exams	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
EPP TOTAL	989	992	99.7%				
Alternate Route Licensure Areas	550	550	100.0%				
1001 – Elementary School Teacher in Grades K–6:							
<i>Elementary Ed: Mathematics – 5003</i>	85	85	100.0%	182.36	157	173	161-187
<i>Elementary Ed: Reading and Language Arts – 5002</i>	85	85	100.0%	171.65	157	170	162-179
<i>Elementary Ed: Science – 5005</i>	85	85	100.0%	175.21	159	168	161-179
<i>Elementary Ed: Social Studies – 5004</i>	85	85	100.0%	174.04	155	166	156-177
<i>Elementary Ed: Content Knowledge – 14/5014 (old)</i>	16	16	100.0%	157.69	141		
<i>Elementary Ed: Mathematics – 5033 (old)</i>	2	2	100.0%	*	164		
<i>Elementary Ed: Reading and Language Arts – 5032 (old)</i>	2	2	100.0%	*	165		
<i>Elementary Ed: Science – 5035 (old)</i>	2	2	100.0%	*	159		
<i>Elementary Ed: Social Studies – 5034 (old)</i>	2	2	100.0%	*	155		
1200 – Art:							
<i>Art: Content Knowledge – 5134</i>	9	9	100.0%	164.22	158	165	158-174
1300 – Comprehensive Business:							
<i>Business Ed: Content Knowledge – 5101</i>	6	6	100.0%	*	154	172	162-181
1302 – Business: Finance/Economics/Law:							
<i>Business Ed: Content Knowledge – 5101</i>	2	2	100.0%	*	154	172	162-181
1410 – English:							
<i>English Language Arts: Content Knowledge – 5038</i>	24	24	100.0%	182.13	167	179	171-186
<i>English Lang., Lit. And Composition: Content Knowledge – 41 (old)</i>	2	2	100.0%	*	162		
1451 – Theater:							
<i>Theater – 5641</i>	4	4	100.0%	*	153	170	162-179
1605 – Health and Physical Education:							
<i>Health & Physical Ed: Content Knowledge – 5857</i>	6	6	100.0%	*	160	165	159-173
<i>Health & Physical Ed: Content Knowledge – 5856 (old)</i>	1	1	100.0%	*	151		

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RUEPP Program, Licensure Area, and <i>Praxis II</i> Exams, Continued	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
1630 – Physical Education:							
<i>Physical Ed: Content Knowledge – 5091</i>	1	1	100.0%	*	148	155	150-160
1810 – Technology Education:							
<i>Technology Ed – 5051</i>	3	3	100.0%	*	159	181	170-189
1900 – Mathematics:							
<i>Mathematics: Content Knowledge – 5161</i>	20	20	100.0%	174.25	160	158	137-169
<i>Mathematics: Content Knowledge – 61 (old)</i>	2	2	100.0%	*	151		
2100 – Music:							
<i>Music: Content Knowledge – 5113</i>	11	11	100.0%	168.91	153	168	160-176
2210 – Biological Science:							
<i>Biology: Content Knowledge – 5235</i>	20	20	100.0%	171.45	152	163	153-175
<i>General Science: Content Knowledge – 5435</i>	20	20	100.0%	169.40	152	164	152-178
2220 – Earth Science:							
<i>Earth and Space Sciences: Content Knowledge – 5571</i>	3	3	100.0%	*	153	165	154-177
2240 – Physical Science:							
<i>Chemistry: Content Knowledge – 5245</i>	2	2	100.0%	*	152	161	150-175
<i>General Science: Content Knowledge – 5435</i>	2	2	100.0%	*	152	164	152-178
<i>Physics: Content Knowledge – 5265</i>	2	2	100.0%	*	141	153	138-168
2260 – Physics:							
<i>General Science: Content Knowledge – 5435</i>	5	5	100.0%	*	152	164	152-178
2270 – Chemistry:							
<i>Chemistry: Content Knowledge – 5245</i>	10	10	100.0%	167.30	152	161	150-175
<i>General Science: Content Knowledge – 5435</i>	10	10	100.0%	173.70	152	164	152-178
2300 – Social Studies:							
<i>Social Studies: Content Knowledge – 5081</i>	21	21	100.0%	170.14	157	167	158-178

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RUEPP Program, Licensure Area, and Praxis II Exams, Continued	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
Traditional Route Programs	439	442	99.3%				
Biology (2210 – Biological Science):							
<i>Biology: Content Knowledge – 5235</i>	7	7	100.0%	178.14	152	163	153-175
<i>General Science: Content Knowledge – 5435</i>	7	7	100.0%	178.43	152	164	152-178
Elementary (1001 – Elementary School Teacher in Grades K–6):							
<i>Elementary Ed: Mathematics – 5003</i>	52	52	100.0%	181.04	157	173	161-187
<i>Elementary Ed: Reading and Language Arts – 5002</i>	52	52	100.0%	177.10	157	170	162-179
<i>Elementary Ed: Science – 5005</i>	52	52	100.0%	172.96	159	168	161-179
<i>Elementary Ed: Social Studies – 5004</i>	52	52	100.0%	167.87	155	166	156-177
English (1410 – English):							
<i>English Language Arts: Content Knowledge – 5038</i>	11	11	100.0%	181.27	167	179	171-186
Language:							
1475 – English as a Second Language							
<i>OPI: English</i>	7	7	100.0%	9.57	7		
<i>WPT: English</i>	7	7	100.0%	9.43	7		
1572 – Mandarin (Chinese)							
<i>OPI: Mandarin</i>	1	1	100.0%	*	7		
Mathematics (1900 – Mathematics):							
<i>Mathematics: Content Knowledge – 5161</i>	9	9	100.0%	176.11	160	158	137-169
Music (2100 – Music):							
<i>Music: Content Knowledge – 5113</i>	27	28	96.4%	170.96	153	168	160-176
Physics:							
2240 – Physical Science							
<i>Chemistry: Content Knowledge – 5245</i>	2	2	100.0%	*	152	161	150-175
<i>General Science: Content Knowledge – 5435</i>	2	2	100.0%	*	152	164	152-178
<i>Physics: Content Knowledge – 5265</i>	2	2	100.0%	*	141	153	138-168
2260 – Physics							
<i>General Science: Content Knowledge – 5435</i>	4	4	100.0%	*	152	164	152-178
<i>Physics: Content Knowledge – 5265</i>	4	4	100.0%	*	141	153	138-168
Social Studies (2300 – Social Studies):							
<i>Social Studies: Content Knowledge – 5081</i>	23	23	100.0%	174.65	157	167	158-178
Special Education (1001 – Elementary School Teacher in Grades K–6):							
<i>Elementary Ed: Mathematics – 5003</i>	30	30	100.0%	179.20	157	173	161-187
<i>Elementary Ed: Reading and Language Arts – 5002</i>	30	30	100.0%	170.27	157	170	162-179
<i>Elementary Ed: Science – 5005</i>	29	30	96.7%	168.93	159	168	161-179
<i>Elementary Ed: Social Studies – 5004</i>	29	30	96.7%	164.47	155	166	156-177

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Praxis II Test and Test Code	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
RUEPP Total	989	992	99.7%				
<i>Art: Content Knowledge – 5134</i>	9	9	100.0%	164.22	158	165	158-174
<i>Biology: Content Knowledge – 5235</i>	27	27	100.0%	173.19	152	163	153-175
<i>Business Ed: Content Knowledge – 5101</i>	8	8	100.0%	175.13	154	172	162-181
<i>Chemistry: Content Knowledge – 5245</i>	14	14	100.0%	169.00	152	161	150-175
<i>Earth and Space Sciences: Content Knowledge – 5571</i>	3	3	100.0%	*	153	165	154-177
<i>Elementary Ed: Mathematics – 5003</i>	167	167	100.0%	181.38	157	173	161-187
<i>Elementary Ed: Reading and Language Arts – 5002</i>	167	167	100.0%	173.10	157	170	162-179
<i>Elementary Ed: Science – 5005</i>	166	167	99.4%	173.38	159	168	161-179
<i>Elementary Ed: Social Studies – 5004</i>	166	167	99.4%	170.40	155	166	156-177
<i>Elementary Ed: Content Knowledge – 14/5014 (old)</i>	16	16	100.0%	157.69	141		
<i>Elementary Ed: Mathematics – 5033 (old)</i>	2	2	100.0%	*	164		
<i>Elementary Ed: Reading and Language Arts – 5032 (old)</i>	2	2	100.0%	*	165		
<i>Elementary Ed: Science – 5035 (old)</i>	2	2	100.0%	*	159		
<i>Elementary Ed: Social Studies – 5034 (old)</i>	2	2	100.0%	*	155		
<i>English Language Arts: Content Knowledge – 5038</i>	35	35	100.0%	181.86	167	179	171-186
<i>English Lang., Lit. And Composition: Content Knowledge – 41 (old)</i>	2	2	100.0%	*	162		
<i>General Science: Content Knowledge – 5435</i>	50	50	100.0%	174.06	152	164	152-178
<i>Health & Physical Ed: Content Knowledge – 5857</i>	6	6	100.0%	*	160	165	159-173
<i>Health & Physical Ed: Content Knowledge – 5856 (old)</i>	1	1	100.0%	*	151		
<i>Mathematics: Content Knowledge – 5161</i>	29	29	100.0%	174.83	160	158	137-169
<i>Mathematics: Content Knowledge – 61 (old)</i>	2	2	100.0%	*	151		
<i>Music: Content Knowledge – 5113</i>	38	39	97.4%	170.38	153	168	160-176
<i>Physical Ed: Content Knowledge – 5091</i>	1	1	100.0%	*	148	155	150-160
<i>Physics: Content Knowledge – 5265</i>	8	8	100.0%	167.63	141	153	138-168
<i>Social Studies: Content Knowledge – 5081</i>	44	44	100.0%	172.50	157	167	158-178
<i>Technology Ed – 5051</i>	3	3	100.0%	*	159	181	170-189
<i>Theater – 5641</i>	4	4	100.0%	*	153	170	162-179
<i>Language Licensure Test - OPI: English</i>	7	7	100.0%	9.57	7		
<i>Language Licensure Test - WPT: English</i>	7	7	100.0%	9.43	7		
<i>Language Licensure Test - OPI: Mandarin</i>	1	1	100.0%	*	7		

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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. As of AY19-20, the definition of "pass" was updated to mean earning a particular minimum score, whereas in AY18-19 any score was considered a passing score.* [\(Back to Part 2\)](#)

In order to be certified, pre-service teacher candidates in Rutgers traditional initial licensure programs as well as classroom teachers of record completing the Rutgers alternate route program must take and pass the edTPA. They must retake some or all of the assessment if they earn an Incomplete or a score below the cut score. For most edTPA handbooks, or versions of the assessment, the cut score is 37 beginning in AY19-20. Based on the edTPA handbooks used by Rutgers candidates, the exceptions are as follows: World Language – 32 and Elementary Education: Literacy with Mathematics Task 4 – 44. The state expected to go through a standard setting process during 2020, but delayed this process due to the Coronavirus pandemic. Once this process is completed, the cut scores will likely change. Additionally, as a result of the pandemic, the state waived the edTPA licensure requirement under certain conditions.

Rutgers teacher candidates seeking teacher licensure learn to plan, instruct, and assess prior to program completion. The edTPA is aligned to CAEP Standards 1 and 3. 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.

In AY19-20, 159 Rutgers traditional initial licensure candidates took the edTPA, including six who graduated prior to spring 2020 and 153 who were anticipated to graduate in spring or summer 2020. Based on NJ requirements to complete the edTPA in order to earn licensure, 99% (157/159) of these candidates Passed with 1 earning an Incomplete and 1 Failing (scoring below the cut score). (Both candidates have since passed upon retake during AY20-21). There were three Music candidates who qualified for the COVID waiver referenced above. Additionally, overall, twenty traditional licensure candidates did not take the edTPA during AY19-20. Six of the twenty took and passed it in AY20-21 and fourteen have yet to take the edTPA. This number is higher than usual, likely as a result of the pandemic. Of the alternate route candidates, 135 Passed and 122 candidates were given the COVID waiver, some of whom had previously taken the edTPA and earned Incomplete or Failed but were unable to retake it due to the pandemic. One candidate plans to take the edTPA in AY20-21.

The majority of the edTPA handbooks include 15 rubrics, or assessment areas (1-15). Of the 294 initial licensure test takers (159 traditional + 135 alternate route), 99 took the Elementary handbook, which includes three additional rubrics (16-18). Thirteen test takers took the World Language handbook which has two fewer rubrics (4 and 14). The below data tables provide candidate average scores by edTPA rubric as well as the average rubric score for each traditional route program and alternate route licensure area except where $N < 7$. 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 initial licensure candidates who took the edTPA and did not use a COVID waiver, including the two candidates who did not pass, the average rubric score in AY19-20 was 3.05, above the target proficiency score of 3.0. By and large, Rutgers candidates are able to meet this licensure requirement and score above the level expected of novice teachers.

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AY19-20 edTPA Data for 294 Rutgers Initial Licensure Program Candidates				
InTASC / NJ Professional Standards for Teachers	edTPA Task	edTPA Rubric	Ave.	SD
1 - 9	1 - 4	EPP Rubric Score Mean:	3.05	0.36
2, 3, 4, 7, 8	1: Planning	1: Planning for Content Understandings	3.11	0.56
1, 2, 4, 7, 8	1: Planning	2: Planning to Support Varied Student Needs	3.06	0.71
1, 2, 4, 7	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	3.23	0.64
1, 2, 4, 5, 8	1: Planning	4: Identifying and Supporting Language Demands	3.02	0.66
1, 6, 8	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	3.04	0.67
2, 3, 8	Task 2: Instruction	6: Learning Environment	3.11	0.38
2, 3, 4, 5, 8	Task 2: Instruction	7: Engaging Students in Learning	3.00	0.54
3, 4, 5, 8	Task 2: Instruction	8: Deepening Student Learning	2.96	0.63
3, 4, 5, 8	Task 2: Instruction	9: Subject-Specific Pedagogy	2.89	0.65
9	Task 2: Instruction	10: Analyzing Teaching Effectiveness	2.83	0.60
6	Task 3: Assessment	11: Analysis of Student Learning	3.10	0.63
6	Task 3: Assessment	12: Providing Feedback to Guide Learning	3.48	0.75
6	Task 3: Assessment	13: Student Use of Feedback	3.00	0.67
1, 2, 4, 5	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	2.93	0.67
6, 7, 8, 9	Task 3: Assessment	15: Using Assessment to Inform Instruction	3.07	0.68
	Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings	2.91	0.57
	Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples	3.02	0.55
	Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching	2.89	0.75

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Traditional Route Programs and Alternate Route Licensure Areas	N	Ave. of Average Rubric Score	SD of Average Rubric Score
EPP Total	294	3.05	0.35
Traditional Route:	159	3.10	0.32
Biology	7	3.15	0.40
Dance	5	*	*
Elementary	52	3.09	0.29
English	11	3.11	0.27
Language	6	*	*
Mathematics	8	2.91	0.37
Music	24	3.06	0.23
Physics	4	*	*
Social Studies	15	3.28	0.27
Special Education	27	2.99	0.23
Alternate Route:	135	3.00	0.38
1001 - Elementary School Teacher in Grades K-6	55	2.97	0.30
1200 - Teacher of Art	6	*	*
1302 - Business: Finance/Economics/Law	1	*	*
1410 - Teacher of English	12	3.11	0.42
1451 - Teacher of Theater	1	*	*
1475 - English as a Second Language	7	3.33	0.51
1505 - American Sign Language	1	*	*
1530 - Teacher of Italian	1	*	*
1550 - Teacher of Spanish	3	*	*
1572 - Teacher of Chinese	3	*	*
1590 - Teacher of Other Foreign Languages	2	*	*
1605 - Teacher of Health and Physical Education	1	*	*
1635 - Teacher of Dance	1	*	*
1810 - Teacher of Technology Education	1	*	*
1900 - Teacher of Mathematics	7	2.98	0.25
2100 - Teacher of Music	5	*	*
2210 - Teacher of Biological Science	12	2.79	0.25
2220 - Teacher of Earth Science	2	*	*
2260 - Teacher of Physics	2	*	*
2270 - Teacher of Chemistry	3	*	*
2300 - Teacher of Social Studies	7	3.11	0.43
2350 - Teacher of Psychology	2	*	*

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Certification Rates: Initial Licensure – *This data represents traditional and alternate route initial licensure program completers who have successfully met certification requirements and obtained licensure.* ([Back to Part 2](#))

For initial licensure programs, successfully completing required Praxis II and language proficiency exams is a state licensure requirement. Praxis II / language proficiency scores are available earlier in Measure 6: [Initial Licensure: Praxis II Test Results](#). Additionally, successfully completing the edTPA is a state licensure requirement. edTPA data is also available earlier in Measure 6: [edTPA Scores of Candidates](#).

Almost all completers were issued their licenses in the late spring or summer of 2020, but 12 were issued in AY20-21. There are many factors, like the fee required for licensure, on top of the global pandemic, that have delayed when some completers plan to apply for their teaching license.

Certification Rate for Traditional Initial Licensure Programs	
Number of Graduates	179
Number Issued License by August 2020	154
Number Issued License in AY20-21	12
Has Not Applied for License	13
Certification Rate	92.7%

In 2019-2020, there were 304 completers who met the alternate route program's requirements, and also the state's licensure requirements, and were issued a VOPC (Verification of Program Completion). The completion certificate is provided by the alternate route program to the NJ DOE, but the candidate must apply for their license directly upon successful completion of all licensure requirements. 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 rate.

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Advanced Programs: Praxis II for Principal and Administrator Certification – *The state mandates that in order to become a certified Principal or School Administrator in the state of NJ, candidates must pass a Praxis II exam.* ([Back to Part 2](#))

In AY19-20, there were three candidates who completed coursework for the Principal endorsement program, and two were issued their certification. These two completers passed the School Leaders Licensure Assessment – 6990 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. AY19-20 was the first year of Rutgers’ School Administrator endorsement program, and all five candidates completed the one-semester program and were issued their licenses. Three candidates took and passed the Praxis II School Superintendent Assessment – 6021 (old) and two took and passed the Praxis II School Superintendent Assessment – 6991 (new). In both programs, average Praxis II scores were well above the state required passing score but with $N < 7$, this data is suppressed in the tables below.

Praxis II for Principal Endorsement Program, 2019-2020	N	Pass Rate	Ave	SD	State Pass Score
6990 - School Leaders Licensure Assessment	2	100%	*	*	151

Praxis II for Administrator Endorsement Program, 2019-2020	N	Pass Rate	Ave	SD	State Pass Score
6021 - School Superintendent Assessment	3	100%	*	*	160
6991 - School Superintendent Assessment	2	100%	*	*	162

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Advanced Programs: Enrollment, Completion and Certification Data – This data represents enrollment, completion and licensure of candidates in advanced certificate programs. Those who earn their licenses have successfully met certification requirements of the NJDOE. [\(Back to Part 2\)](#)

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. 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 as an “add-on” in conjunction with an initial licensure program through the GSE. Additionally, after beginning a program, candidates may add additional endorsements which they may complete before or after completing the program for which they initially applied.

Candidates who complete the GSE’s advanced certification 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.

The below charts present the number of candidates enrolled in advanced programs during academic year 2019-2020, the number of completers during that time period, and the number of completers who were issued their certificates. 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.

GSE Program (Master of Education)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	1	1	1	100%
Learning Disabilities Teacher Consultant (LDTC)	14	1	1	100%
Principal	3	0	N/A	N/A
Principal and Supervisor *	13	3	3	100%
Reading Specialist and Supervisor **	26	5	5	100%
Teacher of Students with Disabilities (TOSD)	14	0	N/A	N/A
TOTAL	71	10	10	100%

* Two completers were issued both licenses, and one completer was issued only Supervisor

** All completers were issued both licenses; Three completers were issued their licenses in 2020-2021

2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

GSE Program (Non Degree)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	3	2	2	100%
English as a Second Language (ESL) *	34	12	10	83%
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE) **	10	2	2	100%
Learning Disabilities Teacher Consultant (LDTC) ***	52	19	19	100%
Preschool through Grade 3 (P-3)	6	0	N/A	N/A
Principal	3	0	N/A	N/A
Reading Specialist	1	0	N/A	N/A
School Administrator	5	5	5	100%
Supervisor ****	116	62	56	90%
Teacher of Students with Disabilities (TOSD) *****	410	152	135	89%
TOTAL	640	254	229	90%

* One completer was issued their license in 2020-2021

** Both completers were issued both licenses

*** Three completers were issued their license in 2020-2021

**** Seventeen completers were issued their license in 2020-2021

***** Eighteen completers were issued their license in 2020-2021

Licensure Area	Number of Completers	Number of Certificates Issued by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	5	5	100%
English as a Second Language (ESL)	14	12	86%
Learning Disabilities Teacher Consultant (LDTC)	20	20	100%
Principal	3	2	67%
Reading Specialist	5	5	100%
School Administrator	5	5	100%
Supervisor	70	64	91%
Teacher of Students with Disabilities (TOSD)	152	135	89%
TOTAL	274	248	91%

Advanced Programs Certification Rate - By Completer	
Number of Completers	263
Number Issued All Licenses Sought	237
Certification Rate	90%

* * * * *

2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

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, traditional initial licensure candidates seeking their CEAS are asked to complete a survey, which includes the below questions. This data is provided to EPPs from the NJDOE. ([Back to Part 2](#))*

As part of the process to apply for licensure, program completers are asked to complete a survey by the NJDOE. Typically, a very high percentage of completers submit this survey. However, as a result of the Coronavirus pandemic, in spring 2020 the NJDOE had to shift all of their systems related to certification and do more of their work electronically, and as a result were not able to provide as much data to EPPs as usual. However, state survey data indicate that 86% of survey completers who want to work as a teacher wanted to work in NJ public schools and an additional 10% wish to teach in a public school outside NJ. By the time these candidates are seeking their license – typically spring/summer 2020 – 31% had already secured employment for their first year of teaching.

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	N	Percent
Public school in New Jersey (including charter schools)	36	85.7%
Public school outside of New Jersey	4	9.5%
N/A	2	4.8%
Private or parochial school in New Jersey	0	0.0%
Private or parochial school outside of New Jersey	0	0.0%
Undecided	0	0.0%
Total	42	

Please select the statement that best reflects your employment as a full time educator upon completing your educator preparation program.		
Response	N	Percent
I have been hired/or am currently working as a full time educator	13	31.0%
I have applied to be a full time educator	26	61.9%
I intend to apply to be a full time educator within the next two years	2	4.8%
I am unsure as to whether I will apply to be a full time educator in the next two years	1	2.4%
I do not plan to apply to be a full time educator within the next two years	0	0.0%
N/A	0	0.0%
Total	42	

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Rutgers University – New Brunswick

Alumni Survey: Employment – In 2019-2020, Rutgers piloted its first Alumni Survey, sent to traditional initial licensure and advanced certification program completers. The survey was primarily sent to alumni who completed their programs between 2014 and 2018. The alternate route program also conducted an Alumni Survey, sent to completers from 2010-2020. Data presented here includes responses from those who completed their alternate route program between 2014 and 2017. There were no completers in 2018 as the program shifted from one to two years in length. ([Back to Part 2](#))

The Traditional Initial and Advanced Alumni Survey asked completers when they secured their first job, and 90.4% of initial licensure completers (104/115) did so while enrolled in the program or within 6 months. Of advanced certification program completers, 31.3% (21/67) secured their first job also during or shortly after the program while 61.2% (41/67) were employed while in the program and remained in that position. 90% of respondents described their above-mentioned first job as “related to my graduate program” and/or “related to my desired career path”. Initial licensure completers were asked if they were working as a full-time teacher and 91.2% responded Yes. On the separate Alternate Route Alumni Survey, completers were asked what content areas they were teaching, and 87.5% indicated their content area while the remaining were not teaching at the time they were surveyed. Based on alumni survey data, traditional and alternate route initial licensure program completers as well as advanced certification program completers are hired in positions for which they have been prepared either during or shortly after program completion.

At what point did you secure your FIRST paying job after completing your program?		
Program Type and Response	N	%
Total	189	
Initial	115	100.0%
During the first six months after finishing	76	66.1%
During the second six months after finishing	3	2.6%
I have not had a paying job; I have been a student or have been engaged in other activities	2	1.7%
I was employed, full-time, throughout my program and remained in that job after I finished	1	0.9%
More than a year after finishing	5	4.3%
While enrolled in the program	28	24.3%
Both	7	100.0%
During the first six months after finishing	3	42.9%
I was employed, full-time, throughout my program and remained in that job after I finished	2	28.6%
While enrolled in the program	2	28.6%
Advanced	67	100.0%
During the first six months after finishing	12	17.9%
During the second six months after finishing	1	1.5%
I have not had a paying job; I have been a student or have been engaged in other activities	1	1.5%
I was employed, full-time, throughout my program and remained in that job after I finished	41	61.2%
More than a year after finishing	3	4.5%
While enrolled in the program	9	13.4%

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Rutgers University – New Brunswick

Traditional Initial Licensure Program	N	Full-Time Teacher	% Full-Time Teacher
EPP Total	114	104	91.2%
Biology	4	4	100.0%
Dance	6	6	100.0%
Elementary	27	25	92.6%
English	8	7	87.5%
Language	11	10	90.9%
Mathematics	9	7	77.8%
Music	2	2	100.0%
Physics	11	9	81.8%
Social Studies	9	8	88.9%
Special Education	27	26	96.3%

Alternate Route Completers - Content Areas Taught	N	%
Grand Total	40	100.0%
Art/Music/Performance	2	5.0%
Business	1	2.5%
Elementary School + Psychology + School Counseling	1	2.5%
English/Language Arts	6	15.0%
General Elementary	5	12.5%
History/Social Studies	2	5.0%
Math	5	12.5%
Math + Engineering	1	2.5%
Math + Science and Engineering	1	2.5%
Math + Special Ed	1	2.5%
Science (Chemistry, Physics, Biology, etc...)	7	17.5%
Special Ed	1	2.5%
World Languages (Chinese, German, Spanish, etc...)	2	5.0%
Not Teaching	5	12.5%

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Rutgers University – New Brunswick

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](#))

Rutgers CEAS graduates and CE completers get hired in jobs for which they have prepared, and they achieve this milestone at a higher rate than CEAS and CE completers across the state as summarized below with Rutgers rates highlighted in green. This data is taken from the four NJDOE EPP Performance Report excerpts displayed and discussed in Measure 3: [State Data on Retention/Persistence](#).

Cohort	2016-2017 Certified Completers	2017-2018 School Year	
		# Employed 2016-2017 Certified Completers	Employment Rate
Rutgers Traditional Route Graduates	225	153	68%
CEAS Completers (Statewide)	2972	1842	62%
Rutgers Alternate Route Completers	181	126	70%
CE Completers (Statewide)	2244	1189	53%

Additionally, employment data for Rutgers CEAS graduates and CE completers indicate that their employment rate in the certification area for which they have prepared exceeds the state average overall and in most certification areas. A chart summarizing this data is below with employment rates highlighted in green where the Rutgers employment rate exceeds the CEAS statewide rate. Employment by certification area is not provided on the statewide CE report. Excerpts from the three NJDOE EPP Performance Reports follow.

2021 CAEP Annual Reporting Measures
Rutgers University – New Brunswick

Certification	Rutgers Traditional Route			Rutgers Alternate Route			CEAS Statewide		
	Certified Completers in AY16-17	Employed		Certified Completers in AY16-17	Employed		Certified Completers in AY16-17	Employed	
		N	%		N	%		N	%
ALL	225	153	68%	181	126	70%	2972	1842	62%
<i>One Endorsement</i>	138	87	63%	136	97	71%	1881	1112	59%
<i>Two or More Endorsements</i>	87	66	76%	45	29	64%	1091	730	67%
Elementary School	83	61	73%	64	43	67%	1352	848	63%
Elementary School Teacher with Mathematics Specialization in Grades 5-8	15	14	93%	9	8	89%	77	62	81%
Elementary School with Language Arts - Literacy Specialization in Grades 5-8	9	9	100%	3	2	67%	46	31	67%
Elementary School with Science Specialization in Grades 5-8	2	1	50%	10	6	60%	53	40	75%
Elementary School with Social Studies Specialization in Grades 5-8	2	2	100%	1	1	100%	30	21	70%
Teacher of Bilingual and Bicultural Education	-	-	-	10	4	40%	18	15	83%
Teacher of Biological Science	14	11	79%	17	14	82%	89	69	78%
Teacher of Chemistry	-	-	-	2	2	100%	26	22	85%
Teacher of Dance, Art, Music or Theater	35	15	43%	17	11	65%	177	92	52%
Teacher of English	14	12	86%	12	10	83%	247	158	64%
Teacher of English as a Second Language	11	2	18%	15	3	20%	75	26	35%
Teacher of Health, PE, or Driver Education	-	-	-	3	2	67%	172	93	54%
Teacher of Mathematics	7	6	86%	12	11	92%	159	126	79%
Teacher of Physical Science	2	2	100%	3	2	67%	5	4	80%
Teacher of Physics	6	5	83%	4	3	75%	17	14	82%
Teacher of Preschool through Grade 3	9	4	44%	1	1	100%	346	189	55%
Teacher of Psychology	-	-	-	1	1	100%	1	1	100%
Teacher of Social Studies	22	16	73%	7	5	71%	231	135	58%
Teacher of Students with Disabilities	87	70	80%	24	15	63%	914	639	70%
Teacher of Technology Education	-	-	-	3	3	100%	4	2	50%
Teacher of World Languages	6	2	33%	12	10	83%	34	21	62%

2021 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%

2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick



New Jersey Department of Education
Educator Preparation Provider Performance Reports

Rutgers University - CE

None
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	136	97	71.3%
Two or More Endorsements	45	29	64.4%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2018	Percent Employed as Teachers
All Programs	181	126	69.6%
Elementary School	64	43	67.2%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	9	8	88.9%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	3	2	66.7%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	10	6	60.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	1	1	100.0%
Teacher of Bilingual-Bicultural Education	10	4	40.0%
Teacher of Biological Science	17	14	82.4%
Teacher of Chemistry	2	2	100.0%
Teacher of Dance, Art, Music, or Theater	17	11	64.7%
Teacher of English	12	10	83.3%
Teacher of English as a Second Language	15	3	20.0%
Teacher of Health, PE, or Driver Education	3	2	66.7%
Teacher of Mathematics	12	11	91.7%
Teacher of Physical Science	3	2	66.7%
Teacher of Physics	4	3	75.0%
Teacher of Preschool through Grade 3	1	1	100.0%
Teacher of Psychology	1	1	100.0%
Teacher of Social Studies	7	5	71.4%
Teacher of Students with Disabilities	24	15	62.5%
Teacher of Technology Education	3	3	100.0%
Teacher of World Languages	12	10	83.3%

2021 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



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%

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%

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2021 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

2021 CAEP Annual Reporting Measures

Rutgers University – New Brunswick

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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