



Rutgers University GSE New Brunswick - CEAS

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2020

The goal of this report is to share the available state data on novice teachers that this Educator Preparation Provider (EPP) recommended for certification. To create the report, the New Jersey Department of Education (NJDOE) has synthesized data from multiple sources. A list of these sources is available at the end of this report. Unless otherwise indicated, the data used in this report represents a one year cohort of teachers who earned a Certificate of Eligibility with Advanced Standing (CEAS) in the 2017-2018 school year who may have been employed in the 2019-2020 school year in a New Jersey public school. For additional details see further explanation in the glossary on the last page.

This report provides information in the following key areas:



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



Completer Demographics

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



Certification Assessments

Data about program completer performance on required licensure assessments.



Full Time Employment Outcomes

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



Evaluation Results

Evaluation data for certified program completers from the 2017-18 school year employed in the 2018-19 school year.



Glossary



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.

Mission¹:

The GSE's Teacher Education Program is designed to develop teachers to be engaged in and committed to excellence, equity, and social justice in their teaching practice. New Jersey is a uniquely diverse and urban state as defined by the following: large numbers of students from historically marginalized linguistic, economic, and cultural backgrounds; high-poverty districts or schools; and population density combined with educational inequality. The GSE Teacher Education Programs aim to develop a diverse generation of teachers prepared according to the New Jersey Professional Standards for Teachers with the skills and dispositions to both teach and advocate for all students, as well as to learn from students and their communities. Teachers prepared at the GSE will learn to critically analyze the social politics of urban, rural, and suburban schools and use that analysis to advocate for each other, their students, and the families that they serve as they identify and engage in the most effective instructional practices based upon deep knowledge of both their students and of the subject matter that they are teaching. Rutgers GSE Teacher Candidates benefit from working with some of the best education faculty in the world and gain real-world experience by partnering with carefully selected mentor teachers in districts/schools serving economically, racially, ethnically, and linguistically diverse communities in New Jersey. In order to cultivate the unique set of skills for success in our nation's increasingly diverse schools, GSE Teacher Candidates do their clinical work in school and community-based placements in urban partner districts that are part of the GSE - Community School Partnership Network (GSE-CSPN). Design Principles for Urban and Social Justice Teacher Education, an urban and social justice teacher education program prepares candidates to: (1) Develop meaningful understandings of diverse students and their experiences and communities, and the social, economic, historical and political dimensions of urban settings and schools; (2) Effectively teach diverse students, including those from historically marginalized linguistic, cultural and economic backgrounds; (3) Identify and disrupt instances and patterns of discrimination and marginalization, and develop their students critical and active citizenship capacities; (4) Balance constructivist, student-centered approaches with explicit instruction and scaffolding; (5) Deeply understand their disciplines, research-based current/best practices in their disciplines, and student learning in their disciplines; and (6) Be caring, competent, rigorous and reflective practitioners.

¹ The mission statement was provided to the NJDOE by the institution through the application process to become an approved teacher preparation provider.



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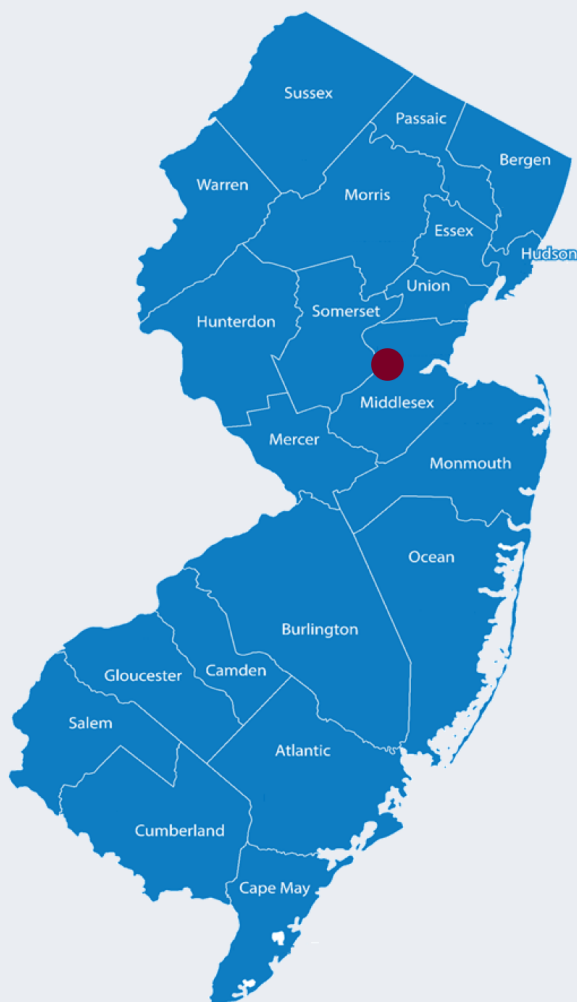
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Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



Address: 10 Seminary Place, New Brunswick, NJ 08901

Website: <https://gse.rutgers.edu>

This Provider has **19** Partnerships² with NJ schools or districts and is accredited³ through the Council for the Accreditation of Educator Preparation.

Financial Aid ⁴ Options:

- ✗ AmeriCorps
- ✗ Federal Direct Loans
- ✗ Federal PELL Grants
- ✗ Federal Perkins
- ✗ Federal Work Study
- ✗ Law Enforcement Memorial Scholarship
- ✗ NJ Class Loans
- ✗ NJ Educational Opportunity Fund
- ✗ NJ Governors Industry
- ✗ NJ Governors Urban Scholarship
- ✗ NJ STARS
- ✗ NJ Survivor Tuition Benefits
- ✗ NJ Tuition Aid Grant (TAG)
- ✗ NJ WTC
- ✗ TEACH Grant
- ✗ Title IV Financial Aid
- ✗ Other
- ✓ Data Not Provided

² A partnership is a formal or informal agreement with a school or district where candidates can complete program requirements. Partnerships are provided by institution.

³ Teacher preparation programs are accredited at least every 7 years.

⁴ More information about financial aid options is available in the [glossary](#) at the end of this report.



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Completer Demographics

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



Total Certification Count



Total Completer Count



Completers with Multiple
Certificates

Completers by Gender:

Female 76.7%

Male 22.8%

Unreported/Unknown 0.5%



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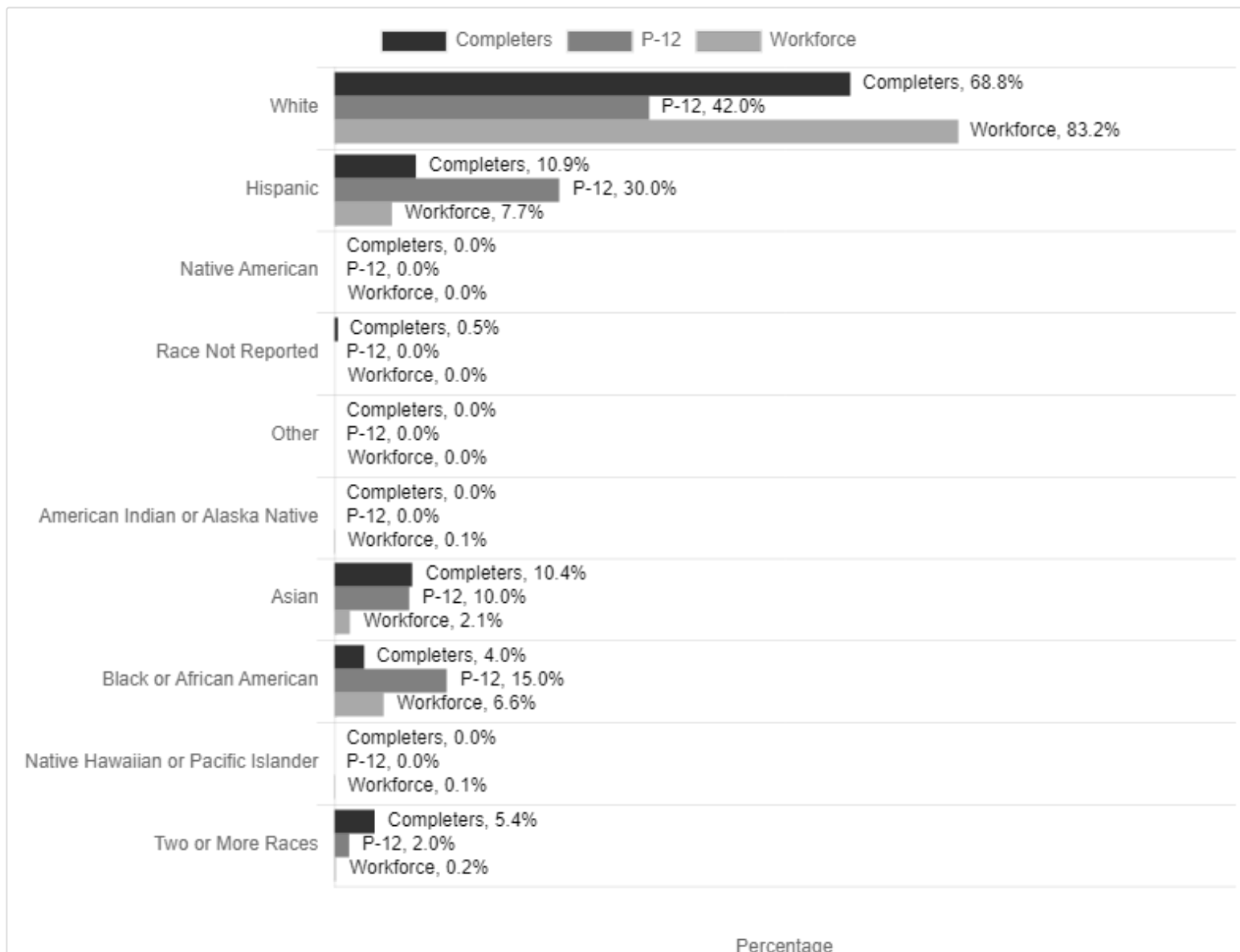
2020



Completer Demographics

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

Populations by Race:





Certification Assessments

Data about program completer performance on required licensure assessments.

Content Assessment

Praxis II⁵ Results: Average Scaled Score

| Praxis II Test | EPP Average Scaled Score | Test Cut Score | State Average Scaled Score |
|--|--------------------------|----------------|----------------------------|
| Biology: Content Knowledge | 180 | 152 | 168 |
| Chemistry: Content Knowledge | * | 152 | 167 |
| Early Childhood Education | 177 | 156 | 172 |
| English Language Arts: Content Knowledge | 183 | 167 | 178 |
| General Science: Content Knowledge | 176 | 152 | 168 |
| Mathematics Subtest | 180 | 157 | 177 |
| Mathematics: Content Knowledge | * | 160 | 167 |
| Middle School English Language Arts | 170 | 164 | 165 |
| Middle School Mathematics | 174 | 165 | 175 |
| Middle School Science | 164 | 150 | 160 |
| Middle School Social Studies | * | 158 | 171 |
| Music: Content Knowledge | 175 | 153 | 168 |
| Physics: Content Knowledge | * | 141 | * |
| Reading and Language Arts Subtest | 174 | 157 | 171 |
| Science Subtest | 173 | 159 | 170 |
| Social Studies Subtest | 168 | 155 | 167 |
| Social Studies: Content Knowledge | 170 | 157 | 167 |

⁵ PRAXIS II is a content assessment required for certification. Future report iterations will include data on additional assessments required for certification and survey results from program completers and employers. For information about expired assessments, see the [glossary](#) at the end of this report. This data is suppressed if the count of valid scores is less than 10.



Certification Assessments

Data about program completer performance on required licensure assessments.

Basic Skills Assessment

Praxis Core Results:

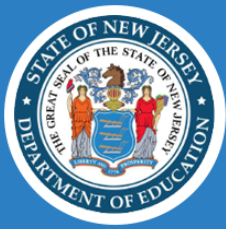
This data is not yet available but may be included in future iterations.

Performance Assessments

Educative Teacher Performance Assessment (edTPA⁶) Timeline:

| School Year | Requirement and Scoring |
|-------------|--|
| 2016-2017 | Optional pilot |
| 2017-2018 | All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year |
| 2018-2019 | All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year |
| 2019-2020 | Cut score set at one standard error of measurement below the national recommendation 13-rubric handbooks (32), 15-rubric handbooks (37), 18-rubric handbooks (44) |
| 2020-2021 | Cut score set at one standard error of measurement below the national recommendation 13-rubric handbooks (32), 15-rubric handbooks (37), 18-rubric handbooks (44) |
| 2021-2022 | Cut score determined by New Jersey standard setting process |

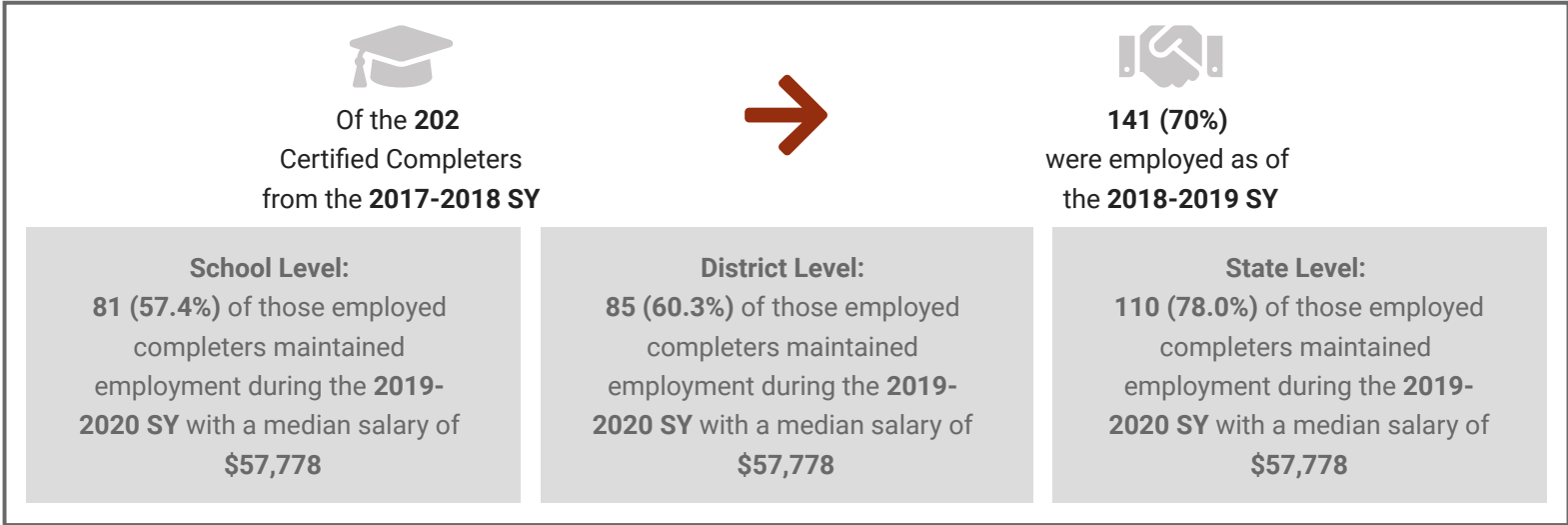
⁶ edTPA is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning.



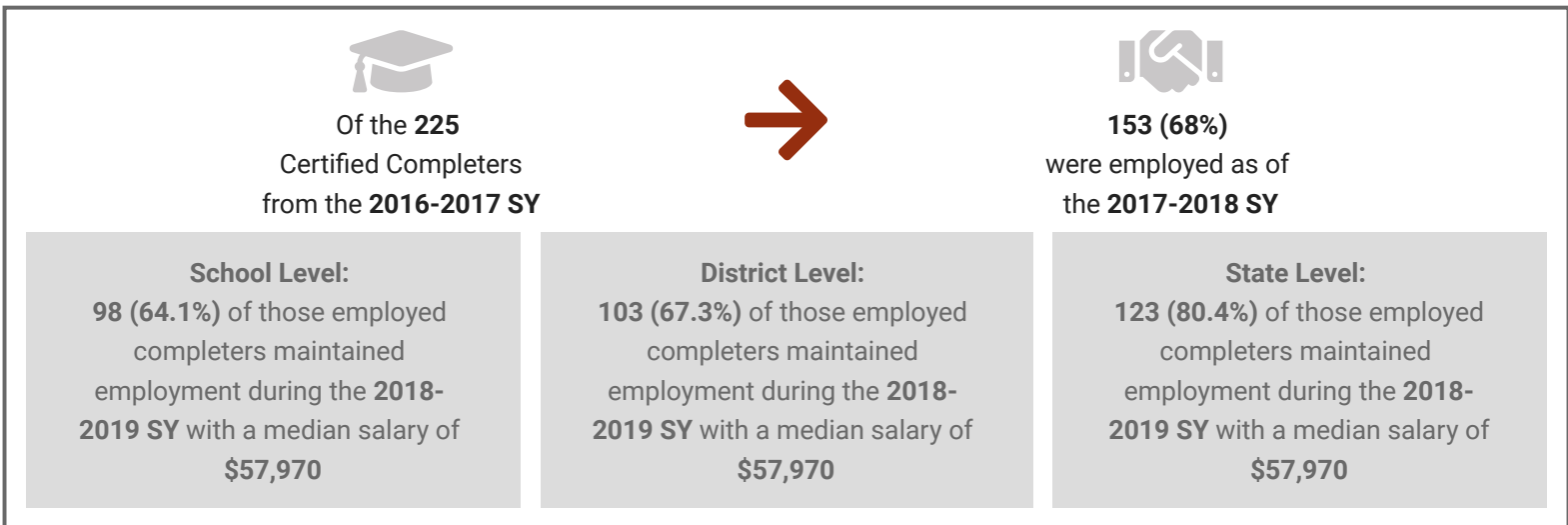
Full Time Employment Outcomes

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

2017-2018 Persistence⁷ Trend:



2016-2017 Persistence⁷ Trend:



⁷ Candidates who continued with their employment at the school, district, or state level from one year to the next.

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. Salary data is suppressed if the average salary of Full Time Employed Teachers (FTE) in a region is less than \$30,000 and the count of FTE Teachers is greater than 0. If the count of FTE Teachers is 0, then N/A will appear in the cell. For more information see the [glossary](#).



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Full Time Employment Outcomes

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Employment by Certification Count:

| Category | Count of Certified Individuals | Employed as of October 15, 2019 | Percent Employed as Teachers |
|---|--------------------------------|---------------------------------|------------------------------|
| Candidate Earned One Certification | 116 | 77 | 66.4% |
| Candidate Earned One or More Certifications | 202 | 141 | 69.8% |
| Candidate Earned Two or More Certifications | 86 | 64 | 74.4% |

Employment by Certification Area:

| Category | Count of Certified Individuals | Employed as of October 15, 2019 | Percent Employed as Teachers |
|---|--------------------------------|---------------------------------|------------------------------|
| All Programs | 202 | 141 | 69.8% |
| Elementary School | 98 | 73 | 74.5% |
| Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8 | 13 | 9 | 69.2% |
| Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8 | 7 | 6 | 85.7% |
| Elementary School with Subject Matter Specialization: Science in Grades 5 - 8 | 4 | 2 | 50.0% |
| Teacher of Biological Science | 10 | 6 | 60.0% |
| Teacher of Dance, Art, Music, or Theater | 27 | 14 | 51.9% |
| Teacher of English | 21 | 16 | 76.2% |
| Teacher of English as a Second Language | 11 | 9 | 81.8% |
| Teacher of Mathematics | 8 | 7 | 87.5% |
| Teacher of Physics | 7 | 6 | 85.7% |
| Teacher of Preschool through Grade 3 | 18 | 9 | 50.0% |
| Teacher of Social Studies | 17 | 9 | 52.9% |
| Teacher of Students with Disabilities | 38 | 33 | 86.8% |
| Teacher of World Languages | 6 | 6 | 100.0% |



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Compensation by Region:

| Category | Number of Teachers | Median Salary (all teachers) | Median Salary (employed program completers) |
|------------------|--------------------|------------------------------|---|
| Central Region | 84 | \$57,778 | \$57,778 |
| Northern Region | 30 | \$59,879 | \$59,879 |
| Southern Region | 12 | \$56,260 | \$56,971 |
| Undefined Region | 7 | \$51,068 | \$52,135 |

Employment by School Classification:

| Category | Employed as of October 15, 2019 | Percent Employed as Teachers | Percentage Employed Statewide |
|--|---------------------------------|------------------------------|-------------------------------|
| Comprehensive Support and Improvement ⁸ | 3 | 1.8% | 4.4% |
| Not Classified | 160 | 94.7% | 90.1% |
| Targeted Support and Improvement ⁹ | 6 | 3.6% | 5.5% |



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Employment by School Category:

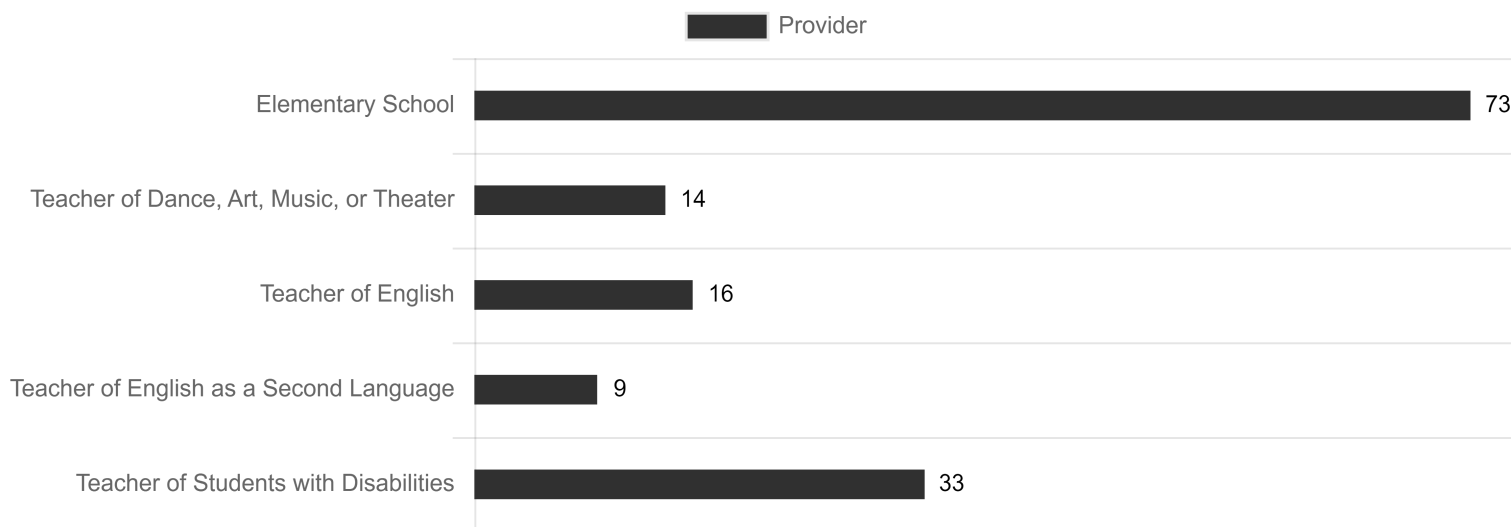
| Category | Employed as of October 15, 2019 | Percent Employed as Teachers | Percentage Employed Statewide |
|------------|---------------------------------|------------------------------|-------------------------------|
| Charter | 4 | 2.8% | 6.9% |
| District | 130 | 92.2% | 87.9% |
| Other | 4 | 2.8% | 3.3% |
| Vocational | 3 | 2.1% | 2.0% |



Full Time Employment Outcomes

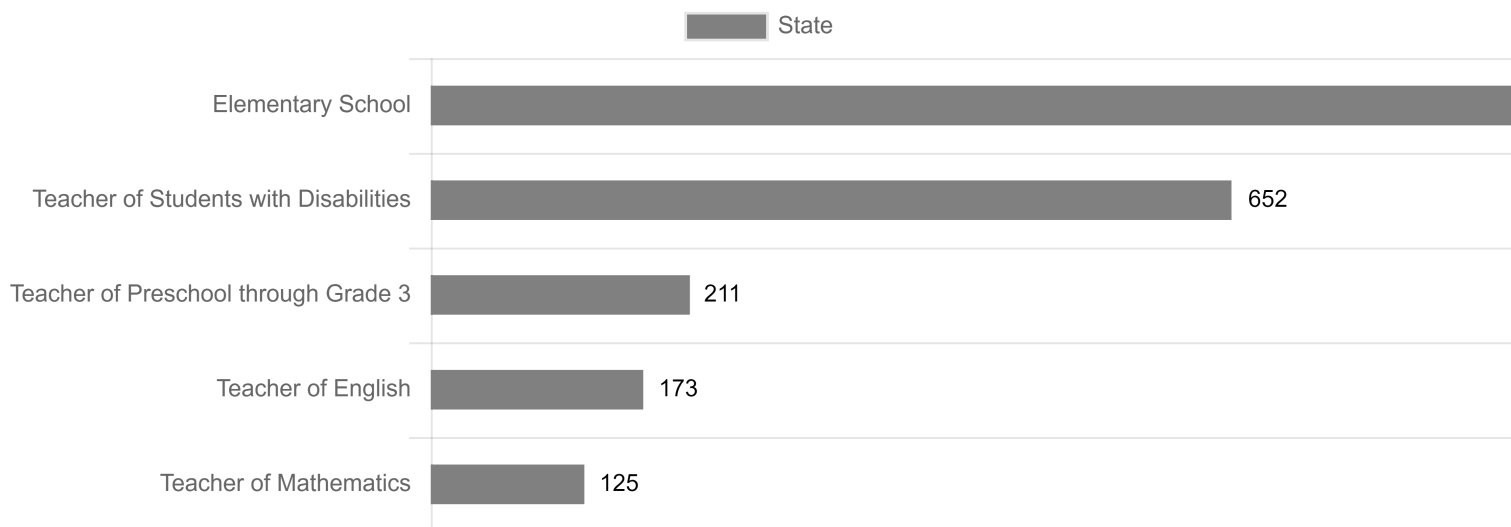
Data about program completers from this institution working in New Jersey public schools.

Employment for Largest Five Programs: Provider



Employment for Largest Five NJ CEAS Programs

The following table represents the count of unique completers by certification area in the five largest programs represented in this report





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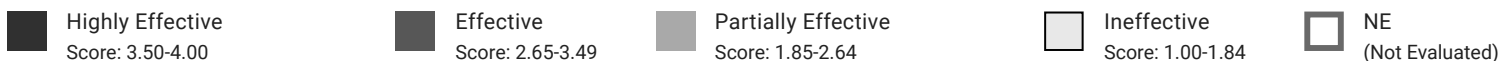
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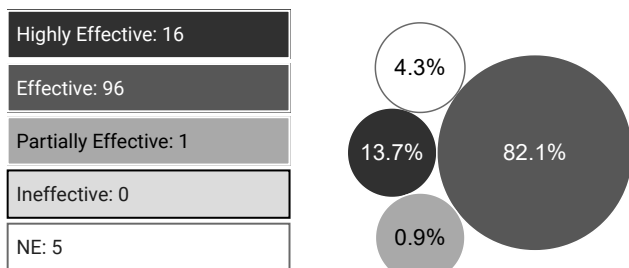
Evaluation Results

Evaluation data for certified program completers from the 2017-18 school year employed in the 2018-19 school year.



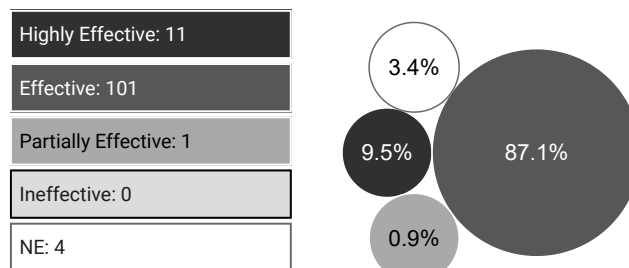
Summative Score

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.



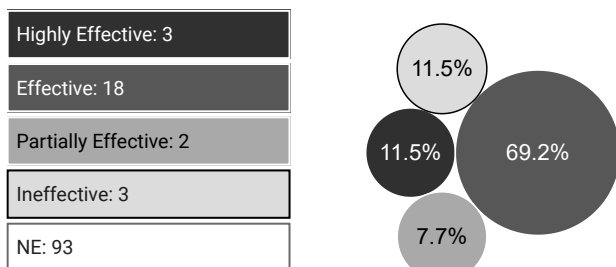
Teacher Practice Score

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.



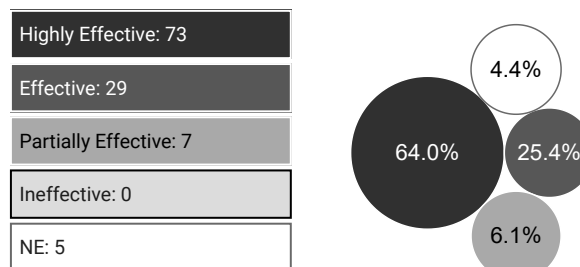
Teacher SGP Score

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.



Note: Teachers classified as "NE (Not Evaluated)" are not included in the charts but are included in Counts.

Note: Data has been suppressed where the number of teachers is fewer than 10 to ensure the privacy of individual teachers.



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| Term | Definition |
|---|---|
| Accreditation | Teacher preparation programs are accredited at least every 7 years. An institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals. |
| CEAS Educator Preparation Program | A program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate. |
| Certificate of Eligibility with Advanced Standing (CEAS) | A certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification. |
| Data Collection and Reporting | <p>The New Jersey Department of Education (NJDOE) collects and aggregates the data used for this report from multiple sources. Suppression rules have been applied for the assessment, compensation, and evaluation data included in this report to prevent the identification of individuals and the disclosure of their personal information. The NJDOE collects:</p> <ul style="list-style-type: none"> • Certification data from EPPs and individuals through the Teacher Certification Information System (TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification. • Employment and Compensation data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJSMART) data system. • Higher Education data from the Office of the Secretary of Higher Education's (OSHE) Student Unit Record (NJSURE) system. OSHE collects data from Institutions of Higher Education (IHE's), but not all IHEs are required to submit data to the NJSURE database. Non-submitting institutions have been noted in the report. • Program level data from EPPs through the teacher preparation program approval process. • School level category data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time. • Student level demographic data from school districts through the student student-level Standards Measurement and Resource for Teaching (NJSMART) data system. |
| edTPA | Educative Teacher Performance Assessment (edTPA) is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning. |
| Evaluation: Annual Summative Evaluation Rating | An annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff members evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective. |
| Evaluation: Student Growth Objective (SGO) | An academic goal that teachers and designated supervisors set for groups of students. |
| Evaluation: Student Growth Percentile (SGP) | A specific metric for measuring individual student progress on Statewide assessments by tracking how much a students test scores have changed relative to other students Statewide with similar scores in previous years. |
| Evaluation: Teacher Practice Score | Performance on a state-approved teacher practice instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations. |
| Evaluation | A combination of scores (Student Growth Percentile (mSGP), teacher practice, and student growth objective) that provide a look into teacher effectiveness. |
| Expired Assessments | When the State Board of Education adopts a resolution to replace a required PRAXIS II test, the replaced test becomes expired. In cases where an individual earns a passing score on the previously required test. |



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| Term | Definition |
|-------------------|--|
| Financial Aid | <ul style="list-style-type: none"> • TEACH Grant – The Teacher Education Assistance for College and Higher Education program provides grants to students who agree to teach for four years at an elementary, secondary, or educational service agency that serves students from low-income families. • AmeriCorps – A national network of national service programs, made up of three primary programs that each take a different approach to improving lives and fostering civic engagement. Members commit their time to address critical community needs like increasing academic achievement, mentoring youth, fighting poverty, sustaining national parks, preparing for disasters, and more. • Federal Title IV Financial Aid – Title IV is a term that refers to federal financial aid funds. • NJ Class Loans – The Higher Education Student Assistance Authority offers the NJ Class Family Loan for Higher Education to help students pay for college costs not already covered by other sources. • Federal PELL Grant – The federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post baccalaureate students to promote access to post secondary education. • Federal Perkins – A Federal Perkins Loan is a low-interest loan for both undergraduate and graduate students in need that helps students finance the costs of postsecondary education. • Federal Direct – Formerly known as Stafford Loans, the William D. Ford Federal Direct Subsidized and Unsubsidized Loans are available to help pay for educational expenses. • NJ Tuition Aid Grant (TAG) – This is a need-based grant awarded to NJ residents. The award amount varies depending on financial need, cost of attendance, and available funding. • NJ Educational Opportunity Fund – The Educational Opportunity Fund provides financial assistance and support services to students from educationally and economically disadvantaged backgrounds who attend institutions of higher education in the State of NJ. • Federal Work-Study – Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. • NJ STARS – NJ Student Tuition Assistance Reward Scholarship. This initiative exclusively provides NJ's highest achieving students with free tuition at their home community colleges. • NJ STARS II – NJ STARS students who earn their associate's degrees with a 3.25 grade point average or better are eligible for an annual NJ STARS II scholarship at any NJ public or independent NJ TAG-participating four-year college or university. • World Trade Center – The WTC scholarship benefits dependent children and surviving spouses of NJ residents who were killed or died as a result of injuries sustained by the terrorist attacks against the U.S. on September 11, 2001. The award also benefits the dependents of those who died as a result of illness caused by exposure to the attack sites. • NJ Survivor Tuition Benefits – Survivor Tuition Benefits Program (STB) helps eligible children and spouses of NJ firefighters, emergency service workers, and law enforcement officers killed in the line of duty to earn a bachelor's degree. • Law Enforcement Memorial Scholarship – The Law Enforcement Officer Memorial (LEOM) Scholarship benefits dependent children of NJ law enforcement officers killed in the line of duty. • NJ Governor's Urban Scholarship Program – The Governor's Urban Scholarship Program is a merit-based scholarship program that benefits students in NJ's economically-challenged communities. Recipients must rank within the top 5% of their class and have a cumulative grade point average of 3.0 or higher, plus be a permanent resident of one of the designated NJ communities who will enroll in an approved NJ college, university, or degree-granting proprietary school. • NJ Governor's Industry – The Governor's Industry Vocations Scholarship (NJ-GIVS) pays up to \$2,000 and year or up to the cost of tuition, less any federal, State, or institutional aid in an eligible certificate or degree program at one of NJ's eligible institutions. The scholarship is funded by the Schools Development Authority (SDA) and administered in partnership with the Higher Education Student Assistance Authority (HESAA) to benefit women and minority students pursuing a certificate or degree in a construction-related field. |
| Partnership | A formal or informal agreement with a school or district in New Jersey in which candidates may complete program requirements. |
| Praxis II | Subject-specific assessments that measure a teaching candidate's content knowledge for the endorsement(s) sought. |
| Program Completer | Individuals who have successfully completed an approved teacher preparation program to earn certification in New Jersey. |
| Program Provider | The hosting organization for an educator preparation program. |