RUTGERS

Graduate School of Education

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Mason Gross School
of the Arts

RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:
Initial Teacher Licensure and
Advanced Certification

APRIL 2022

CAEP Accountability Measures: Table of Contents

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2022 CAEP Accountability Measures
Rutgers University – New Brunswick

<u>**Introduction**</u>

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 (with options for P-3 and Middle School Subject Matter Specialization), English, Language – World Language and ESL, Mathematics, Physics/Physical Science, Social Studies, and Special Education (with Elementary certification). As of fall 2020, GSE began offering Agriculture as another discipline (in conjunction with the School of Environmental and Biological Sciences), however no one enrolled until fall 2021. 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 and statewide data provided by the New Jersey Department of Education (NJDOE), collected and analyzed by Rutgers.

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 2020 reports released in September 2021 – 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 companion report, which includes data for all EPPs whose programs lead to a CEAS, entitled "NJ CEAS Providers". This allows Rutgers to compare its data with statewide data. The NJDOE also provides a report about Rutgers alternate route program completers. The NJDOE report is entitled "Rutgers University – CE". Finally, the NJDOE produces a companion 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 except the "Rutgers University – CE" report can be found on the NJDOE website, here.

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

<p style="text-align:center">*　　　*　　　*　　　*　　　*　　　*</p>

Measure 1: Completer Impact and Effectiveness

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 2017-2018 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 2017-2018 Certified Completers who are Employed in NJ Public Schools in 2018-2019						
	Teacher SGP Score			Teacher SGO Score		
Cohort	**Highly Effective or Effective**	**Total Rated**	**%**	**Highly Effective or Effective**	**Total Rated**	**%**
Rutgers Traditional Route Graduates	21	26	**81%**	102	109	**94%**
CEAS Completers (Statewide)	160	225	**71%**	1310	1385	**95%**
Rutgers Alternate Route Completers	3	5	**60%**	47	47	**100%**
CE Completers (Statewide)	99	136	**73%**	1098	1166	**94%**

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University GSE New Brunswick - CEAS
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing
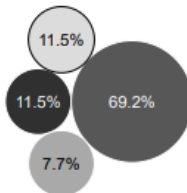
2020

Evaluation Results

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

Highly Effective	Effective	Partially Effective	Ineffective	NE
Score: 3.50-4.00	Score: 2.65-3.49	Score: 1.85-2.64	Score: 1.00-1.84	(Not Evaluated)

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

Highly Effective: 3	
Effective: 18	11.5%
Partially Effective: 2	11.5% / 69.2%
Ineffective: 3	
NE: 93	7.7%

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

Highly Effective: 73	4.4%
Effective: 29	
Partially Effective: 7	64.0% / 25.4%
Ineffective: 0	
NE: 5	6.1%

New Jersey Department of Education
Performance Reports for Educator Preparation

NJ CEAS Providers
Other
Certificate of Eligibility with Advanced Standing

2020

Evaluation Results

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

Highly Effective	Effective	Partially Effective	Ineffective	NE
Score: 3.50-4.00	Score: 2.65-3.49	Score: 1.85-2.64	Score: 1.00-1.84	(Not Evaluated)

Teacher SGP Score
Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.
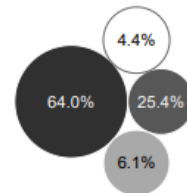
Highly Effective: 27	9.9%
Effective: 133	
Partially Effective: 43	12.1% / 59.6%
Ineffective: 22	
NE: 1234	19.3%
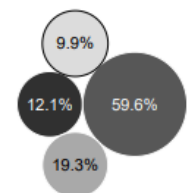
Teacher SGO Score
The combined score for a teacher's Student Growth Objectives as assessed by the district's evaluation system for assigning teacher or principal performance ratings.

Highly Effective: 957	4.3%
Effective: 353	0.5%
Partially Effective: 68	67.3% / 24.8%
Ineffective: 7	
NE: 61	4.8%

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University - CE
None
Certificate of Eligibility with Advanced Standing

2020

Evaluation Results

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

	Highly Effective		Effective		Partially Effective		Ineffective		NE
	Score: 3.50-4.00		Score: 2.65-3.49		Score: 1.85-2.64		Score: 1.00-1.84		(Not Evaluated)

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

Highly Effective: 0	
Effective: 3	40.0% 60.0%
Partially Effective: 2	
Ineffective: 0	
NE: 43	

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

Highly Effective: 29	2.1%
Effective: 18	
Partially Effective: 0	60.4% 37.5%
Ineffective: 0	
NE: 1	

New Jersey Department of Education
Performance Reports for Educator Preparation

NJ CE Providers
Certificate of Eligibility

2020

Evaluation Results

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

	Highly Effective		Effective		Partially Effective		Ineffective		NE
	Score: 3.50-4.00		Score: 2.65-3.49		Score: 1.85-2.64		Score: 1.00-1.84		(Not Evaluated)

Teacher SGP Score
Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.
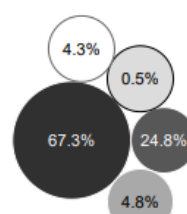
Highly Effective: 21	7.5%
Effective: 78	
Partially Effective: 27	15.8% 58.6%
Ineffective: 10	
NE: 1075	20.3%

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

Highly Effective: 823	3.1%
Effective: 275	1.5%
Partially Effective: 51	70.6% 23.6%
Ineffective: 17	
NE: 36	4.4%

2022 CAEP Accountability Measures
Rutgers University – New Brunswick

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 **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 2017-2018 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 2017-2018 Certified Completers who are Employed in NJ Public Schools in 2018-2019						
	Summative Score			**Teacher Practice Score**		
Cohort	**Highly Effective or Effective**	**Total Rated**	**%**	**Highly Effective or Effective**	**Total Rated**	**%**
Rutgers Traditional Route Graduates	112	113	**99%**	112	113	**99%**
CEAS Completers (Statewide)	1378	1403	**98%**	1369	1408	**97%**
Rutgers Alternate Route Completers	46	48	**96%**	45	48	**94%**
CE Completers (Statewide)	1167	1210	**96%**	1142	1195	**96%**

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University GSE New Brunswick - CEAS

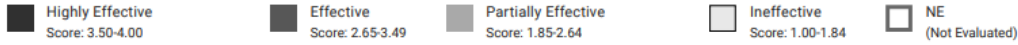2020

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

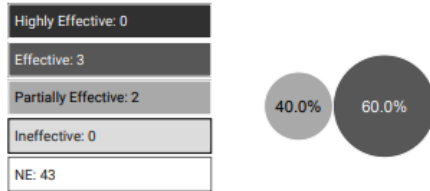## Evaluation Results

Evaluation data for certified program completers from the 2017-18 school year employed in the 2018-19 school year.
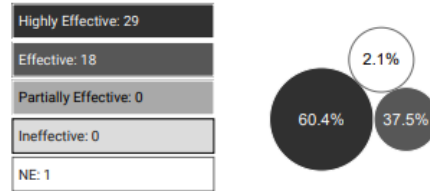
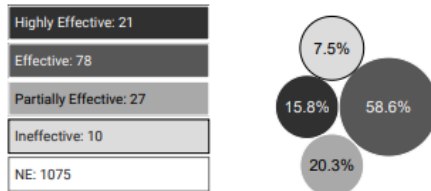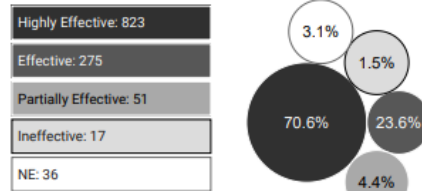|				
Highly Effective Score: 3.50-4.00	**Effective** Score: 2.65-3.49	**Partially Effective** Score: 1.85-2.64	**Ineffective** Score: 1.00-1.84	**NE** (Not Evaluated)

Summative Score

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

Highly Effective: 16	
Effective: 96	
Partially Effective: 1	
Ineffective: 0	
NE: 5	

4.3%
13.7%
82.1%
0.9%

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: 101	
Partially Effective: 1	
Ineffective: 0	
NE: 4	

3.4%
9.5%
87.1%
0.9%

New Jersey Department of Education
Performance Reports for Educator Preparation

NJ CEAS Providers

2020

Other
Certificate of Eligibility with Advanced Standing

Evaluation Results

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

Highly Effective Score: 3.50-4.00	**Effective** Score: 2.65-3.49	**Partially Effective** Score: 1.85-2.64	**Ineffective** Score: 1.00-1.84	**NE** (Not Evaluated)

Summative Score

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

Highly Effective: 214	
Effective: 1164	
Partially Effective: 22	
Ineffective: 3	
NE: 72	

0.2%
14.8%
80.6%
1.5%
5.0%

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: 164	
Effective: 1205	
Partially Effective: 35	
Ineffective: 4	
NE: 53	

0.3%
11.5%
84.4%
2.5%
3.7%

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University - CE
None
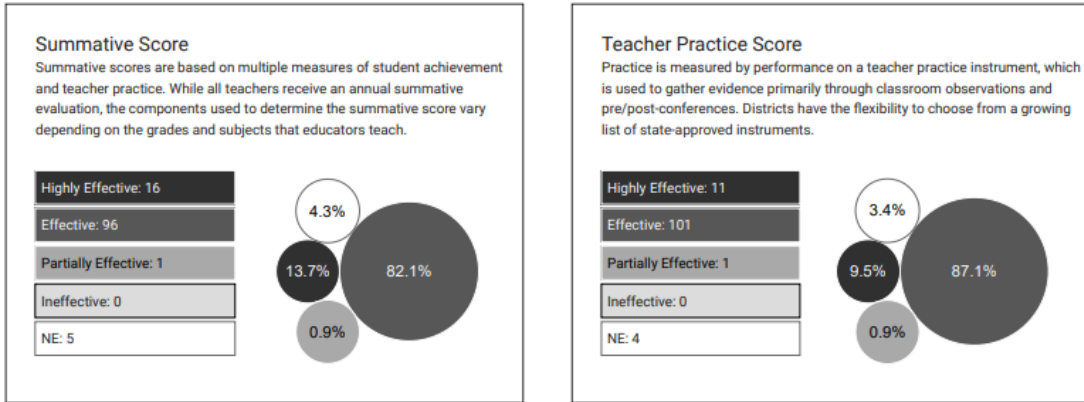Certificate of Eligibility with Advanced Standing

2020

Evaluation Results

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

Highly Effective	Effective	Partially Effective	Ineffective	NE
Score: 3.50-4.00	Score: 2.65-3.49	Score: 1.85-2.64	Score: 1.00-1.84	(Not Evaluated)

Summative Score

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

Highly Effective: 4	
Effective: 42	
Partially Effective: 2	
Ineffective: 0	
NE: 1	

2.1%
8.3% 87.5%
4.2%

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: 3	
Effective: 42	
Partially Effective: 3	
Ineffective: 0	
NE: 1	

2.1%
6.3% 87.5%
6.3%

New Jersey Department of Education
Performance Reports for Educator Preparation
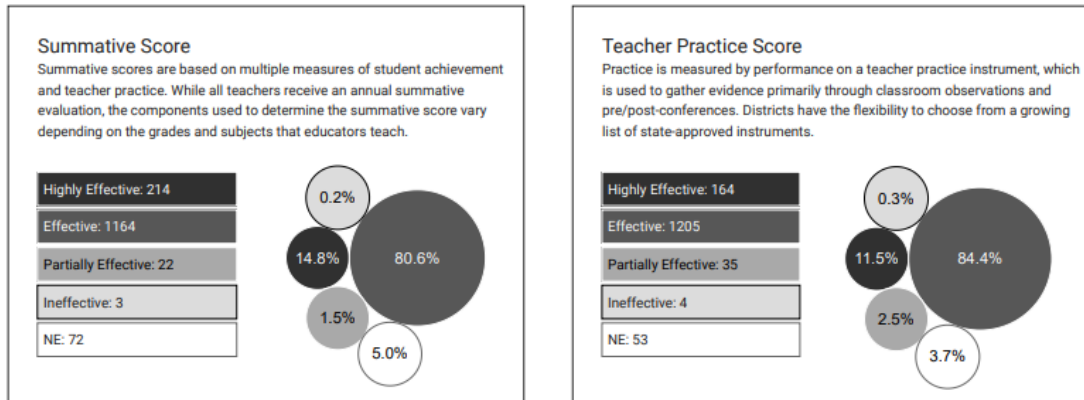
NJ CE Providers
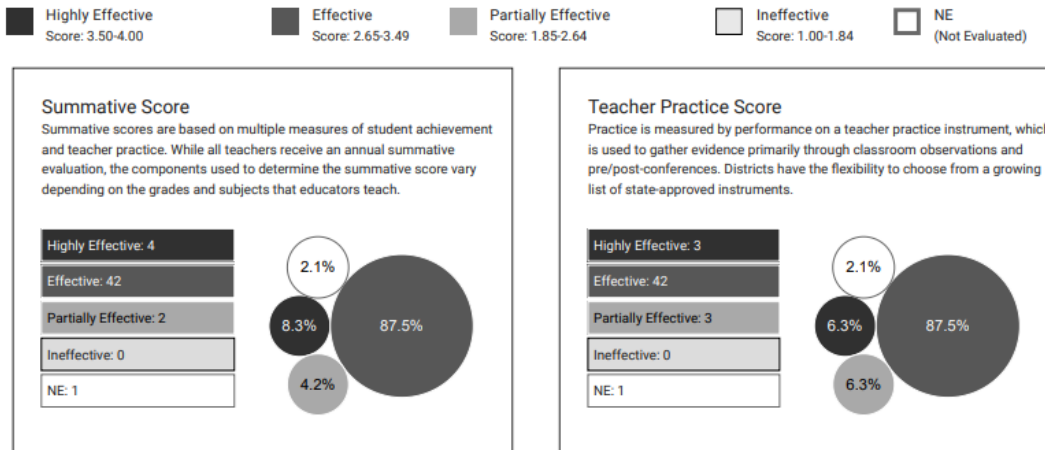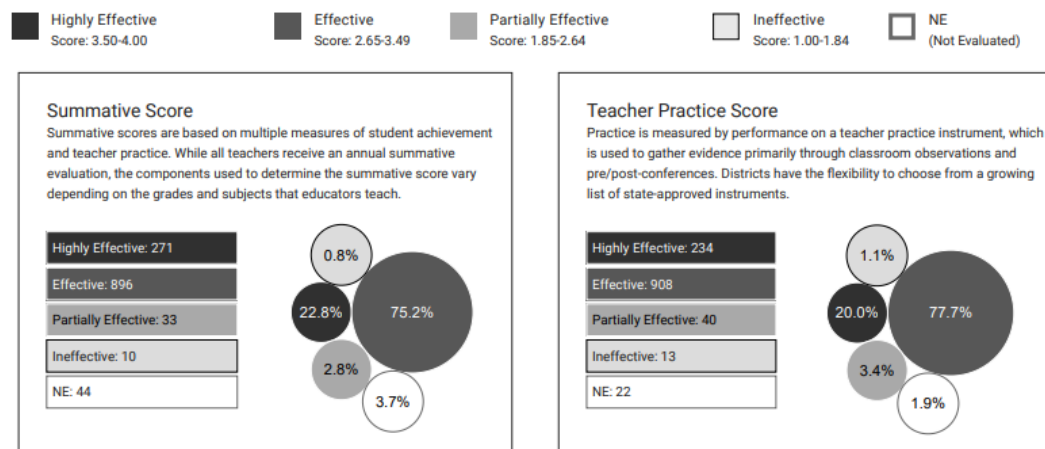Certificate of Eligibility

2020

Evaluation Results

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

Highly Effective	Effective	Partially Effective	Ineffective	NE
Score: 3.50-4.00	Score: 2.65-3.49	Score: 1.85-2.64	Score: 1.00-1.84	(Not Evaluated)

Summative Score

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

Highly Effective: 271	
Effective: 896	
Partially Effective: 33	
Ineffective: 10	
NE: 44	

0.8%
22.8% 75.2%
2.8%
3.7%

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: 234	
Effective: 908	
Partially Effective: 40	
Ineffective: 13	
NE: 22	

1.1%
20.0% 77.7%
3.4%
1.9%

*   *   *   *   *   *

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Advisory Council – *The RUEPP Advisory Council provides guidance, support and feedback to RUEPP's educator preparation programs to ensure that programs are supporting the development of candidates' dispositions, knowledge, and skills to be effectively engaged in and committed to excellence, equity, and social justice in their teaching practice. The Advisory Council includes administrators, RUEPP alumni, educators and parents from the Graduate School of Education - Community School Partnership Network (GSE – CSPN), Alternate Route program partners, as well as community-based organizations (CBO). It meets three times each year with Rutgers faculty and staff.* (Back to Part 1)

In 2020-2021, among many other things, the Advisory Council reviewed drafts of the new *Employer Survey* during the December 2020 meeting and heard an update about it at the March 2021 meeting. At the June 2021 meeting, they reviewed initial licensure program student survey data and provided feedback on three advanced certification survey drafts – the *Completer Survey*, *Alumni Survey*, and *Mentor Survey*. Below are screenshots from meeting agendas, meeting minutes, meeting PowerPoints and other meeting materials highlighting some of this work.

December 2020 Meeting PowerPoint Slide Describing Small Group Activity – Employer Survey Review:

Reviewing and Providing Feedback on Surveys

You will look at TWO sections of a survey.

- Part 1 – is designed to help address CAEP standard 4. How do employers perceive our completers.

- Part 2 – is an addendum to part 1, which will only go to GSE-CSPN district and school administrators.   It is meant to gather data about CAEP Standard 2 – Clinical Partnerships, Clinical Preparation.

Please review these surveys with the following questions in mind:

- Are these questions capturing the standards that they are meant to address for the completers from MY ASSIGNED SUBGROUP?

- What is missing? How can it be improved?

March 2021 Meeting Minutes and PowerPoint Slide following up on the Employer Survey:

2020-2021 CAEP Advisory Council

Meeting Agenda

Tuesday, March 2, 2021

4:00 – 6:00 PM

Notes Submitted by Gail Verona

Advisory Council Members Present: ███████████████████████████
██
███████

Faculty/Staff Members Present: Ravit Duncan, Nora Hyland, Jessica Hunsdon, Heather Ngoma, Sharlene Laud, Gail Verona, Dan Battey, Beth Rubin, Judith Harrison

Panelists/Guests Present: ████████████████████████████████████
████

Nora and Jessica opened the meeting, welcomed everyone and presented the Agenda.

<mark>Nora presented an update on the Employer survey and thanked everyone for their feedback. She explained that surveys will be sent to employers of program completer. Nora said she would love any future feedback.</mark>

Jessica also thanked everyone for their December feedback. She then reviewed the Advisory Council Member Goals, GSE-CSNP Support, and the benefits of community-based organizations. The goal is to continue to working on how to make spaces collaborative.

Next steps were discussed- reconsider the meeting format for the Advisory Council; host optional monthly informal gatherings; consider a virtual GSE-CSPN professional development series

Jessica asked for feedback from the group regarding current programs and course content. One member of the group said she wanted to learn more about social justice educational programs.

Employer Survey Update

The versions in the agenda packet reflect the feedback we received from you in the December meeting.

If you have any additional changes that you'd like made, please email Nora at nora.hyland@gse.rutgers.edu

June 2021 Meeting Agenda:

2020-2021 Advisory Council
Meeting Agenda
Tuesday, June 1, 2021
4:00 – 6:00 PM

WELCOME & AGENDA

COMMUNITY NORMS & ADVISORY COUNCIL PROCESSES
- Community Norms
- Meeting Structure
- Stipend Update

CAEP UPDATE

MARCH ADVISORY COUNCIL MEETING FEEDBACK
See page 3 & 4 of Agenda Packet

LEARNING FROM STUDENTS: FOCUS GROUP

SMALL GROUP DISCUSSION 1: INITIAL CANDIDATE SURVEY DATA
Separate File: Initial Candidate Survey Data

SMALL GROUP DISCUSSION 2: DEVELOPING SURVEY TOOLS FOR ADVANCED PROGRAMS
- Overview of Surveys (Page 5 of Agenda Packet)
- Choose One:
  - Advanced Program Alumni Survey
  - Advanced Program Completer Survey
  - Advanced Program Mentor Survey

EXTENDING YOUR PARTICIPATION

CLOSING REFLECTION
- In one word, phrase or sentence, what was most valuable to you in being part of the Advisory Council?

June 2021 Meeting Instructions for Small Group Discussion 1 and 2:

SMALL GROUP DISCUSSION 1: INITIAL CANDIDATE SURVEY DATA

Initial Candidate (Traditional Licensure) Survey Data

Attached are summary documents from traditional initial licensure programs candidate surveys. In the three sets of data tables below, there are two tables for each number (e.g., 1 and 1A, 2 and A, and 3 and 3A). The first table in each set (e.g., Table 1, 2, 3) includes the survey questions sorted by the CAEP standards. The second table in each set (e.g., Table 1A, 2A, 3A) includes the average responses to the questions aggregated by each standard.

- **Tables 1/1A** represents 2019-2020 candidate survey data from questions about diversity and technology.
- **Tables 2/2A** represents 2019 – 2020 candidate survey data related to questions about clinical practice. The data is disaggregated by program area.
- **Tables 3/3A** represents 2020 – 2021 candidate survey data related to questions about clinical practice. The data is disaggregated by partner district and clinical support team member.

You may find this glossary helpful as you look at the data.
- **N**= number of respondents
- **Ave** = Average response score on a 1-4 or 1-5 scale
- **SD** = Standard Deviation from the average score
- **EPP** = Educator Preparation Program

We will provide additional explanation of the data set prior to our small group discussions in which we will discuss the following questions:

1. What do you notice? Does anything stand out?

2. What questions do you have about this data?

3. Is there any part of the data that would be helpful to share with district partners? Community-based organizations?

4. How could this data be formatted in a way that would be more accessible to a broader audience?

SMALL GROUP DISCUSSION 2:
DEVELOPING SURVEY TOOLS FOR ADVANCED PROGRAMS

We are developing surveys to help us assess the effectiveness of our advanced licensure programs. Some faculty members have already looked at these surveys. You may see their comments on the drafts. We value your input about survey content and want to elicit your suggestions and responses. You can simply add comments to the survey draft using the comment tool.

The draft surveys include surveys for the following groups:

Advanced Program Alumni Survey
Advanced Program Completer Survey
Advanced Program Mentor Survey (during clinical requirement only for those programs with a *)

Some questions that you might want to think about as you review the survey draft are:
1. **Are the questions clear/ clearly worded?**
2. **From your perspective, are there any questions that are missing?**
3. **What questions should we be asking from an equity lens and a focus on our social justice mission?**
4. **Are there any questions that you think could be eliminated?**
5. **Are there data that you would like from the group being surveyed?**

Alumni Survey: Feedback – *In 2020-2021, for the first time, Rutgers distributed one Alumni Survey to all initial licensure program completers, rather than separate surveys for traditional and alternate route as was done in the pilot the previous year. The survey was sent to alumni who completed their programs two years prior, in 2019. The purpose of the survey was to seek feedback about what they learned and their satisfaction with the program after completion, as well as collect information about their current employment. Also in 2020-2021, the Alumni Survey for advanced certification programs was completely revised with input from the [Advisory Council](). The revised advanced certification Alumni Survey was distributed for the first time in the 2021-2022 academic year and will be available in next year's CAEP Accountability Measures report.* (Back to Part 1)

RUEPP worked diligently to collect working email addresses for completers, using what was submitted to staff at the end of the program, or in some cases the personal email address they used on their university or program application. Of 192 traditional program completers in 2019, RUEPP was able to identify non-Rutgers University email addresses for all but 5 completers. This was a challenge in getting responses from previous alumni survey distributions – Rutgers email addresses only remain active for one year after graduation. RUEPP had email addresses for all 204 alternate route completers. Therefore, the survey was initially sent to 391/396 completers. There were 12 bounce-backs and after additional digging, RUEPP was able to identify alternate email addresses for 10/12 completers and resent the survey to a total of 389/396 (98.2% of) completers. In the case of alternate route completers, many email addresses were their work email addresses while in the program, so if they had changed schools/districts, it is possible this survey may not have reached them but also not bounced back if the school/district has not deactivated the account. There were 95 responses, for a response rate of 24.4% (95/389). This includes partial (21) and complete (74) responses.

Survey Question	N	Average	Standard Deviation
My RUEPP coursework was helpful to my development as a teacher.	94	3.17/4.00	0.84
As a result of my program, I was prepared to use technology as an instructional tool to enhance P-12 student learning.	94	2.79/4.00	1.02
The preparation I received through RUEPP to be a teacher was very effective.	94	3.13/4.00	0.88
How would you rate your overall experience at RUEPP?	94	3.93/5.00	0.94

Overall, completers from all programs indicated high levels of satisfaction with RUEPP and there were no significant differences across demographic categories. Response rates from completers within individual traditional program areas and alternate route licensure areas were too small to draw any actionable conclusions, as was the response rate by race and ethnicity. However, first generation college students rated the programs slightly more favorably than those who were not first-generation college students and women rated the programs slightly more favorably than did men. On the question related to how well-prepared candidates were to use technology to enhance student learning, averages were slightly lower than the overall averages with no significant difference across demographic categories. This data suggests that all RUEPP programs should attend to the preparation of candidates in the use of technology as an instructional tool.

Do you teach in a school serving a majority of historically underserved students based on income, race, ethnicity, or language of origin?	%	N
Yes	48.4%	31
No	51.6%	33
TOTAL		**64**

Significant to the GSE's mission to prepare candidates to teach in New Jersey's diverse and most marginalized communities, 48% of respondents reported that they worked in schools that serve a majority of historically underserved students based on income, race, ethnicity, or language of origin.

The RUEPP will look at trends with this new survey and compare the results to employer survey data as well as candidate survey data to determine whether these groups have consistent or divergent perspectives on the RUEPP. Those comparisons will lead to potential areas for program improvement.

Employer Survey – *In 2020-2021, Employer Surveys were created with feedback from the RUEPP [Advisory Council](#) and then piloted. They were sent to employers of traditional and alternate route initial licensure program completers, as well as employers of advanced certification program completers. The employer distribution lists were generated based on the employment of RUEPP's 2019 completers.* [(Back to Part 1)](#)

Based on the data collected during the pilot of the Employer Surveys in March 2021, employers are very satisfied with the RUEPP completers they have hired. They believe RUEPP completers meet the professional standards of their content area at the initial and advanced certification level, effectively differentiate instruction, use technology to effectively enhance student learning, and build positive relationships. Additionally, RUEPP completers improved their P-12 students' learning outcomes, and employers' overall experience with Rutgers-prepared educators was positive. Finally, if their school/district has openings that Rutgers completers are qualified for in the future, they would be interested in hiring them.

All survey questions in the below overviews used a 1-4 response option scale where 1 = Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, and 4 = Agree, except the final question which was Yes / No.

Employer Survey – Alternate Route Version
- 6 responses, including 5 complete responses
- While the distribution list was generated based on RUEPP's knowledge that they were an employer of an Alternate Route Program completer from 2019, employers were asked if they have hired Rutgers completers of Traditional and Advanced Certificate Programs as well, then asked their feedback about each group of completers.

Alternate Route 2021 Employer Survey	
What is your role?	**N**
Principal	5
Supervisor	1

Alternate Route 2021 Employer Survey	
In the past, I have hired GSE/Rutgers program completers from:	**N**
Alternate Route Initial Licensure	4
Traditional Initial Licensure Programs	5
Advanced Certificate Programs	2

In the job categories for which you hired a completer from a <u>Rutgers Alternate Route Initial Licensure</u> program, please rate the degree to which you agree or disagree with the following statements: *The Rutgers program completers that I employ:*	N	Average	SD
Meet the standards set by national professional organizations in the content area.	4	3.75	0.43
Effectively differentiate instruction for diverse learners.	4	3.50	0.50
Support and build upon the cultural competencies of diverse learners.	4	3.50	0.50
Use technology effectively to enhance P-12 student learning.	4	4.00	0.00
Build positive and collaborative relationships with colleagues.	4	4.00	0.00
Build positive relationships with students.	4	4.00	0.00
Build positive and collaborative relationships with families and communities.	4	3.75	0.43
Meet employment milestones for advancement and tenure.	4	4.00	0.00

In the job categories for which you hired a completer from a <u>Rutgers Traditional Initial Licensure</u> program, please rate the degree to which you agree or disagree with the following statements: *The Rutgers program completers that I employ:*	N	Average	SD
Meet the standards set by national professional organizations in the content area.	4	4.00	0.00
Effectively differentiate instruction for diverse learners.	4	4.00	0.00
Support and build upon the cultural competencies of diverse learners.	4	4.00	0.00
Use technology effectively to enhance P-12 student learning.	4	4.00	0.00
Build positive and collaborative relationships with colleagues.	4	4.00	0.00
Build positive relationships with students.	4	4.00	0.00
Build positive and collaborative relationships with families and communities.	4	3.75	0.43
Meet employment milestones for advancement and tenure.	4	4.00	0.00

In the job categories for which you hired a completer from a <u>Rutgers Advanced Licensure</u> program, please rate the degree to which you agree or disagree with the following statements: *The Rutgers program completers that I employ:*	N	Average	SD
Is able to use data to inform their practice.	2	3.50	0.50
Uses and understands research related to their job.	2	4.00	0.00
Employs data analysis and evidence to develop supportive school environments.	2	4.00	0.00
Leads and/or participates in collaborative activities with peers, parents, other stakeholders.	2	4.00	0.00
Supports appropriate applications of technology for their field of specialization.	2	4.00	0.00
Applies professional dispositions, laws and policies, codes of ethics and professional standards.	2	3.50	0.50
Builds positive and collaborative relationships with families and communities.	2	4.00	0.00

Question	N	Average	SD
The Rutgers teacher education graduates I hired improved my P-12 students' learning outcomes.	5	4.00	0.00
My overall experience with the GSE/Rutgers prepared educators hired in my school/district was positive.	5	4.00	0.00

Question	Yes	No
If your school/district has openings that Rutgers graduates are qualified for in the future, would you be interested in hiring them?	5	0

Employer Survey – Traditional Route Version

- 4 responses
- While the distribution list was generated based on RUEPP's knowledge that they were an employer of a Traditional Route Program completer from 2019, employers were asked if they have hired Rutgers completers of Alternate Route and Advanced Certificate Programs as well, then asked their feedback about each group of completers. One employer indicated they have hired Alternate Route completers, but skipped the questions that requested feedback about those completers.

Traditional Route 2021 Employer Survey	
What is your role?	**N**
Principal	4

Traditional Route 2021 Employer Survey	
In the past, I have hired GSE/Rutgers program completers from:	**N**
Traditional Initial Licensure Programs	4
Alternate Route Initial Licensure	1
Advanced Certificate Programs	0

In the job categories for which you hired a completer from a <u>Rutgers Traditional Initial Licensure</u> program, please rate the degree to which you agree or disagree with the following statements: *The Rutgers program completers that I employ:*	**N**	**Average**	**SD**
Meet the standards set by national professional organizations in the content area.	4	4.00	0.00
Effectively differentiate instruction for diverse learners.	4	3.50	0.50
Support and build upon the cultural competencies of diverse learners.	4	3.25	0.43
Use technology effectively to enhance P-12 student learning.	4	4.00	0.00
Build positive and collaborative relationships with colleagues.	4	4.00	0.00
Build positive relationships with students.	4	4.00	0.00
Build positive and collaborative relationships with families and communities.	4	3.50	0.50
Meet employment milestones for advancement and tenure.	4	3.50	0.50

Question	N	Average	SD
The Rutgers teacher education graduates I hired improved my P-12 students' learning outcomes.	4	3.75	0.43
My overall experience with the GSE/Rutgers prepared educators hired in my school/district was positive.	4	4.00	0.00

Question	Yes	No
If your school/district has openings that Rutgers graduates are qualified for in the future, would you be interested in hiring them?	4	0

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 an equal to or 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									
		2018-2019 School Year		2019-2020 School Year					
Cohort	2017-2018 Certified Completers	# Employed 2017-2018 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	202	141	70%	81	57%	85	60%	110	78%
CEAS Completers (Statewide)	2797	1932	69%	1101	57%	1173	61%	1396	72%
Rutgers Alternate Route Completers	65	56	86%	42	75%	43	77%	47	84%
CE Completers (Statewide)	2451	1570	64%	924	59%	964	61%	1121	71%

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University GSE New Brunswick - CEAS

2020

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

Full Time Employment Outcomes

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

2017-2018 Persistence[7] Trend:

Of the **202** Certified Completers from the **2017-2018 SY** → **141 (70%)** were employed as of the **2018-2019 SY**

School Level:	District Level:	State Level:
81 (57.4%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $57,778	85 (60.3%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $57,778	110 (78.0%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $57,778

New Jersey Department of Education
Performance Reports for Educator Preparation

NJ CEAS Providers

2020

Other
Certificate of Eligibility with Advanced Standing

Full Time Employment Outcomes

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

2017-2018 Persistence[7] Trend:

Of the **2797** Certified Completers from the **2017-2018 SY** → **1932 (69%)** were employed as of the **2018-2019 SY**

School Level:	District Level:	State Level:
1101 (57.0%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $54,150	1173 (60.7%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $54,188	1396 (72.3%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of $54,307

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University - CE
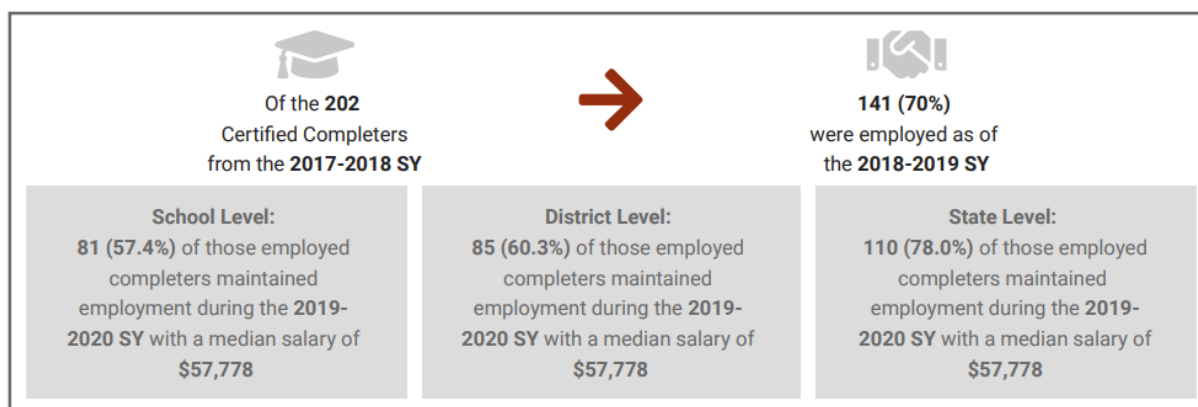None
Certificate of Eligibility with Advanced Standing

2020

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

2017-2018 Persistence[7] Trend:

Of the **65** Certified Completers from the **2017-2018 SY**

➔

56 (86%) were employed as of the **2018-2019 SY**

School Level:
42 (75.0%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,950**

District Level:
43 (76.8%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,950**

State Level:
47 (83.9%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,500**

New Jersey Department of Education
Performance Reports for Educator Preparation
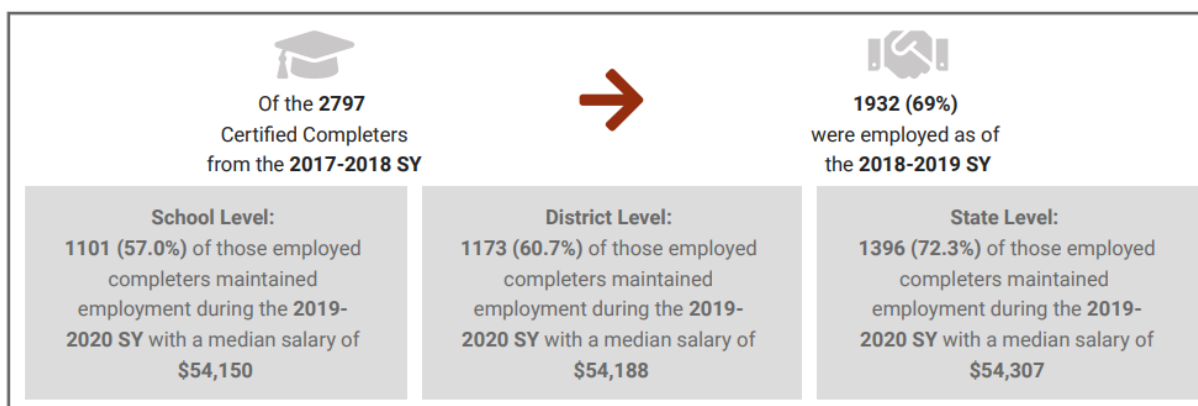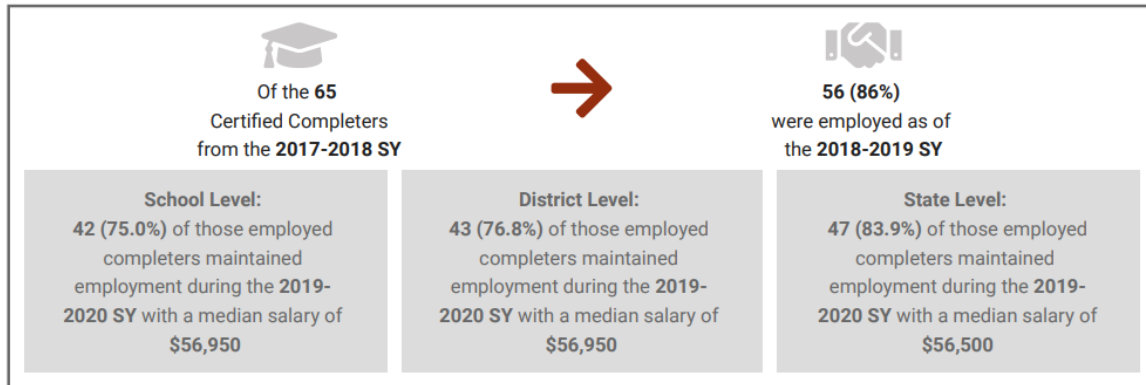
NJ CE Providers
Certificate of Eligibility

2020

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

2017-2018 Persistence[7] Trend:

Of the **2451** Certified Completers from the **2017-2018 SY**

➔

1570 (64%) were employed as of the **2018-2019 SY**

School Level:
924 (58.9%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,950**

District Level:
964 (61.4%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,765**

State Level:
1121 (71.4%) of those employed completers maintained employment during the **2019-2020 SY** with a median salary of **$56,500**

* * * * * *
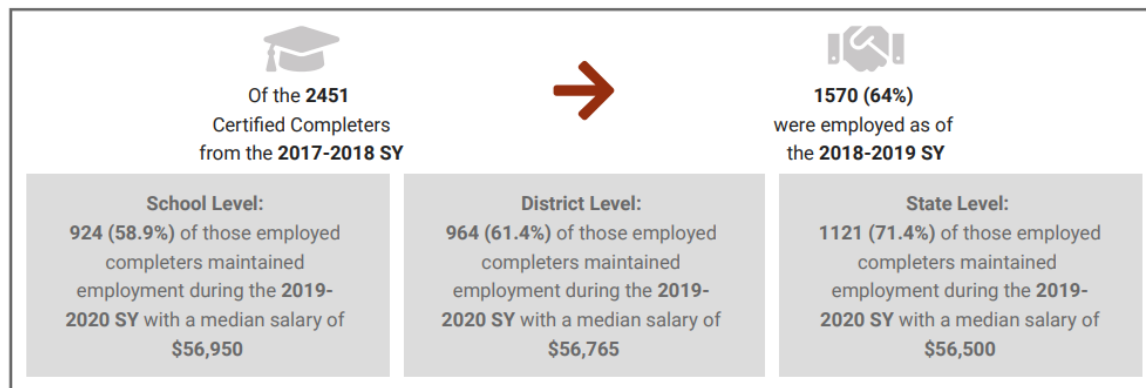
Measure 3: Candidate Competency at Program Completion

Initial Licensure: Enrollment, Completion and Certification Data *– The following data summarizes graduation / completion and certification rates for all initial licensure programs.* (Back to Part 2)

In 2020-2021, in addition to the 144 candidates who graduated from master's degree programs who began in fall 2019, another 14 GSE candidates also graduated during this year who began in fall 2018, for a total of 158 graduates. In the bachelor's degree (music) program, in addition to the 18 candidates who graduated who began their junior year in fall 2019 (following official program acceptance), 1 candidate graduated who had begun the previous year, for a total of 19 graduates. There were 199 teacher candidates who completed the alternate route program after beginning the program in 2019-2020, and none who completed who had begun in earlier years. Thus, the grand total of graduates and completers for Rutgers – New Brunswick in 2020-2021 is 376. The below charts follow the cohorts that began each of the two-year programs in 2019-2020 by pathway and in aggregate.

Graduation Rate for Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2019)	170
Completed w/in 2 Years	144
Completed w/in 3 Years	6
Expected Completion in May/August 2022	2
Currently Enrolled	1
Left Program (Withdrew or Dismissed)	17
2-Year Graduation Rate	**84.7%**
3-Year Graduation Rate (inc. Expected May/August 2022)	**89.4%**

Graduation Rate for Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2019)	30
Completed w/in 2 Years	18
Expected Completion in May 2022	8
Leave of Absence	1
Left Program (Withdrew or Dismissed)	2
Provisionally Accepted; Didn't Meet Criteria for Acceptance	1
2-Year Graduation Rate	**60.0%**
3-Year Graduation Rate (inc. Expected May 2022)	**86.7%**

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 19-20)	324
Completed w/in 2 Years	199
Completed w/in 3 Years	17
Completed All Requirements Except edTPA	31
Left Program (Withdrew or Dismissed)	77
2-Year Completion Rate	**61.4%**
3-Year Completion Rate (inc. Expected May 2022)	**66.7%**

Graduation/Completion Rate for All Initial Licensure Programs	
Total Cohort	524
Completed w/in 2 Years	361
Completed w/in 3 Years	23
Expected Completion in May/August 2022	10
Currently Enrolled or Leave of Absence	2
Completed All Requirements Except edTPA	31
Left Program (Withdrew or Dismissed)	96
Provisionally Accepted; Didn't Meet Criteria for Acceptance	1
2-Year Graduation/Completion Rate	**68.9%**
3-Year Graduation/Completion Rate (inc. Expected May/August 2022)	**75.2%**

Candidates who reach graduation / completion and certification milestones have met rigorous standards and are prepared for the teaching profession. Most degree program graduates were issued their licenses in the late spring or summer of 2021, with an additional 14 issued in AY21-22 to date. There are many factors, like the fee required for licensure, on top of the global pandemic, that have delayed when some completers apply for their teaching license.

Certification Rate for Initial Licensure Degree Programs	
Number of Graduates	177
Number Issued License by August 2021	149
Number Issued License in AY21-22	14
No Cert as of April 2022	14
Certification Rate	**92.1%**

In 2020-2021, there were 199 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). An additional 17 candidates who began in 2019-2020 were issued their VOPC in 2021-2022. Essentially, earning the VOPC marks successful completion of the alternate route program and indicates the candidate has met all licensure requirements. 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.

Initial Licensure: Praxis II Test Results – *The state mandates that candidates pass content area tests for most licensure areas at the initial level. In world language education, a different set of exams are required, in addition to or in place of the Praxis II. Rutgers traditional and alternate route completers' 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 RUEPP completers from 2020-2021. Rutgers initial licensure completers exceed expectations for content knowledge outlined in CAEP and InTASC / NJ Professional Standards for Teachers. As evidenced below, completers have high average Praxis II scores compared to the New Jersey required passing score and national median. Several content areas are exempted by the state from taking a Praxis II test. 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. Candidates seeking a master's degree are required to pass the Praxis II, however in extraordinary circumstances and with faculty approval the GPA Flexibility option may, on rare occasions, be granted. Candidates whose score falls below the required NJ passing score may meet the Praxis II 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.

Rutgers traditional licensure completers are required to pass the Praxis II in order to successfully complete the program, so typically they all pass all 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 or allowed to graduate without a passing Praxis II score, and several took advantage of the GPA Flexibility option. The pandemic impacted a small number of completers in 2020 as well. Impacts of the pandemic were also felt by 2021 completers. Of degree program graduates, 97.6% (163/167) passed all required exams, 10 dance education completers were not required to take an exam, 3 graduates were granted a Praxis II / GPA Flexibility waiver for some or all required exams, and as of the writing of this report one graduate has not yet taken the required Praxis II exam. In total, 443 Praxis II exams were taken (not including retakes), presented in the following tables. While data presented includes failing scores, please note that these 3 graduates met licensure requirements with their high GPA. Data from only one licensure area is included, however twenty-eight completers from the Elementary program also passed a Praxis II exam for a co-certificate in P-3 early childhood education (10), or the following middle school subject areas: ELA (3), math (12), science (2), and social studies (1) and one received a waiver for ELA.

Alternate route candidates are required to take and pass the Praxis II or language proficiency exams 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. Rutgers has begun to request these scores from applicants, and also from the NJDOE. Rutgers is also provided with test score results for candidates when they are enrolled and have completed their program. The data presented here is collected from all available sources. There were 199 completers from the alternate route program in 2021. Of those, 11 were not required to take a Praxis II test (Chinese, Dance, Hebrew, Latin, Korean, and Psychology). Four completers took old exams and NJ passing scores are not available so they have been removed from the data set. There were an additional 15 completers for whom scores could not be found. They were not provided by the NJDOE, nor any other Praxis II score files Rutgers has access to (direct from ETS's portal, provided to RUEPP for Title II reporting, etc.). However, as mentioned above, all applicants to the alternate route program must meet testing requirements before the NJDOE allows

them to enroll in a program, so we can assume that they passed any required Praxis II or language proficiency exams, though perhaps as a result of the Praxis II / GPA Flexibility rule. Rutgers believes in the future an even more complete data set can be obtained and analyzed, following this initial collaboration with the NJDOE on Praxis II score collection. Thus, Praxis II data is presented for 169 completers. Of them, 92% (156/169) passed all required exams based solely on their score(s) and 8% (13/169) passed through a combination of their score(s) and their high undergraduate GPA. In total, 169 alternate route completers took 347 Praxis II exams (not including retakes) represented in the following tables. Alternate route completers may seek multiple certifications but only data for one licensure area per person is presented. There were 18 completers who passed additional exams and sought a middle school co-certificate in ELA (1), math (9), science (6) and social studies (2).

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 degree program as well as licensure area for the alternate route program. Second, data for the EPP is disaggregated by exam. The National Median and Average Performance Range are calculated from the records of test takers who took the test between August 2017 and July 2020 according to ETS's *Understanding Your Praxis Scores 2020-21*. Data is suppressed when N < 5.

RUEPP Program, Licensure Area, and *Praxis II Exams*	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
EPP TOTAL	**764**	**790**	**96.7%**				
Alternate Route Licensure Areas	**326**	**347**	**93.9%**				
1001 – Elementary School Teacher in Grades K–6							
14 (old) Elementary Ed: Content Knowledge	7	8	87.5%	153.75	141		
5002 Elem Ed: MS Reading & Language Arts Subtest	46	49	93.9%	171.37	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	46	49	93.9%	180.43	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	47	49	95.9%	171.98	155	165	157-177
5005 Elem Ed: MS Science Subtest	46	49	93.9%	173.73	159	169	161-179
5032 (old) Elementary Ed: Reading and Language Arts	1	1	100.0%	*	165		
5033 (old) Elementary Ed: Mathematics	1	1	100.0%	*	164		
5034 (old) Elementary Ed: Social Studies	1	1	100.0%	*	155		
5035 (old) Elementary Ed: Science	1	1	100.0%	*	159		
1200 – Art							
5134 Art: Content Knowledge	6	6	100.0%	166.17	158	165	158-174
1300 – Comprehensive Business							
5101 Business Ed: Content Knowledge	3	3	100.0%	*	154	172	162-181
1302 – Business: Finance/Economics/Law							
5101 Business Ed: Content Knowledge	2	2	100.0%	*	154	172	162-181
1410 – English							
41 (old) English Language, Literature And Composition Content Knowledge	2	2	100.0%	*	162		
5038 English Language Arts: Content Knowledge	16	16	100.0%	186.00	167	179	171-187
1451 – Theater							
5641 Theater	2	2	100.0%	*	153	171	163-180

RUEPP Program, Licensure Area, and *Praxis II Exams*	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
1510 – French							
5174 French: World Language	6	6	100.0%	180.17	162	172	162-184
1550 – Spanish							
5195 Spanish: World Language	7	7	100.0%	181.86	168	176	161-187
1605 – Health and Physical Education							
5857 Health & Physical Ed: Content Knowledge	3	3	100.0%	*	160	165	159-173
1630 – Physical Education							
5091 Physical Ed: Content Knowledge	1	1	100.0%	*	148	155	150-160
1810 – Technology Education							
5051 Technology Education	3	3	100.0%	*	159	180	170-189
1900 – Mathematics							
5161 Mathematics: Content Knowledge	10	11	90.9%	172.18	160	158	137-169
61 (old) Mathematics: Content Knowledge	1	1	100.0%	*	151		
2100 – Music							
5113 Music: Content Knowledge	8	8	100.0%	170.38	153	167	160-176
2210 – Biological Science							
5235 Biology: Content Knowledge	14	15	93.3%	170.53	152	163	153-174
5435 General Science: Content Knowledge	13	15	86.7%	168.07	152	163	151-178
2220 – Earth Science							
5435 General Science: Content Knowledge	3	3	100.0%	*	152	163	151-178
5571 Earth and Space Sciences: Content Knowledge	3	3	100.0%	*	153	165	153-177
2240 – Physical Science							
5245 Chemistry: Content Knowledge	1	1	100.0%	*	152	160	149-174
5265 Physics: Content Knowledge	1	1	100.0%	*	141	152	138-168
5435 General Science: Content Knowledge	1	1	100.0%	*	152	163	151-178
2260 – Physics							
5265 Physics: Content Knowledge	1	1	100.0%	*	141	152	138-168
5435 General Science: Content Knowledge	1	1	100.0%	*	152	163	151-178
2270 – Chemistry							
5245 Chemistry: Content Knowledge	7	8	87.5%	163.00	152	160	149-174
5435 General Science: Content Knowledge	7	8	87.5%	168.13	152	163	151-178
2300 – Social Studies							
5081 Social Studies: Content Knowledge	8	11	72.7%	169.82	157	167	157-178
Degree Programs	**438**	**443**	**98.9%**				
Biology (2210 – Biological Science)							
5235 Biology: Content Knowledge	6	6	100.0%	173.50	152	163	153-174
5435 General Science: Content Knowledge	6	6	100.0%	172.67	152	163	151-178
Elementary (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	36	37	97.3%	173.86	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	36	37	97.3%	185.57	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	36	37	97.3%	169.41	155	165	157-177
5005 Elem Ed: MS Science Subtest	36	37	97.3%	174.22	159	169	161-179

RUEPP Program, Licensure Area, and *Praxis II Exams*	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
English (1410 – English)							
5038 English Language Arts: Content Knowledge	12	12	100.0%	184.83	167	179	171-187
Language							
1475 – English as a Second Language							
OPI English	15	15	100.0%	9.87	7		
WPT English	15	15	100.0%	9.47	7		
1510 – French							
5174 French: World Language	1	1	100.0%	*	162	172	162-184
1530 – Italian							
OPI Italian	1	1	100.0%	*	7		
1550 – Spanish							
5195 Spanish: World Language	3	3	100.0%	*	168	176	161-187
OPI Spanish	1	1	100.0%	*	7		
1572 – Chinese							
OPI Chinese	2	2	100.0%	*	7		
Mathematics (1900 – Mathematics)							
5161 Mathematics: Content Knowledge	7	7	100.0%	175.86	160	158	137-169
Music (2100 – Music)							
5113 Music: Content Knowledge	18	18	100.0%	177.39	153	167	160-176
Physics							
2240 – Physical Science							
5245 Chemistry: Content Knowledge	4	4	100.0%	*	152	160	149-174
5265 Physics: Content Knowledge	4	4	100.0%	*	141	152	138-168
5435 General Science: Content Knowledge	4	4	100.0%	*	152	163	151-178
2260 – Physics							
5265 Physics: Content Knowledge	1	1	100.0%	*	141	152	138-168
5435 General Science: Content Knowledge	1	1	100.0%	*	152	163	151-178
Social Studies (2300 – Social Studies)							
5081 Social Studies: Content Knowledge	21	22	95.5%	168.05	157	167	157-178
Special Education (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	43	43	100.0%	174.79	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	43	43	100.0%	181.84	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	43	43	100.0%	171.42	155	165	157-177
5005 Elem Ed: MS Science Subtest	43	43	100.0%	173.47	159	169	161-179

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Praxis II Test	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
RUEPP Total	764	790	96.7%				
14 (old) Elementary Ed: Content Knowledge	7	8	87.5%	153.75	141		
41 (old) English Language, Literature And Composition Content Knowledge	2	2	100.0%	*	162		
5002 Elem Ed: MS Reading & Language Arts Subtest	125	129	96.9%	173.22	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	125	129	96.9%	182.37	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	126	129	97.7%	171.05	155	165	157-177
5005 Elem Ed: MS Science Subtest	125	129	96.9%	173.78	159	169	161-179
5032 (old) Elementary Ed: Reading and Language Arts	1	1	100.0%	*	165		
5033 (old) Elementary Ed: Mathematics	1	1	100.0%	*	164		
5034 (old) Elementary Ed: Social Studies	1	1	100.0%	*	155		
5035 (old) Elementary Ed: Science	1	1	100.0%	*	159		
5038 English Language Arts: Content Knowledge	28	28	100.0%	185.50	167	179	171-187
5051 Technology Education	3	3	100.0%	*	159	180	170-189
5081 Social Studies: Content Knowledge	29	33	87.9%	168.64	157	167	157-178
5091 Physical Ed: Content Knowledge	1	1	100.0%	*	148	155	150-160
5101 Business Ed: Content Knowledge	5	5	100.0%	173.60	154	172	162-181
5113 Music: Content Knowledge	26	26	100.0%	175.23	153	167	160-176
5134 Art: Content Knowledge	6	6	100.0%	166.17	158	165	158-174
5161 Mathematics: Content Knowledge	17	18	94.4%	173.61	160	158	137-169
5174 French: World Language	7	7	100.0%	180.29	162	172	162-184
5195 Spanish: World Language	10	10	100.0%	180.50	168	176	161-187
5235 Biology: Content Knowledge	20	21	95.2%	171.38	152	163	153-174
5245 Chemistry: Content Knowledge	12	13	92.3%	166.38	152	160	149-174
5265 Physics: Content Knowledge	7	7	100.0%	166.00	141	152	138-168
5435 General Science: Content Knowledge	36	39	92.3%	170.97	152	163	151-178
5571 Earth and Space Sciences: Content Knowledge	3	3	100.0%	*	153	165	153-177
5641 Theater	2	2	100.0%	*	153	171	163-180
5857 Health & Physical Ed: Content Knowledge	3	3	100.0%	*	160	165	159-173
61 (old) Mathematics: Content Knowledge	1	1	100.0%	*	151		
OPI Chinese	2	2	100.0%	*	7		
OPI English	15	15	100.0%	9.87	7		
OPI Italian	1	1	100.0%	*	7		
OPI Spanish	1	1	100.0%	*	7		
WPT English	15	15	100.0%	9.47	7		

Initial Licensure: edTPA Results – *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 in order to earn certification, teacher candidates must take and pass the edTPA.* (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. In 2020-2021, in response to the pandemic, the state waived this licensure requirement if candidates met other state-approved criteria.

For most edTPA handbooks, or versions of the assessment, the cut score is 37 as of 2019-2020. Based on the edTPA handbooks used by Rutgers candidates, the exceptions are as follows: World Language and Classical Languages – 32 and Elementary Education: Literacy with Mathematics Task 4 – 44. The majority of the edTPA handbooks include 15 rubrics, or assessment areas (1-15). The Elementary handbook includes three additional rubrics (16-18). The World Language and Classical Languages handbooks have two fewer rubrics (4 and 14). The edTPA is aligned to CAEP Standard 1. 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 2020-2021, there were 177 Rutgers traditional initial licensure program graduates. Of them, 1 passed the edTPA in 2019-2020, 153 passed in 2020-2021, and 2 took but did not pass it and eventually met the state-approved criteria for licensure and had the edTPA requirement waived. There are 5 graduates who took and passed edTPA during the current academic year and one who took and did not pass it yet, and 15 graduates who have not, to date, taken the edTPA. This number is higher than usual, likely as a result of the pandemic, as it was also higher than usual in 2019-2020. Of the 15 who have not attempted the edTPA, 4 applied for and received a different type of license from the state, called a CE-R (rather than CEAS), which did not require them to pass the edTPA (though they will need to do so in the future). Thus, edTPA data is available for 162/177 traditional initial licensure graduates, with 98% (159/162) earning passing scores and 2 of those who did not pass meeting other state-approved criteria for licensure in lieu of the edTPA. Of the alternate route completers, 93% (186/199) passed while 13 completers, 11 of whom attempted but did not pass the edTPA, ultimately met the state-approved criteria to waive the edTPA and earn their license. The data tables below include all data (pass and not pass) for 95% (359/376) of program completers.

The below data tables provide completer average scores by edTPA rubric as well as the average rubric score for each degree program and alternate route licensure area except where N < 5. 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 completers who took the edTPA, including those who did not pass, the average rubric score in 2020-2021 was 2.97, just shy of the target proficiency score of 3.0. If not for challenges brought on by the pandemic, completers who attempted the edTPA and ended up with the waiver likely would have submitted a retake, earning higher scores and raising the RUEPP average rubric score above 3.0. By and large, Rutgers completers are able to meet this licensure requirement indicating they are at the level expected of novice teachers by the time they finish their program.

InTASC / NJ Professional Standards for Teachers	edTPA Task	edTPA Rubric	Ave.	SD
edTPA Data for 359 Rutgers Initial Licensure Program Completers in 2020-2021				
1 - 9	**1 - 4**	**RUEPP Average Rubric Score:**	**2.97**	**0.65**
2, 3, 4, 7, 8	1: Planning	1: Planning for Content Understandings	**3.05**	**0.52**
1, 2, 4, 7, 8	1: Planning	2: Planning to Support Varied Student Needs	**2.82**	**0.67**
1, 2, 4, 7	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	**3.20**	**0.59**
1, 2, 4, 5, 8	1: Planning	4: Identifying and Supporting Language Demands	**2.92**	**0.64**
1, 6, 8	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	**2.93**	**0.61**
2, 3, 8	Task 2: Instruction	6: Learning Environment	**3.07**	**0.30**
2, 3, 4, 5, 8	Task 2: Instruction	7: Engaging Students in Learning	**2.89**	**0.61**
3, 4, 5, 8	Task 2: Instruction	8: Deepening Student Learning	**2.87**	**0.58**
3, 4, 5, 8	Task 2: Instruction	9: Subject-Specific Pedagogy	**2.76**	**0.69**
9	Task 2: Instruction	10: Analyzing Teaching Effectiveness	**2.71**	**0.60**
6	Task 3: Assessment	11: Analysis of Student Learning	**3.00**	**0.70**
6	Task 3: Assessment	12: Providing Feedback to Guide Learning	**3.57**	**0.69**
6	Task 3: Assessment	13: Student Use of Feedback	**2.87**	**0.70**
1, 2, 4, 5	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	**2.92**	**0.66**
6, 7, 8, 9	Task 3: Assessment	15: Using Assessment to Inform Instruction	**3.02**	**0.68**
	Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings	**2.79**	**0.59**
	Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples	**2.96**	**0.57**
	Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching	**2.81**	**0.70**

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Alternate Route Licensure Areas and Degree Programs	N	Ave. of Average Rubric Score	SD of Average Rubric Score
EPP Total	**359**	**2.97**	**0.35**
Alternate Route:	**197**	**2.89**	**0.36**
1001 Elementary School Teacher in Grades K-6	60	2.81	0.34
1200 Art	5	3.23	0.46
1300 Comprehensive Business	3	*	*
1302 Business: Finance/Economics/Law	2	*	*
1410 English	20	3.16	0.28
1451 Theater	3	*	*
1475 English as a Second Language	3	*	*
1510 French	8	2.77	0.45
1540 Latin	1	*	*
1550 Spanish	14	2.79	0.38
1572 Chinese	2	*	*
1578 Hebrew	1	*	*
1579 Korean	1	*	*
1605 Health and Physical Education	4	*	*
1630 Physical Education	1	*	*
1635 Dance	4	3.25	0.38
1810 Technology Education	4	3.02	0.26
1900 Mathematics	12	2.68	0.15
2100 Music	8	3.07	0.28
2210 Biological Science	14	3.01	0.33
2220 Earth Science	3	*	*
2240 Physical Science	2	*	*
2260 Physics	1	*	*
2270 Chemistry	8	2.76	0.49
2300 Social Studies	10	2.96	0.21
2350 Psychology	3	*	*
Degree Programs:	**162**	**3.06**	**0.32**
Biology	5	2.99	0.21
Dance	10	3.67	0.17
Elementary	37	3.06	0.26
English	11	3.15	0.19
Language	15	3.10	0.32
Mathematics	7	2.98	0.22
Music	17	3.08	0.39
Physics	5	2.65	0.35
Social Studies	19	2.99	0.21
Special Ed	36	2.96	0.23

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, candidates may complete one of the below non-degree programs as an "add-on" in conjunction with an initial licensure program through the GSE. Also, 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 apply and are admitted throughout the year. In many cases, they may enroll in courses in an order of their choosing. Candidates may take up to 5 years to complete an advanced certification program once they begin, and many are enrolled part-time. Sometimes extensions beyond five years are granted. 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.

The below charts present the number of candidates enrolled in advanced programs during academic year 2020-2021, 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	0	N/A	N/A
English as a Second Language (ESL) *	5	3	2	67%
Learning Disabilites Teacher Consultant (LDTC) **	21	4	4	100%
Principal ***	3	1	1	100%
Principal and Supervisor ****	19	7	6	86%
Reading Specialist and Supervisor *****	36	5	4	80%
Teacher of Students with Disabilities (TOSD) ******	88	41	38	93%
TOTAL	**173**	**61**	**55**	**90%**

* Two completers were issued their license in 2019-2020 prior to degree completion.
** One completer was issued their license in 2019-2020 prior to degree completion.
*** Completer was issued their license in 2021-2022.
**** Five completers were issued their Principal license in 2021-2022. Of those, two completers were issued their Supervisor license in 2019-2020, two were issued in 2021-2022, and one was not issued their Supervisor license.
***** Three completers were issued both licenses in 2021-2022.
****** Thirty-two completers were issued their license in 2019-2020 or earlier, prior to degree completion. One completer was issued their license in 2021-2022.

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GSE Program (Non Degree)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE) *	11	5	5	100%
English as a Second Language (ESL) **	57	12	11	92%
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE) ***	21	11	8	73%
Learning Disabilities Teacher Consultant (LDTC) ****	62	19	19	100%
Preschool through Grade 3 (P-3)	7	1	1	100%
Principal	6	0	N/A	N/A
Supervisor *****	98	48	40	83%
Teacher Leader	3	0	N/A	N/A
Teacher of Students with Disabilities (TOSD) ******	323	108	99	92%
TOTAL	**588**	**204**	**183**	**90%**

* One completer was issued their license in 2021-2022.

** Four completers were issued their license in 2021-2022.

*** Six completers were issued both licenses, five in 2021-2022. One completer was only issued ESL and another completer was only issued Bilingual, both in 2021-2022.

**** Six completers were issued their license in 2021-2022.

***** Eighteen completers were issued their license in 2021-2022.

****** Thirty-seven completers were issued their license in 2021-2022.

Licensure Area	Number of Completers	Number of Certificates Issued by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	16	12	75%
English as a Second Language (ESL)	26	20	77%
Learning Disabilities Teacher Consultant (LDTC)	23	23	100%
Preschool through Grade 3 (P-3)	1	1	100%
Principal	8	7	88%
Reading Specialist	5	4	80%
Supervisor	60	49	82%
Teacher of Students with Disabilities (TOSD)	149	137	92%
TOTAL	**288**	**253**	**88%**

Advanced Programs Certification Rate - By Completer	
Number of Completers	264
Number Issued All Licenses Sought	235
Certification Rate (All Licenses)	**89%**

Advanced Programs: Exams 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 specific School Leadership Series exam.* (Back to Part 2)

In 2020-2021, there were eight candidates who completed coursework for the Principal endorsement program. These candidates passed the School Leaders Licensure Assessment – 6990 School Leadership Series exam administered by ETS. Rutgers has scores for six of them, represented in the table below. Scores for the final two are not available. One of them earned their certification, meaning they passed the exam but did not have scores sent to Rutgers. The other has not yet gotten certified, and either did not take the exam or did not have scores sent to Rutgers. In 2020-2021 there were no School Administrator endorsement program completers. All completers for whom Rutgers has scores passed the exam, and the average score is well above the state pass score, indicating a high level of content knowledge in the area of school leadership.

Exam for Principal Endorsement Program, 2020-2021	N	Pass Rate	Ave	SD	State Pass Score
6990 - School Leaders Licensure Assessment	6	100%	175.33	9.83	151

**Advanced Programs: EPP-Created Key Assignment Data** *– Beginning in spring 2021, Rutgers GSE began aggregating advanced certification program key assignment data aligned to CAEP Standard A.1 into a report for review by the Advanced Program Coordinator Committee (APCC). This committee is comprised of GSE faculty and staff supporting advanced certification programs.*

Data Overview: Spring 2021 Key Assignments for GSE Advanced Certification Programs

Advanced certification candidates across eight programs completed twelve key assignments across fifteen course sections. Assignment rubrics were created by each program, and are aligned both to 2016 CAEP Standard A.1.1 and the program's professional standards. All rubric scales range from 1-4. Following is a chart summarizing data across all programs aligned to CAEP Standard A.1.1, and then this data is disaggregated by program and key assignment, and includes the N, Average, and Standard Deviation.

This data was discussed at the monthly APCC Meeting in October 2021, and program coordinators discussed it further with their faculty colleagues following the meeting. Two themes that emerged were generally high scores across assignments and programs, and little variation in scores. This led the APCC and program faculty to wonder about the rigor of their assessments and the reliability of the scoring / scorer training. With programs undergoing standard setting and reliability scoring in 21-22, these topics will continue to be reviewed and addressed.

CAEP Standard A.1.1 Averages Range from 3.37 to 3.54 in GSE Advanced Cert Programs in Spring 2021
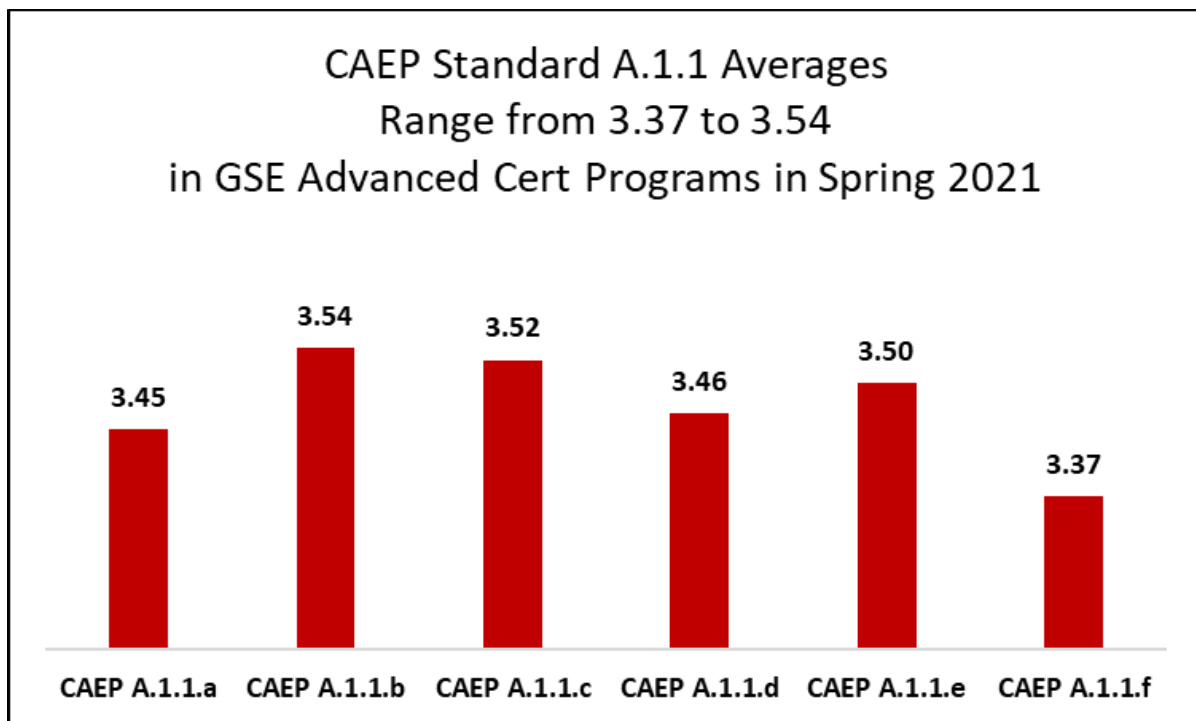
	Key Assignments Aligned to CAEP Advanced Standard A.1.1																	
	A.1.1.a. Applications of data literacy			A.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies			A.1.1.c. Employment of data analysis and evidence to develop supportive school environments			A.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents			A.1.1.e. Supporting appropriate applications of technology for their field of specialization			A.1.1.f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization		
Program and Assignments	N (a)	Ave (a)	SD (a)	N (b)	Ave (b)	SD (b)	N (c)	Ave (c)	SD (c)	N (d)	Ave (d)	SD (d)	N (e)	Ave (e)	SD (e)	N (f)	Ave (f)	SD (f)
Grand Total	73	3.45	0.35	192	3.54	0.40	190	3.52	0.40	37	3.46	0.48	137	3.50	0.49	89	3.37	0.42
ESL - BBE				52	3.30	0.38	52	3.38	0.35							52	3.33	0.36
Analysis of Academic Language				26	3.25	0.44	26	3.44	0.37							26	3.36	0.38
Classroom Observation Assignment				26	3.35	0.30	26	3.31	0.31							26	3.30	0.33
LDTC										21	3.05	0.11	21	3.02	0.13	21	3.02	0.07
Portfolio										21	3.05	0.11	21	3.02	0.13	21	3.02	0.07
P-3				15	3.93	0.25												
Family/Community Involvement Plan				15	3.93	0.25												
Principal										8	4.00	0.00	8	4.00	0.00	8	4.00	0.00
Final Report and Self-Evaluation of Leadership Knowledge and Skills										8	4.00	0.00	8	4.00	0.00	8	4.00	0.00
Reading Specialist	17	3.63	0.34	17	3.63	0.34	17	3.63	0.34									
Action Research Project	17	3.63	0.34	17	3.63	0.34	17	3.63	0.34									
Supervisor				8	3.71	0.20	8	3.96	0.11	8	4.00	0.00	8	4.00	0.00	8	3.96	0.11
PD Plan - Analysis & Feedback							8	3.96	0.11							8	3.96	0.11
PD Plan - Observation Records				8	3.71	0.20												
PD Plan - Plan for Development										8	4.00	0.00	8	4.00	0.00			
Teacher Leadership	13	3.77	0.32				13	3.77	0.32									
Analyzing School-Community Relations	13	3.77	0.32				13	3.77	0.32									
TOSD	43	3.27	0.24	100	3.57	0.38	100	3.51	0.41				100	3.52	0.49			
Professional Learning Community Paper	43	3.27	0.24	43	3.43	0.27	43	3.27	0.32				43	3.27	0.32			
IEP Case Study				40	3.64	0.37	40	3.64	0.37				40	3.71	0.46			
Response to Intervention Proposal				17	3.74	0.52	17	3.82	0.38				17	3.68	0.64			

*	*	*	*	*	*

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

Alumni Survey: Employment – *In 2020-2021, for the first time, Rutgers distributed one Alumni Survey to all initial licensure program completers, rather than separate surveys for traditional and alternate route (as was done in the pilot the previous year). The survey was sent to alumni who completed their programs two years prior, in 2019. The purpose of the survey was to seek feedback about what they learned and their satisfaction with the program after completion, as well as collect information about their current employment. Also in 2020-2021, the Alumni Survey for advanced certification programs was completely revised with input from the **Advisory Council**. The revised advanced certification Alumni Survey was distributed for the first time in the 2021-2022 academic year and will be available in next year's CAEP Accountability Measures report.* (Back to Part 2)

The 2020-2021 Alumni Survey received 95 responses, for a response rate of 24.4% (95/389). This includes partial (21) and complete (74) responses. A detailed explanation of how the survey's distribution list was developed can be found in **Alumni Survey: Feedback**.

Based on the data collected in the alumni survey, and summarized below, the vast majority of Rutgers initial licensure program completers from 2019 were employed as full-time teachers in New Jersey during the 2020-2021 academic year, the jobs for which they had been prepared.

Through which pathway did you complete your teacher preparation program?	%	N
Rutgers GSE 5-Year / Post-Baccalaureate Program	40.0%	38
Rutgers MGSA Music Education Program	8.4%	8
Rutgers Alternate Route Program	51.6%	49
TOTAL		**95**

Which of the following describes your CURRENT PRIMARY activity:	%	N
Employed	95.7%	90
Graduate or professional school	2.1%	2
Military, volunteer or national service (Peace Corps, AmeriCorps, etc.)	0.0%	0
Not employed, but seeking employment, admission to graduate school, or other opportunity	2.1%	2
Not employed, and not seeking employment, admission to graduate school, or other opportunity	0.0%	0
TOTAL		**94**

Are you working as a full-time teacher?	%	N
Yes	93.3%	84
No	6.7%	6
TOTAL		**90**

While six completers indicated they are employed but not working as a full-time teacher, five shared their current employment. All five are working in education, as a substitute teacher, a teaching aid, an instructor at a prep school, an assistant professor, and a private violin teacher. It is possible in some cases these positions are part-time, or the completer did not feel their current employment met the definition of a "full-time teacher".

Where do you teach?	%	N
New Jersey	93.8%	60
Pennsylvania	0.0%	0
New York	0.0%	0
Another place in the US	6.3%	4
Internationally	0.0%	0
TOTAL		**64**

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 completers get hired in jobs for which they have prepared, and they achieve this milestone at or above the rate of CEAS (traditional) and CE (alternate route) 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 2: **State Data on Retention/Persistence**.

Cohort	2017-2018 Certified Completers	2018-2019 School Year	
		# Employed 2017-2018 Certified Completers	Employment Rate
Rutgers Traditional Route Graduates	202	141	**70%**
CEAS Completers (Statewide)	2797	1932	**69%**
Rutgers Alternate Route Completers	65	56	**86%**
CE Completers (Statewide)	2451	1570	**64%**

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 the 2019-2020 employment data for 2017-2018 certified completers follows with employment rates highlighted in green where the Rutgers employment rate is equal to or 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.

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Certification	Rutgers CEAS Certified Completers in AY17-18	Rutgers CEAS Employed in AY19-20 N	Rutgers CEAS Employed in AY19-20 %	Rutgers CE Certified Completers in AY17-18	Rutgers CE Employed in AY19-20 N	Rutgers CE Employed in AY19-20 %	CEAS Statewide Certified Completers in AY17-18	CEAS Statewide Employed in AY19-20 N	CEAS Statewide Employed in AY19-20 %
ALL	202	141	70%	65	56	86%	2797	1932	69%
One Endorsement	*116*	*77*	*66%*	50	42	84%	*1754*	*1163*	*66%*
Two or More Endorsements	*86*	*64*	*74%*	15	14	93%	*1043*	*769*	*74%*
Elementary School	98	73	74%	20	17	85%	1314	891	68%
Elementary School Teacher with Mathematics Specialization in Grades 5-8	13	9	69%	-	-	-	64	48	75%
Elementary School with Language Arts - Literacy Specialization in Grades 5-8	7	6	86%	-	-	-	45	38	84%
Elementary School with Science Specialization in Grades 5-8	4	2	50%	5	4	80%	28	21	75%
Elementary School with Social Studies Specialization in Grades 5-8	-	-	-	1	1	100%	35	24	69%
Teacher of Bilingual and Bicultural Education	-	-	-	5	5	100%	20	17	85%
Teacher of Biological Science	10	6	60%	3	3	100%	80	59	74%
Teacher of Chemistry	-	-	-	3	3	100%	16	13	81%
Teacher of Dance, Art, Music or Theater	27	14	52%	5	4	80%	199	124	62%
Teacher of Engineering Technology				1	1	100%	-	-	-
Teacher of English	21	16	76%	3	3	100%	240	173	72%
Teacher of English as a Second Language	11	9	82%	10	10	100%	71	52	73%
Teacher of Marketing Education	-	-	-	1	1	100%	-	-	-
Teacher of Mathematics	8	7	88%	6	6	100%	143	125	87%
Teacher of Physical Science	-	-	-	1	1	100%	4	3	75%
Teacher of Physics	7	6	86%	1	1	100%	20	16	80%
Teacher of Preschool through Grade 3	18	9	50%	1	1	100%	345	211	61%
Teacher of Social Studies	17	9	53%	4	2	50%	200	121	61%
Teacher of Students with Disabilities	38	33	87%	5	4	80%	858	652	76%
Teacher of Technology Education	-	-	-	2	2	100%	11	11	100%
Teacher of World Languages	6	6	100%	6	4	67%	40	35	88%

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University GSE New Brunswick - CEAS

2020

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

Full Time Employment Outcomes

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

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%

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University - CE
None
Certificate of Eligibility with Advanced Standing

2020

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, 2019	Percent Employed as Teachers
Candidate Earned One Certification	50	42	84.0%
Candidate Earned One or More Certifications	65	56	86.2%
Candidate Earned Two or More Certifications	15	14	93.3%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2019	Percent Employed as Teachers
All Programs	65	56	86.2%
Elementary School	20	17	85.0%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	5	4	80.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	1	1	100.0%
Teacher of Bilingual-Bicultural Education	5	5	100.0%
Teacher of Biological Science	3	3	100.0%
Teacher of Chemistry	3	3	100.0%
Teacher of Dance, Art, Music, or Theater	5	4	80.0%
Teacher of Engineering Technology	1	1	100.0%
Teacher of English	3	3	100.0%
Teacher of English as a Second Language	10	10	100.0%
Teacher of Marketing Education	1	1	100.0%
Teacher of Mathematics	6	6	100.0%
Teacher of Physical Science	1	1	100.0%
Teacher of Physics	1	1	100.0%
Teacher of Preschool through Grade 3	1	1	100.0%
Teacher of Social Studies	4	2	50.0%
Teacher of Students with Disabilities	5	4	80.0%
Teacher of Technology Education	2	2	100.0%
Teacher of World Languages	6	4	66.7%

New Jersey Department of Education
Performance Reports for Educator Preparation

NJ CEAS Providers

Other
Certificate of Eligibility with Advanced Standing

2020

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, 2019	Percent Employed as Teachers
Candidate Earned One Certification	1754	1163	66.3%
Candidate Earned One or More Certifications	2797	1932	69.1%
Candidate Earned Two or More Certifications	1043	769	73.7%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2019	Percent Employed as Teachers
All Programs	2797	1932	69.1%
Elementary School	1314	891	67.8%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	64	48	75.0%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	45	38	84.4%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	28	21	75.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	35	24	68.6%
Teacher of Bilingual-Bicultural Education	20	17	85.0%
Teacher of Biological Science	80	59	73.8%
Teacher of Chemistry	16	13	81.3%
Teacher of Comprehensive Business	2	1	50.0%
Teacher of Dance, Art, Music, or Theater	199	124	62.3%
Teacher of Deaf or Hard of Hearing	10	10	100.0%
Teacher of Earth Science	5	5	100.0%
Teacher of English	240	173	72.1%
Teacher of English as a Second Language	71	52	73.2%
Teacher of Health Education	2	1	50.0%

Teacher of Health, PE, or Driver Education	163	111	68.1%
Teacher of Mathematics	143	125	87.4%
Teacher of Physical Science	4	3	75.0%
Teacher of Physics	20	16	80.0%
Teacher of Preschool through Grade 3	345	211	61.2%
Teacher of Reading	28	21	75.0%
Teacher of Social Studies	200	121	60.5%
Teacher of Students with Disabilities	858	652	76.0%
Teacher of Technology Education	11	11	100.0%
Teacher of World Languages	40	35	87.5%

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