



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 2018-2019 school year who may have been employed in the 2020-2021 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.



### **Certified Completer Demographic Information**

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



### **Certification Assessment Results**

Data about program completer performance on required licensure assessments.



### **Full Time Employment Outcomes and Compensation**

Data about certified program completer performance on licensure assessments.



### **Evaluation Results and Impact Data**

Evaluation data for certified program completers from the 2018-19 school year employed in the 2019-20 school year.



### **Glossary**



## Provider Profile

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

### Mission<sup>1a</sup>:

The Rutgers New Brunswick Graduate School of Education Educator Preparation Program (RU-GSE-EPP) develops teachers committed to excellence, equity, and social justice in their teaching practice. This diverse generation of teachers are prepared according to the highest standards and with the skills and dispositions to both teach and advocate for all students, and to learn from students and communities. Teachers prepared at Rutgers GSE-EPP 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 teach. RU- GSE-EPP candidates benefit from working with renowned faculty and gain real-world experience with carefully selected mentor teachers in partner schools serving economically, racially, ethnically, and linguistically diverse communities in New Jersey. To cultivate the unique set of skills for success in our nation's increasingly diverse schools, 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). Principles undergirding the design of Rutgers Urban and Social Justice Teacher Education Program include preparing candidates to: (1) Develop meaningful understandings of diverse students, their experiences, and communities, along with 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 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 best practices, and student learning in their disciplines; and (6) Be caring, competent, rigorous and reflective practitioners.

### Institutional Context<sup>1b</sup>:

Graduates of the Rutgers New Brunswick Graduate School of Education Educator Preparation Program (RU-GSE-RUEPP) earn a Master's Degree and are hired at salaries reflective of that advanced degree, enjoying a nearly 100% employment rate. RU-GSE-EPP graduates are highly sought after for open positions and are employed in NJ schools at among the highest rates in the state; work in every licensure area; persist in NJ schools and in the profession at higher rates than statewide average; and are frequently recognized and awarded for their excellence. The 2020-21 and 2021-22 New Jersey Teachers of the Year were RU-GSE-EPP graduates. RU-GSE-EPP works with candidates to achieve reciprocal licensure in other states and as a result, RU-GSE-EPP graduates can be found across New Jersey, the nation, and the globe as teachers, leaders, and educational innovators. The RUEPP's

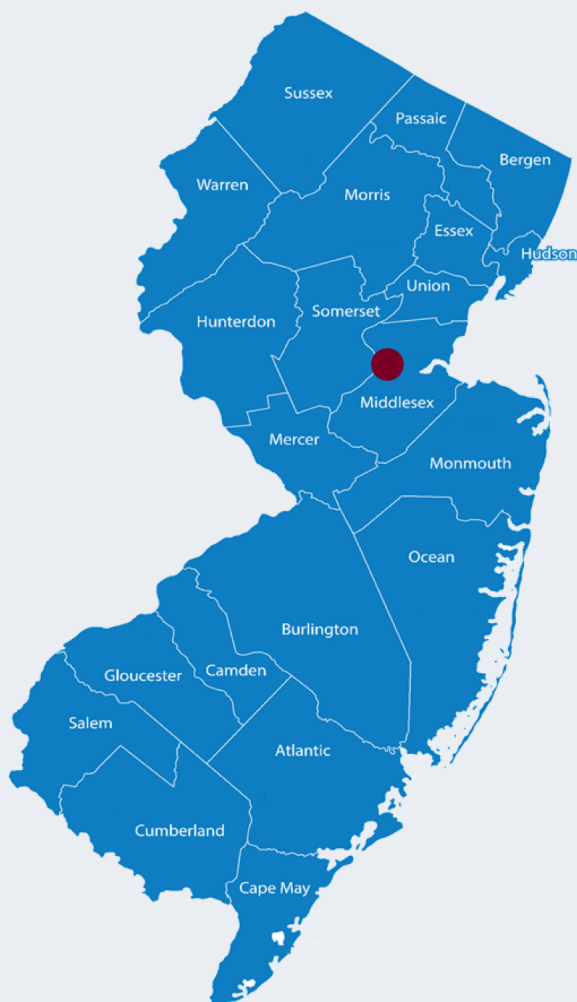
<sup>1a</sup> The mission statement was provided to the NJDOE by the institution through the application process to become an approved teacher preparation provider.

<sup>1b</sup> The institutional context statement was provided to the NJDOE by the institution through the application process to become an approved teacher preparation provider.



## 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** Partnerships<sup>2</sup> with NJ schools or districts and is accredited<sup>3</sup> through the Council for the Accreditation of Educator Preparation.

### Financial Aid <sup>4</sup> 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

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

<sup>3</sup> Teacher preparation programs are accredited at least every 7 years.

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



## Certified Completer Demographic Information

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



**185**

**Total Certification Count**



**158**

**Total Completer Count**



**27**

**Completers with Multiple  
Certificates**

### Completers by Gender:

**Female 74.7%**

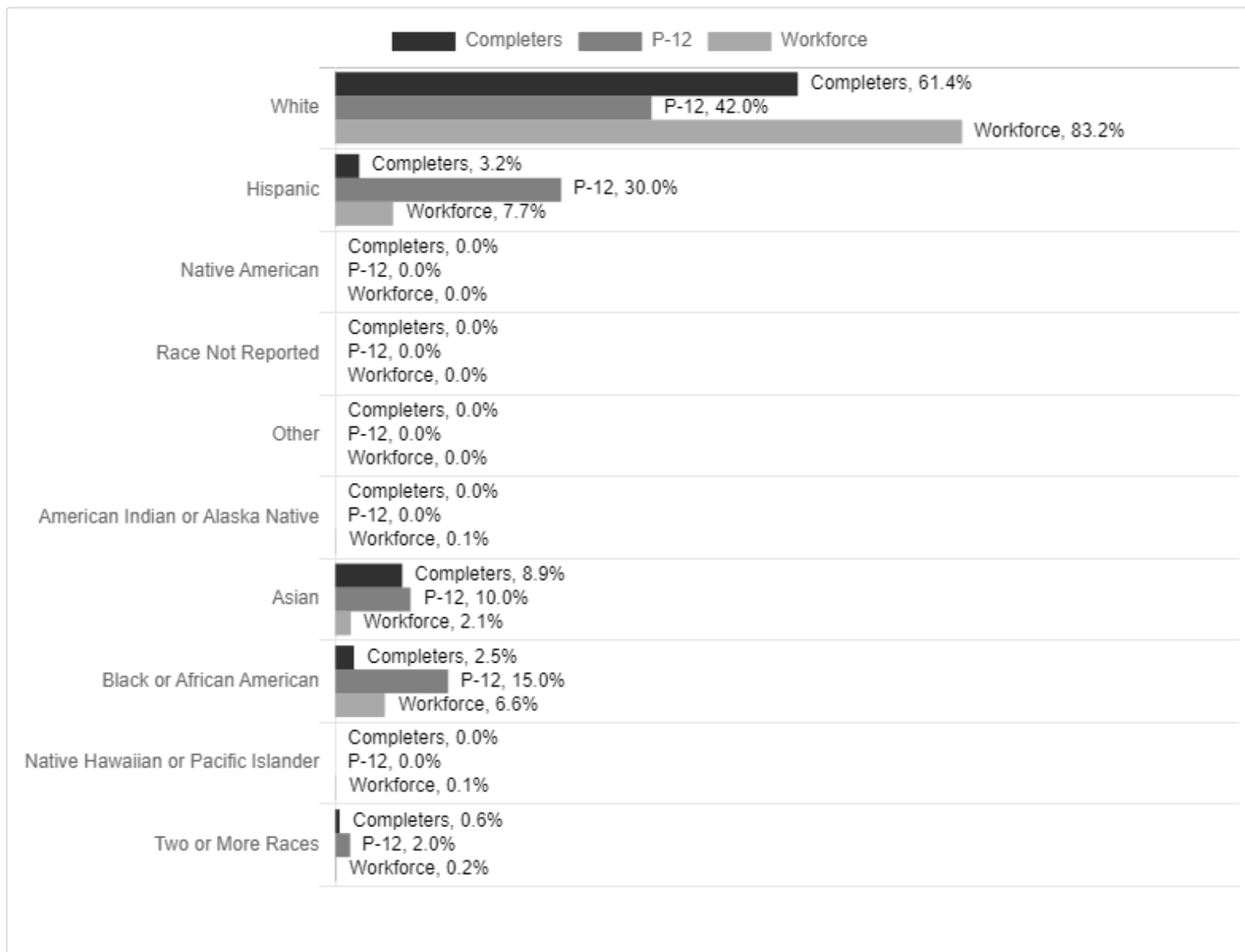
**Male 25.3%**



## Certified Completer Demographic Information

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

### Populations by Race:





## Certification Assessment Results

Data about program completer performance on required licensure assessments.

### Content Assessment

#### Praxis II<sup>5</sup> Results: Average Scaled Score

Praxis II Test	Average Score for Certified Completers	Test Cut Score	State Average Scaled Score
Biology: Content Knowledge	*	152	165
Chemistry: Content Knowledge	*	152	170
Early Childhood Education	*	156	168
English Language Arts: Content Knowledge	182	167	174
General Science: Content Knowledge	174	152	166
Mathematics Subtest	180	157	177
Mathematics: Content Knowledge	177	160	169
Middle School English Language Arts	*	164	169
Music: Content Knowledge	170	153	168
Physics: Content Knowledge	*	141	*
Reading and Language Arts Subtest	172	157	170
Science Subtest	169	159	170
Social Studies Subtest	165	155	166
Social Studies: Content Knowledge	175	157	167

<sup>5</sup> 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 Assessment Results

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 (edTPA<sup>6</sup>) 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 <b>13-rubric handbooks (32), 15-rubric handbooks (37), 18-rubric handbooks (44)</b>
2020-2021	Cut score set at one standard error of measurement below the national recommendation <b>13-rubric handbooks (32), 15-rubric handbooks (37), 18-rubric handbooks (44)</b>
2021-2022	Cut score determined by New Jersey standard setting process


<sup>6</sup> 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 and Compensation

Data about certified program completer performance on licensure assessments.

### 2018-2019 Persistence<sup>7</sup> Trend:

  
Of the **158**  
Certified Completers  
from the **2018-2019 SY**




  
**127 (80%)**  
were employed as of  
the **2019-2020 SY**

**School Level:**  
**83 (65.4%)** of those employed  
completers maintained  
employment during the **2020-**  
**2021 SY** with a median salary of  
**\$59,427.5**


**District Level:**  
**88 (69.3%)** of those employed  
completers maintained  
employment during the **2020-**  
**2021 SY** with a median salary of  
**\$59,404**

**State Level:**  
**106 (83.5%)** of those employed  
completers maintained  
employment during the **2020-**  
**2021 SY** with a median salary of  
**\$58,895**

### 2017-2018 Persistence<sup>7</sup> Trend:

  
Of the **202**  
Certified Completers  
from the **2017-2018 SY**



  
**141 (70%)**  
were employed as of  
the **2018-2019 SY**

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

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

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

<sup>7</sup> 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](#).





## Full Time Employment Outcomes and Compensation

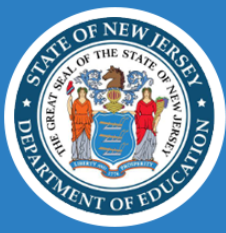
Data about certified program completer performance on licensure assessments.

### Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2020	Percent Employed as Teachers
Candidate Earned One Certification	126	100	79.4%
Candidate Earned One or More Certifications	158	127	80.4%
Candidate Earned Two or More Certifications	32	27	84.4%

### Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2020	Percent Employed as Teachers
All Programs	158	127	80.4%
Elementary School	68	59	86.8%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	11	11	100.0%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	6	5	83.3%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	1	1	100.0%
Teacher of Biological Science	8	7	87.5%
Teacher of Dance, Art, Music, or Theater	27	20	74.1%
Teacher of English	12	10	83.3%
Teacher of Mathematics	18	15	83.3%
Teacher of Physical Science	1	1	100.0%
Teacher of Physics	3	2	66.7%
Teacher of Preschool through Grade 3	9	6	66.7%
Teacher of Social Studies	19	12	63.2%
Teacher of Students with Disabilities	2	1	50.0%



## Full Time Employment Outcomes and Compensation

Data about certified program completer performance on licensure assessments.

### Compensation by Region:

Category	Number of Teachers	Median Salary (all teachers)	Median Salary (employed program completers)
Central Region	68	\$59,000	\$59,000
Northern Region	29	\$58,227	\$57,889
Southern Region	9	\$58,319	\$57,234
Undefined Region	6	\$57,325	\$58,000

### Employment by School Classification:

Category	Employed as of October 15, 2020	Percent Employed as Teachers	Percentage Employed Statewide
Comprehensive Support and Improvement <sup>8</sup>	5	3.9%	4.6%
Not Classified	117	92.1%	89.9%
Targeted Support and Improvement <sup>9</sup>	5	3.9%	5.5%

<sup>8</sup> Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools or schools with a four-year graduation rate of 67% or less

<sup>9</sup> Targeted Support and Improvement - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools or schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

\* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate. Information about regions is available in the [glossary](#) and information about school classification is available on the NJDOE website.



## Full Time Employment Outcomes and Compensation

Data about certified program completer performance on licensure assessments.

### Employment by School Category:

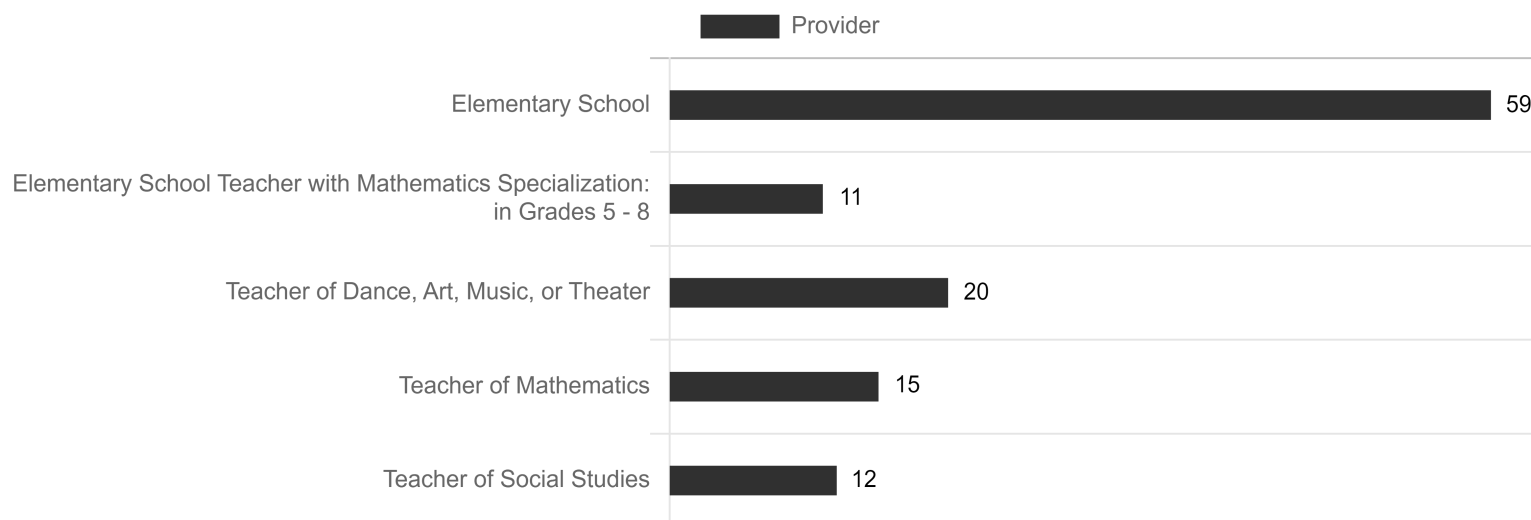
Category	Employed as of October 15, 2020	Percent Employed as Teachers	Percentage Employed Statewide
Charter	7	5.5%	7.3%
District	116	91.3%	88.5%
Other	2	1.6%	2.6%
Vocational	2	1.6%	1.6%



## Full Time Employment Outcomes and Compensation

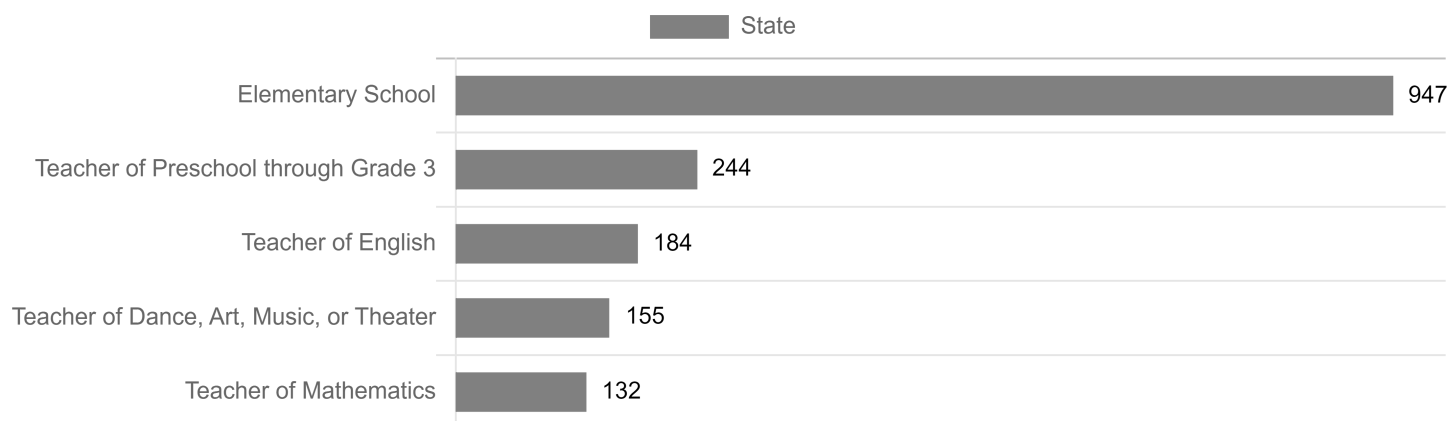
Data about certified program completer performance on licensure assessments.

### 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





## Evaluation Results and Impact Data

Evaluation data for certified program completers from the 2018-19 school year employed in the 2019-20 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: 0

Effective: 0

Partially Effective: 0

Ineffective: 0

NE: 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: 0

Effective: 0

Partially Effective: 0

Ineffective: 0

NE: 0

The majority of teachers in the state did not receive a summative rating for the 2019-2020 school year due to the circumstances related to the COVID-19 public health emergency. Therefore, this data is not being included in this report.

### 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: 0

Partially Effective: 0

Ineffective: 0

NE: 0

No Data to Display at this Time.

### 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: 0

Effective: 0

Partially Effective: 0

Ineffective: 0

NE: 0

No Data to Display at this Time.



## \* Glossary

Term	Definition
<b>Accreditation</b>	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.
<b>CEAS Educator Preparation Program</b>	A program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.
<b>Certificate of Eligibility with Advanced Standing (CEAS)</b>	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.
<b>Comprehensive Support and Improvement</b>	Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools or schools with a four-year graduation rate of 67% or less
<b>Data Collection and Reporting</b>	<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"> <li>• <b>Certification</b> 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.</li> <li>• <b>Employment and Compensation</b> data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJSMAST) data system.</li> <li>• <b>Higher Education</b> 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.</li> <li>• <b>Program level</b> data from EPPs through the teacher preparation program approval process.</li> <li>• <b>School level category</b> data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time.</li> <li>• <b>Student level demographic</b> data from school districts through the student student-level Standards Measurement and Resource for Teaching (NJSMAST) data system.</li> </ul>
<b>edTPA</b>	<p>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.</p> <p>In June of 2014, regulations requiring teacher candidates to pass a performance assessment in order to gain licensure were adopted. In December of 2015 edTPA was selected as the Commissioner- approved assessment. On August 3, 2016 the State Board of Education voted to set the cut score on the Commissioner-approved performance assessment, edTPA. As of September 1, 2017, successful completion of the performance assessment will be required for all candidates seeking a Certificate of Eligibility with Advanced Standing (CEAS) and Certificate of Eligibility (CE) holders will be required to successfully complete the performance assessment before earning a standard certificate.</p>
<b>Evaluation: Annual Summative Evaluation Rating</b>	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.
<b>Evaluation: Student Growth Objective (SGO)</b>	An academic goal that teachers and designated supervisors set for groups of students.
<b>Evaluation: Student Growth Percentile (SGP)</b>	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.
<b>Evaluation</b>	A combination of scores (Student Growth Percentile (mSGP), teacher practice, and student growth objective) that provide a look into teacher effectiveness.



## \* Glossary

Term	Definition
<b>Evaluation: Teacher Practice Score</b>	Performance on a state-approved teacher practice instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations.
<b>Expired Assessments</b>	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.
<b>Financial Aid</b>	<ul style="list-style-type: none"> <li>• <b>AmeriCorps</b> – 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.</li> <li>• <b>Federal Direct Loans</b> – Formerly known as Stafford Loans, the William D. Ford Federal Direct Subsidized and Unsubsidized Loans are available to help pay for educational expenses.</li> <li>• <b>Federal PELL Grants</b> – 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.</li> <li>• <b>Federal Perkins</b> – 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.</li> <li>• <b>Federal Work Study</b> – 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.</li> <li>• <b>Law Enforcement Memorial Scholarship</b> – The Law Enforcement Officer Memorial (LEOM) Scholarship benefits dependent children of NJ law enforcement officers killed in the line of duty.</li> <li>• <b>NJ Class Loans</b> – 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.</li> <li>• <b>NJ Educational Opportunity Fund</b> – 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.</li> <li>• <b>NJ Governors Industry</b> – 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.</li> <li>• <b>NJ Governors Urban Scholarship Program</b> – 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.</li> <li>• <b>NJ STARS</b> – NJ Student Tuition Assistance Reward Scholarship. This initiative exclusively provides NJ's highest achieving students with free tuition at their home community colleges.</li> <li>• <b>NJ Survivor Tuition Benefits</b> – 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.</li> <li>• <b>NJ Tuition Aid Grant (TAG)</b> – This is a need-based grant awarded to NJ residents. The award amount varies depending on financial need, cost of attendance, and available funding.</li> <li>• <b>NJ WTC</b> – 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.</li> <li>• <b>TEACH Grant</b> – 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.</li> <li>• <b>Title IV Financial Aid</b> – Title IV is a term that refers to federal financial aid funds.</li> </ul>
<b>Partnership</b>	A formal or informal agreement with a school or district in New Jersey in which candidates may complete program requirements.
<b>Praxis II</b>	Subject-specific assessments that measure a teaching candidate's content knowledge for the endorsement(s) sought.
<b>Program Completer</b>	Individuals who have successfully completed an approved teacher preparation program to earn certification in New Jersey.
<b>Program Provider</b>	The hosting organization for an educator preparation program.
<b>Targeted Support and Improvement</b>	Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools or schools with one or more students group that missed annual targets or standards for all indicators for two years in a row