RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:
Initial Teacher Licensure and
Advanced Certification

CAEP Accountability Measures
APRIL 2023

RUTGERS
Graduate School of Education

AND

RUTGERS
Mason Gross School
of the Arts

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Introduction

Through Rutgers University – New Brunswick, candidates may seek initial teacher licensure through one of three pathways. First, candidates may seek licensure along with a master's degree in education through the Rutgers Graduate School of Education (GSE), either in the 5-year program (for Rutgers undergraduates), or the post-baccalaureate program. Teacher preparation programs at the GSE include the following disciplines: Agriculture (in conjunction with the School of Environmental and Biological Sciences), 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). Second, Rutgers offers one undergraduate program that leads to licensure and a bachelor's degree – the Music education program through Mason Gross School of the Arts. Finally, candidates may be the teacher of record in a classroom while completing requirements of the Rutgers alternate route program run through the GSE.

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 2021 reports released in September 2022 – 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. In the past, the NJDOE has provided a report about Rutgers alternate route program completers, however they did not produce this report for 2021. Finally, the NJDOE produces a report for all Certificate of Eligibility (CE) programs including the Rutgers alternate route program. This report is entitled "NJ CE Providers".

Excerpts of all three abovementioned reports are found throughout this CAEP Accountability Measures Report, and can be identified by the NJDOE seal and blue banner, indicating which report is excerpted. The full Rutgers CEAS report can be found on the Rutgers GSE website, in the "Accreditation" section, here, and all reports can be found on the NJDOE website, here.

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

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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 RUEPP anticipated receiving from the NJDOE would have been reflective of completers from the 2018-2019 school year who were employed in an NJ public school and evaluated as teachers the following school year (2019-2020). Unfortunately, as a result of the COVID-19 pandemic and the transition to virtual / remote education across the state, most teachers did not receive a summative rating and thus SGP and SGO data was not provided by the NJDOE. However, previous years of SGP and SGO data have indicated RUEPP completers have 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 have been rated Highly Effective or Effective at comparable rates to each other and CEAS and CE holders statewide. An excerpt of the NJDOE EPP Performance Report follows.
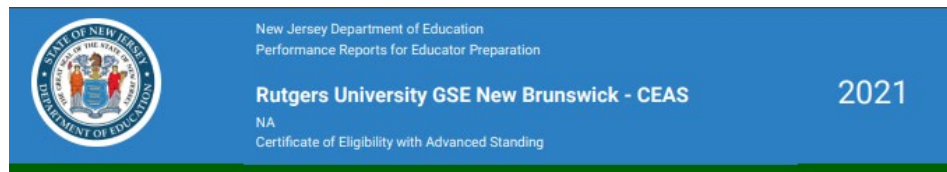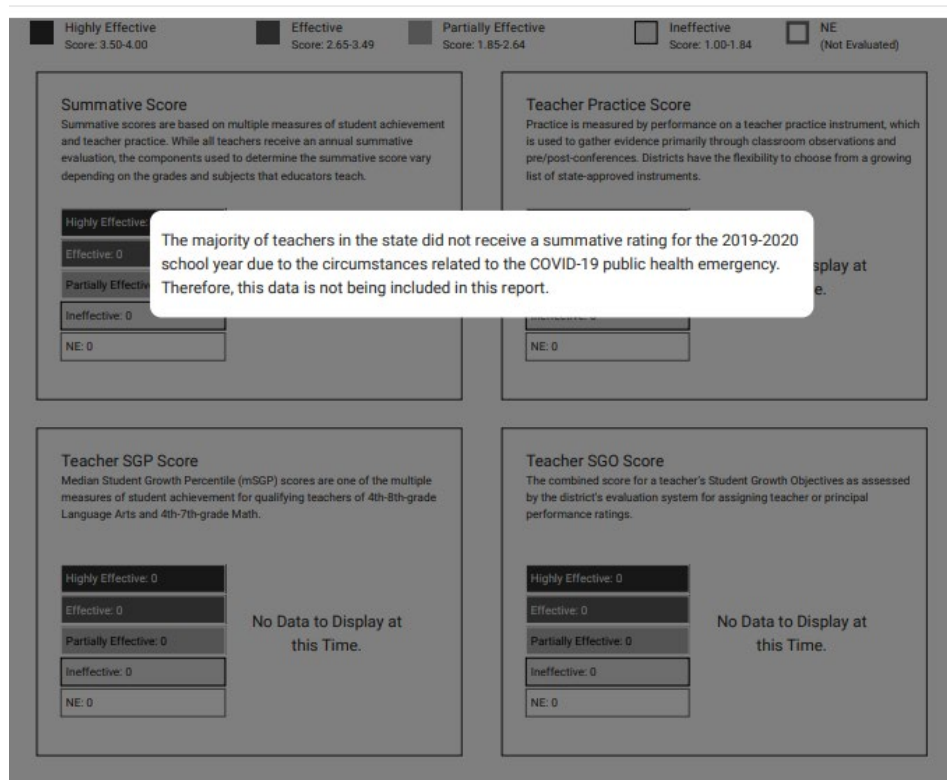
ACHIEVE NJ Ratings *– As mandated under the NJ Teacher Evaluation System, all teachers are rated by their principals or school administrators. These ratings fall into two categories: a) Summative Score (SS) and b) Teacher Practice Score (TPS). The SS is a compilation of the SGO, SGP, and TPS. (See **Value 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 RUEPP anticipated receiving from the NJDOE would have been reflective of completers from the 2018-2019 school year who were employed in an NJ public school and evaluated as teachers the following school year (2019-2020). Unfortunately, as a result of the COVID-19 pandemic and the transition to virtual / remote education across the state, most teachers did not receive a summative rating and thus SS and TPS data was not provided by the NJDOE. However, historically, the vast majority of Rutgers traditional initial licensure recent graduates and alternate route completers have been 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. An excerpt of the NJDOE EPP Performance Report can be found on the previous page.

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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 2021-2022, among many other things, the Advisory Council provided feedback on three problems of practice during each meeting. Advisory Council members split into three groups during each meeting, one focusing on the traditional route to initial licensure, one focusing on the alternate route to initial licensure and one focusing on an advanced certification program. Some of the problems of practice discussed included discrepancies in clinical evaluation scores (*traditional route – presented at March 2022 meeting*), culturally responsive teaching pedagogy (*alternate route – presented at April 2022 meeting*) and meeting goals and standards around equity and cultural responsiveness (*advanced certification program in educational administration – presented at May 2022 meeting*). Below are screenshots from meeting PowerPoints and other meeting materials highlighting some of this work.

March 2022 meeting PowerPoint slide describing topics for discussion during Advisory Council meetings:

An overview of the March 2022 meeting's Traditional Route Problem of Practice and questions for discussion and feedback from the Advisory Council:

Problem of Practice

- Pre-Service teachers are assigned to cooperating teachers in three Phases of the pre-service teacher preparation program. In each phase, the cooperating teacher's role is to provide guidance and mentorship throughout their "real-world" clinical preparation.

- This guidance is formalized in Phases 2 and 3 with formal observations required of the cooperating teacher. During this timeframe, formal observations are also conducted by the Partner Leader and/or Content Supervisor.

- The data highlight a discrepancy between the average scores of the cooperating teacher and the PL/Content Supervisor.

- What are the possible reasons behind this discrepancy? In which domain do we see the most discrepancy? What are possible ways all clinical supervisors could be more in alignment? How do we best address these discrepancies?

A snapshot of data shared for the March 2022 Traditional Route Problem of Practice:

Phase 2-Danielson Domain Rubric Components

Phase 2 Observations	3a: Communicating With Students			3b: Using Questioning and Discussion Techniques			3c: Engaging Students in Learning			3d: Using Assessment in Instruction			3e: Demonstrating Flexibility and Responsiveness		
	N	Ave.	SD	N	Ave.	SD	N	Ave.	SD	N	Ave.	SD	N	Ave.	SD
Grand Total	730	3.01	0.70	728	2.87	0.71	729	3.02	0.68	687	2.88	0.67	690	3.11	0.70
Cooperating Teacher	389	3.22	0.67	386	3.03	0.70	387	3.19	0.68	361	3.04	0.66	384	3.28	0.66
Spring 2018	164	3.30	0.71	161	3.09	0.72	164	3.21	0.73	150	3.05	0.71	161	3.38	0.69
Spring 2019	154	3.03	0.64	154	2.89	0.65	154	3.09	0.63	148	2.89	0.58	152	3.09	0.63
Spring 2020	71	3.45	0.55	71	3.21	0.67	69	3.33	0.63	63	3.38	0.60	71	3.46	0.58
Partner Leader or CT	341	2.76	0.65	342	2.68	0.69	342	2.82	0.63	326	2.67	0.62	306	2.87	0.68
Cooperating Teacher (non-partner district)	88	3.19	0.67	89	3.09	0.71	88	3.23	0.60	83	3.00	0.64	90	3.32	0.66
Spring 2018	31	3.35	0.74	31	3.19	0.69	31	3.39	0.61	28	3.00	0.65	31	3.39	0.66
Spring 2019	33	2.94	0.60	33	2.79	0.69	33	3.03	0.58	32	2.78	0.65	33	3.12	0.73
Spring 2020	24	3.33	0.55	25	3.36	0.62	24	3.29	0.54	23	3.30	0.46	26	3.50	0.50
Partner Leader	253	2.59	0.55	253	2.52	0.60	254	2.66	0.57	243	2.55	0.56	216	2.66	0.57
Spring 2018	117	2.62	0.53	117	2.44	0.68	118	2.64	0.56	114	2.49	0.56	104	2.58	0.59
Spring 2019	132	2.55	0.57	132	2.58	0.54	132	2.67	0.57	127	2.57	0.55	111	2.71	0.54
Spring 2020	4	3.00	0.00	4	2.50	0.50	4	2.75	0.43	2	3.00	0.00	1	2.00	0.00

An overview of the April 2022 meeting's Alternate Route Problem of Practice and questions for discussion and feedback from the Advisory Council:

Problem of Practice

NJPST 1-3 require that teachers have an understanding of their learners and impact on learning. Alternate Route candidates are working as teachers of record across the state. The program curriculum introduces candidates to culturally responsive teaching pedagogy. Selected assignments have teaching candidates reflect on what they know about their students and apply it to enhance their teaching.

1. What's missing or what could be enhanced with our assignments? Do you know of any case studies or resources to find case studies that address culturally responsive teaching?

2. What do we risk in asking teachers to consider how their own identities impact their teaching? How much responsibility do we have as the EPP to cover this?

3. How can we leverage district DEI goals in support of our own EPP goals? For example, if there was an assignment that asks candidates to interview their DEI coordinator. How difficult of a lift would that be? How are candidates made aware of district goals or resources?

Notetaking sheet from the April 2022 Alternate Route Problem of Practice:

Advisory Council Meeting
Monday, April 25, 2022
Note Taking Document

ROOM 2 – ALTERNATE ROUTE LICENSURE

(Please Share Your Notes & Thoughts)

1.) What's missing or what could be enhanced with our assignments? Do you know of any case studies or resources to find case studies that address culturally responsive teaching?   - Idea: compiling real case study experiences from teachers. Contact: Martha ▮   - Providing an overview, connection between assignments and applicability in their own classrooms.   - Assignment idea: Understanding students in their classrooms.
2.) What do we risk in asking teachers to consider how their own identities impact their teaching? How much responsibility do we have as the EPP to cover this?   - You have to connect with your students to teach them   - EPP do have a responsibility for certification recommendation. It's an opportunity to identify disposition. See Harvard Hidden Bias test. Contact: Martha ▮
3.) How can we leverage district DEI goals in support of our own EPP goals? For example, if there was an assignment that asks candidates to interview their DEI coordinator. How difficult of a lift would that be? How are candidates made aware of district goals or resources?   - Teachers can help their own colleagues.   - Professional development offered by districts is important.   - Assignments should be careful to not put teachers in an uncomfortable professional position with their supervisors

Some teachers will have to be uncomfortable. Learning more about personal biases, prejudices, and/or racism should help reflect on who should be in the classroom and maybe who should not be. Students are made to feel uncomfortable many times without us knowing, because the adult in the room had no idea about their culture or identity.

Minutes from the May 2022 meeting, recapping how the Alternate Route plans to use some of the feedback from the April 2022 meeting in program improvement:

- **Alternate Route Licensure**

  ▓▓▓▓▓▓ discussed how last month her group focused on diversity, equity and inclusion as it pertains to our Alternate route teachers that are currently serving as teachers of record and how that influences what they know about themselves or how they treat their students. Feedback in the group was given about our current assignments and what we are doing to establish and support culturally responsive teachers. The group learned about specific resources (ex: the Harvard hidden bias survey). One of the Alternate Route Licensure take aways was the idea of adding an assignment for our teacher candidates to complete an inventory of their own students so they know who is in their classrooms and they can plan their interactions with their students accordingly.

An overview of the May 2022 meeting's Advanced Certification Problem of Practice, quantitative and qualitative data presented, and questions for discussion and feedback from the Advisory Council:

Rutgers Graduate School of Education strategic plan for *Diversity, Equity, and Inclusion (DEI)* is centered around several goals, including "Fostering the personal, professional, and scholarly growth of students, leading to successful graduate school experiences and post-graduate outcomes."

In keeping with this goal, the Educational Administration and Supervision Program (Internship I, II, and III) is designed to align with ten Professional Standards for Educational Leaders 2015, specifically Standard 3, which addresses matters of equity and cultural responsiveness in all aspects of leadership.

Standard 3. Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

At the conclusion of each Internship, alignment with Standard 3 is assessed by:

Student Self Evaluation of Leadership Knowledge and Skills
Spring 2022

Rubric: Ed Admin – 530, 531, 532 – Final Report and Self-Evaluation

	Not Acceptable (1 pts)	Not Acceptable (1 pts)	Partially Proficient (2 pts)	Partially Proficient (2 pts)	Proficient (3 pts)	Proficient (3 pts)	Advanced Proficient (4 pts)	Advanced Proficient (4 pts)	n	Mean	Mode	Stdev
3. Does the leader provide evidence that he/she is striving for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	0	0.00%	0	0.00%	4	57.14%	3	42.86%	7	3.429	3.000	0.495

3. Does the leader provide evidence that he/she is striving for equity of educational opportunity and culturally responsive practices to promote each students academic success and well-being.
CAEP-2018 (rev) A.1.1.4; CAEP-2018 (rev) A.1.1.5; PSEL-2015.3

4 (57.14%)   3 (42.86%)

■ Not Acceptable   ■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

1. **Review the above data** to determine the degree to which leadership students "self-reported" on meeting Standard 3- Equity and Cultural Responsiveness.

2. **Review the following sections of students' final reports** pertaining to their "self-reported" accomplishments related to Standard 3- Equity and Cultural Responsiveness.

Student #1

"Striving for "equity in educational opportunity and culturally responsive practices" is paramount for educational leaders to meet the objectives of standard three. It is important to understand diverse learners' needs, which I was able to do during efforts to prepare Special Education scheduling projections. Being sure to follow Special Education Code is a way to ensure equity. I also participated in vertical articulation meetings with the high school in order to ensure equitable and appropriate class projections for students with disabilities. Finally, I increased my experience with culturally responsive practice by working with the Guidance Counselor on ensuring our restorative discipline practices were culturally responsive and fair."

Student #2

"Conducting teacher interviews, attending job fairs at various universities, consultation with the behavior technician to address student needs and developing a student services job description show evidence of my understanding of ethics and professional norms as well as my proficiency in making decisions with equity and cultural responsiveness. Attending job fairs that offer a large pool of diverse candidates for all positions and making decisions with integrity and fairness

Questions:

Based on the above data review:

1. From your perspective, how well are students in the Educational Administration and Supervision program addressing issues related to Equity and Cultural responsiveness?
2. How can our students improve?

Alumni Survey – Initial: Feedback *– Beginning in 2020-2021, Rutgers distributed one Alumni Survey to all initial licensure program completers, rather than separate surveys for traditional and alternate route. The survey was sent to alumni who completed their programs two years prior. 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.* (Back to Part 1)

RUEPP worked diligently to collect working, personal email addresses for initial licensure program completers, using what was submitted to staff at the end of the program, entered into the assessment management platform LiveText, or in some cases the personal email address they used on their university or program application. For the 2021-2022 Initial Licensure Alumni Survey, of 483 completers in 2020, RUEPP was able to identify non-Rutgers University email addresses for all but twelve completers. (This was a challenge in getting responses from previous alumni survey distributions – Rutgers email addresses only remain active for one year after graduation.) Despite primarily using personal email addresses, seven emails bounced and were not delivered. Therefore, though the survey was initially sent to 483 completers it was likely not received by 19 completers (3.9%). There were 130 responses, for a response rate of 27% (130/483). This includes partial (44) and complete (84) responses. Overall, completers across programs / licensure areas indicated high levels of satisfaction with RUEPP in terms of their preparation to be a teacher, preparation in using technology as an instructional tool, and their overall experience at the EPP.

Survey Question	N	Ave.	SD
My RUEPP coursework was helpful to my development as a teacher.	105	3.19 / 4.00	0.95
As a result of my program, I was prepared to use technology as an instructional tool to enhance P-12 student learning.	105	3.18 / 4.00	0.91
The preparation I received through RUEPP to be a teacher was very effective.	105	3.12 / 4.00	0.96
How would you rate your overall experience at RUEPP?	105	3.90 / 5.00	1.08

Do you teach in a school serving a majority of historically underserved students based on income, race, ethnicity, or language of origin?	%	N
Yes	54.7%	41
No	45.3%	34
TOTAL		**75**

Significant to the GSE's mission to prepare candidates to teach in New Jersey's diverse and most marginalized communities, nearly 55% 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, up from 48% last year.

Alumni Survey – Advanced: Feedback – *Beginning in 2021-2022, Rutgers distributed an Alumni Survey to all advanced certification program completers. The survey was sent to alumni who completed their programs two years prior. 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.* (Back to Part 1)

RUEPP worked diligently to collect working, personal email addresses for advanced certification program completers, using what was submitted to staff at the end of the program, entered into the assessment management platform LiveText, or in some cases the personal email address they used on their university or program application. For the 2021-2022 Advanced Certification Alumni Survey, of 263 completers in 2020, RUEPP was able to identify non-Rutgers University email addresses for all but three completers. (Rutgers email addresses only remain active for one year after graduation.) There were 76 responses across all advanced certification licensure areas, for a response rate of 28.9% (76/263). This includes partial (14) and complete (62) responses. Overall, completers from all programs indicated high levels of satisfaction with RUEPP in terms of the preparation / education they received in their licensure area(s), its relevance to their job responsibilities, their professional growth, and their overall experience at Rutgers GSE.

Survey Question	N	Ave.	SD
The preparation / education I received in my licensure area(s) was very effective.	70	3.73 / 4.00	0.61
The preparation / education I received in my licensure area(s) was relevant to the responsibilities I encounter on the job.	68	3.59 / 4.00	0.67
My coursework was helpful to my growth as a professional in my licensure area(s).	70	3.70 / 4.00	0.57
My program(s) advanced my skills in supporting historically marginalized students.	66	3.29 / 4.00	0.83
How would you rate your overall experience at Rutgers GSE?	70	4.21 / 5.00	0.79

Employer Survey *– In 2020-2021, RUEPP conducted its first annual Employer Survey. (Prior to this, an Administrator Survey had been sent annually to superintendents, principals, and other administrators in the GSE's initial licensure partner districts. Questions from that survey were incorporated into the new Employer Survey.) Employer Surveys are now sent to employers of traditional and alternate route initial licensure program completers, and for the first time in 2021-2022, employers of advanced certification program completers. The employer distribution lists are generated based on the employment of RUEPP's completers from two years prior. Two surveys are sent – one general survey based on completer employment data provided by the NJDOE and one targeted to employers of completers who provide their supervisor/employer's name and grant permission for that person to be contacted on the RUEPP Alumni Survey.* (Back to Part 1)

Based on the data collected through the 2021-2022 Employer Surveys, sent to employers of RUEPP completers from 2020, employers/professional supervisors are generally very satisfied with the RUEPP completers they have hired. This was especially true on the general outreach survey, with slightly higher levels of satisfaction than on the targeted survey. Employers/supervisors 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 where an average and standard deviation are provided used a 1-4 response option scale where 1 = Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, and 4 = Agree.

Employer Survey – General Outreach
- 31 responses, including 25 complete responses and 6 incomplete responses. Of the 25 complete responses, 14 indicated they knew they employed at least one Rutgers completer and 11 were unsure who they employed that was a Rutgers completer. *These survey participants were directed to the end of the survey.* Overall, the survey response rate was 8.6% (31/359). While this is a relatively low rate, RUEPP attributes that to the nature of the email being like a cold call. Many of the employers contacted are not affiliated with RUEPP and do not necessarily know where their employees completed their education. The targeted survey has a much higher response rate, as described below.
- The distribution list for this survey was generated based on employment data provided by the NJDOE about RUEPP's 2020 completers. Employers were, essentially, cold called, and asked if they have employed Rutgers completers of Traditional, Alternate Route and/or Advanced Certificate Programs. Those who were unsure if they employed any Rutgers completers were directed to the end of the survey. Those who indicated that they employ at least one Rutgers completer were asked their feedback about each group of completers for whom they have employed/supervised. Three employers checked multiple boxes.

2023 CAEP Accountability Measures

Rutgers University – New Brunswick

What is your role?	N
Principal	14

In the past year, I have employed Rutgers program completers from (select all that apply):	N
Traditional Initial Licensure Programs	8
Alternate Route Initial Licensure	7
Advanced Certificate Programs	3

Employers indicated employing Rutgers traditional initial licensure completers in the following areas:

- Elementary (3)
- Middle School ELA (4)
- High School ELA (1)
- Middle School Math (2)
- Middle School Social Studies (3)
- High School Social Studies (2)
- Middle School Science (1)
- High School Science (1)
- Middle School Special Education (1)

Employers indicated employing Rutgers alternate route initial licensure completers in the following areas:

- Elementary (1)
- Middle School ELA (1)
- High School ELA (1)
- ESL (1)
- Fine Arts (1)
- Middle School Math (2)
- Middle School Science (2)
- P-3 (1)
- Middle School Social Studies (1)
- Elementary Special Education (1)

Employers indicated employing Rutgers advanced certification completers in the following areas:

- Bilingual Bicultural Teacher (1)
- ESL (1)
- Principal (1)
- Supervisor (1)
- TOSD (1)

In the job categories for which you've employed <u>Rutgers Traditional Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Traditional Initial Licensure Program completers I've employed...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.88	0.33	8
Effectively differentiate instruction for diverse learners.	3.75	0.43	8
Support and build upon the cultural competencies of diverse learners.	3.75	0.43	8
Use technology effectively to enhance P-12 student learning.	3.88	0.33	8
Build positive and collaborative relationships with colleagues.	3.88	0.33	8
Build positive relationships with students.	3.88	0.33	8
Build positive and collaborative relationships with families and communities.	3.75	0.43	8
Meet employment milestones for advancement and tenure.	3.75	0.43	8

In the job categories for which you've employed <u>Rutgers Alternate Route Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Alternate Route Initial Licensure Program completers that I've employed...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.86	0.35	7
Effectively differentiate instruction for diverse learners.	3.71	0.70	7
Support and build upon the cultural competencies of diverse learners.	3.86	0.35	7
Use technology effectively to enhance P-12 student learning.	3.71	0.45	7
Build positive and collaborative relationships with colleagues.	4.00	0.00	7
Build positive relationships with students.	4.00	0.00	7
Build positive and collaborative relationships with families and communities.	4.00	0.00	7
Meet employment milestones for advancement and tenure.	3.86	0.35	7

In the job categories for which you've employed <u>Rutgers Advanced Certification Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Advanced Certification Program completers that I've employed...*	Average	SD	N
Are able to use data to inform their practice.	4.00	0.00	3
Use and understand research related to their job.	4.00	0.00	3
Employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	4.00	0.00	3
Lead and/or participate in collaborative activities with peers, parents, other stakeholders.	4.00	0.00	3
Support appropriate applications of technology for their area of specialization.	4.00	0.00	3
Apply professional dispositions, laws and policies, codes of ethics and professional standards.	3.67	0.47	3
Build positive and collaborative relationships with families and communities.	4.00	0.00	3

Questions	Average	SD	N
The Rutgers completers I employed improved my P-12 students' learning outcomes.	3.64	0.61	14
My overall experience with the Rutgers-prepared educators working in my school/district was positive.	3.93	0.26	14

Question	Yes	No
If your school/district has openings that Rutgers completers are qualified for in the future, would you be interested in hiring them?	14	0

Employers who indicated that they worked in one of the Rutgers GSE's partner school districts were asked several additional questions about the GSE-Community School Partnership Network. Note that this is partnership specific to the GSE's 5-year and post-baccalaureate traditional initial licensure master's degree programs. Following is a summary of their responses:

Please note the extent to which you agree or disagree with the following statements. My school/district shares responsibility with the GSE for:	Average	SD	N
Aligning theory and practice embedded in the teacher preparation program	3.40	0.49	5
Supporting school- and university-based clinical educators who mentor teacher candidates	3.80	0.40	5
Determining expectations of teacher candidates throughout the teacher preparation process	3.60	0.49	5
Teacher candidate outcomes	3.80	0.40	5

Question	Average	SD	N
The GSE teacher candidates I have observed were prepared to perform their role as student teachers.	3.40	0.49	5

Employer Survey – Targeted Outreach
- 9 responses, including 8 complete responses – 32% response rate (distribution list included 32 employers, however 4 emails bounced and were not received by the intended individuals)
- While the distribution list for this survey was generated based on the knowledge of which 2020 completer this person employed, employers were asked if they have hired Rutgers completers of Traditional, Alternate Route and Advanced Certificate Programs, then asked their feedback about each group of completers for whom they have employed/supervised. Two employers checked multiple boxes.

What is your role?	N
Principal	2
Supervisor	7

In the past year, I have supervised Rutgers program completers from (select all that apply):	N
Traditional Initial Licensure Programs	7
Alternate Route Initial Licensure	3
Advanced Certificate Programs	1

Employers indicated supervising Rutgers traditional initial licensure completers in the following areas:
- High School ELA (1)
- Music (1)
- Middle School Social Studies (1)
- High School Social Studies (2)
- High School Science (3)

Employers indicated supervising Rutgers alternate route initial licensure completers in the following areas:
- P-3 (1)
- Elementary (1)
- High School Science (2)
- Secondary Special Ed (1)

Employers indicated supervising Rutgers advanced certification completers in the following areas:
- P-3 (1)
- TOSD (1)

In the job categories for which you've supervised <u>Rutgers Traditional Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Traditional Initial Licensure Program completers I've supervised...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.33	0.94	6
Effectively differentiate instruction for diverse learners.	3.33	1.11	6
Support and build upon the cultural competencies of diverse learners.	3.50	0.76	6
Use technology effectively to enhance P-12 student learning.	3.67	0.47	6
Build positive and collaborative relationships with colleagues.	3.17	1.21	6
Build positive relationships with students.	3.17	1.21	6
Build positive and collaborative relationships with families and communities.	3.17	1.21	6
Meet employment milestones for advancement and tenure.	3.17	1.21	6

In the job categories for which you've supervised <u>Rutgers Alternate Route Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Alternate Route Initial Licensure Program completers that I've supervised...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.67	0.47	3
Effectively differentiate instruction for diverse learners.	3.67	0.47	3
Support and build upon the cultural competencies of diverse learners.	3.67	0.47	3
Use technology effectively to enhance P-12 student learning.	4.00	0.00	3
Build positive and collaborative relationships with colleagues.	4.00	0.00	3
Build positive relationships with students.	4.00	0.00	3
Build positive and collaborative relationships with families and communities.	4.00	0.00	3
Meet employment milestones for advancement and tenure.	4.00	0.00	3

In the job categories for which you've supervised <u>Rutgers Advanced Certification Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Advanced Certification Program completers that I've supervised...*	Average	SD	N
Are able to use data to inform their practice.	4.00	0.00	1
Use and understand research related to their job.	4.00	0.00	1
Employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	4.00	0.00	1
Lead and/or participate in collaborative activities with peers, parents, other stakeholders.	4.00	0.00	1
Support appropriate applications of technology for their area of specialization.	4.00	0.00	1
Apply professional dispositions, laws and policies, codes of ethics and professional standards.	4.00	0.00	1
Build positive and collaborative relationships with families and communities.	4.00	0.00	1

Question	Average	SD	N
The Rutgers completers I supervised improved my P-12 students' learning outcomes.	3.14	1.36	7
My overall experience with the Rutgers-prepared educators working in my school/district was positive.	3.13	1.27	8

Question	Yes	No
If your school/district has openings that Rutgers completers are qualified for in the future, would you be interested in hiring them?	6	2

*   *   *   *   *   *

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 2021-2022, in addition to the 125 candidates who graduated from master's degree programs who began in fall 2020, another 9 GSE candidates also graduated during this year who began in fall 2018 or fall 2019, for a total of 134 graduates. In the bachelor's degree (music) program, in addition to the 14 candidates who graduated who began their junior year in fall 2020 (following official program acceptance), 8 candidates graduated who had begun the previous year, for a total of 22 graduates. There were 188 teacher candidates who completed the alternate route program after beginning the program in 2020-2021, and 42 who completed who had begun in 17-18, 18-19, 19-20 or transferred into the program, for a total of 230 alternate route completers. Thus, the grand total of graduates and completers for Rutgers – New Brunswick in 2021-2022 is 386. The below charts follow the cohorts that began each of the two-year programs in 2020-2021 by pathway and in aggregate.

Graduation Rate for Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2020)	150
Completed w/in 2 Years	125
Completed w/in 3 Years	6
Expected Completion in May/August 2023	4
Left Program (Withdrew or Dismissed)	15
2-Year Graduation Rate	**83.3%**
3-Year Graduation Rate (inc. Expected May/August 2023)	**90.0%**

Graduation Rate for Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2020)	28
Completed w/in 2 Years	14
Completed w/in 3 Years	1
Expected Completion in May 2023	10
Left Program (Withdrew or Dismissed)	2
Provisionally Accepted; Didn't Meet Criteria for Acceptance	1
2-Year Graduation Rate	**50.0%**
3-Year Graduation Rate (inc. Expected May 2023)	**89.3%**

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 20-21)	330
Completed w/in 2 Years	188
Completed w/in 3 Years	8
Expected Completion in May 2023	22
Currently Enrolled	2
Completed All Requirements Except edTPA *(Eligible for Completion as of January 2023)*	68
Left Program (Withdrew or Dismissed)	42
2-Year Completion Rate	**57.0%**
3-Year Completion Rate (inc. Expected May 2023)	**66.1%**

Graduation/Completion Rate for All Initial Licensure Programs	
Total Cohort	508
Completed w/in 2 Years	327
Completed w/in 3 Years	15
Expected Completion in May/August 2023	36
Currently Enrolled or Leave of Absence	2
Completed All Requirements Except edTPA *(Eligible for Completion as of January 2023)*	68
Left Program (Withdrew or Dismissed)	59
Provisionally Accepted; Didn't Meet Criteria for Acceptance	1
2-Year Graduation/Completion Rate	**64.4%**
3-Year Graduation/Completion Rate (inc. Expected May/August 2023)	**74.4%**

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 2022, with an additional 11 issued in AY22-23 to date. There are many factors, like the fee required for licensure and the elimination of edTPA as a licensure requirement in December 2022, on top of the lingering effects of the global pandemic, that have delayed when some completers apply for their teaching license.

Certification Rate for Traditional Initial Licensure Programs	
Number of Graduates	156
Number Issued License by August 2022	135
Number Issued License in AY22-23	11
No Cert as of March 2023	10
Certification Rate (Includes CE-R License)	**93.6%**

In 2021-2022, there were 230 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). 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 2021-2022. 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 as well.

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 or language proficiency exams (OPI and/or WPT) in order to earn their license from the state, so typically they all pass all required Praxis II tests. Occasionally, however, faculty grant permission for candidates to access the Praxis II GPA Flexibility Option discussed above. Of degree program graduates, 98.6% (144/146) passed all required exams, two graduates were granted a Praxis II / GPA Flexibility waiver for one required exam, nine dance education graduates were not required to take an exam, and as of the writing of this report one graduate has not yet taken the required Praxis II exam. In total, 383 Praxis II, OPI, and WPT exams were taken (not including retakes), presented in the following tables. While data presented includes failing scores in two cases, please note that these graduates met licensure requirements with their high GPA. Data from only one licensure area is included, however 40 completers from the Elementary program also passed a Praxis II exam for a co-certificate in P-3 early childhood education (23), or the following middle school subject areas: ELA (3), math (10), and science (4), while one received a waiver for ELA and another received a waiver for science.

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, by request, 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 230 completers from the alternate route program in 2021-2022. Of those, 2 were not required to take a Praxis II test (Dance and Psychology). One completer took an old exam and the NJ passing score is not available so they have been removed from the data set. There were an additional 22 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 and our own improved internal process to collect and track scores. Thus, Praxis II and language proficiency data is presented for 205 completers. Of them, 91% (187/205) passed all required exams based solely on their score(s) though for 20 completers only one of two language proficiency exam scores was available. Another 9% (18/205) passed through a combination of their score(s) and their high undergraduate GPA, though two language proficiency scores were unavailable. In total, 205 alternate route completers took 446 Praxis II and language proficiency 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 31 completers who passed additional exams and sought a middle school co-certificate in ELA (1), math (11), science (14) and social studies (5), and an additional 28 completers who passed exams in areas ranging from early childhood education to physics.

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 licensure area for the alternate route program as well as degree 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 2018 and July 2021 according to ETS's *Understanding Your Praxis Scores 2021-22*. 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
RUEPP Total	**806**	**829**	**97.23%**				
Alternate Route Licensure Areas	**425**	**446**	**95.29%**				
1001 - Elementary School Teacher in Grades K-6							
5002 Elem Ed: MS Reading & Language Arts Subtest	69	71	97.18%	172.46	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	71	71	100.00%	178.97	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	69	71	97.18%	172.03	155	165	157-177
5005 Elem Ed: MS Science Subtest	68	71	95.77%	176.32	159	169	161-179
0014 Elementary Education (old)	2	3	66.67%	*	141	---	---
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	1	1	100.00%	*	165	---	---
5033 Elem Ed: MS Mathematics Subtest (old)	1	1	100.00%	*	164	---	---
5034 Elem Ed: MS Social Studies Subtest (old)	1	1	100.00%	*	155	---	---
5035 Elem Ed: MS Science Subtest (old)	1	1	100.00%	*	159	---	---
1200 - Teacher of Art							
5134 Art: Content Knowledge	11	14	78.57%	169.64	158	165	158-173
0134 Art: Content Knowledge (old)	1	1	100.00%	*	158	---	---
1300 - Teacher of Comprehensive Business							
5101 Business Education: Content Knowledge	3	3	100.00%	*	154	171	163-180
1302 - Business: Finance/Economics/Law							
5101 Business Education: Content Knowledge	2	2	100.00%	*	154	171	163-180
1410 - Teacher of English							
5038 English Language Arts: Content Knowledge	20	20	100.00%	177.55	167	179	171-186

RUEPP Program, Licensure Area, and *Praxis II Exams* (Continued)	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
1475 - English as a Second Language							
OPI English	1	1	100.00%	*	7	---	---
WPT English	3	3	100.00%	*	7	---	---
1510 - Teacher of French							
5174 French: World Language	9	10	90.00%	170.90	162	172	159-183
1550 - Teacher of Spanish							
5195 Spanish: World Language	7	7	100.00%	186.57	168	176	162-187
1605 - Teacher of Health and Physical Education							
5857 Health and Phys Ed: Content Knowledge	8	9	88.89%	165.78	160	165	158-172
1810 - Teacher of Technology Education							
5051 Technology Education	1	1	100.00%	*	159	180	169-189
1900 - Teacher of Mathematics							
5161 Mathematics: Content Knowledge	11	12	91.67%	171.58	160	157	136-169
2100 - Teacher of Music							
5113 Music: Content Knowledge	10	10	100.00%	173.60	153	167	160-176
2210 - Teacher of Biological Science							
5235 Biology: Content Knowledge	9	9	100.00%	169.00	152	163	153-174
5435 General Science: Content Knowledge	8	9	88.89%	163.44	152	161	150-177
2220 - Teacher of Earth Science							
5435 General Science: Content Knowledge	1	1	100.00%	*	152	161	150-177
5571 Earth and Space Sciences: Content Knowledge	1	1	100.00%	*	153	163	152-175
2240 - Teacher of Physical Science							
5245 Chemistry: Content Knowledge	1	1	100.00%	*	152	160	149-173
5265 Physics: Content Knowledge	1	1	100.00%	*	141	153	138-167
5435 General Science: Content Knowledge	1	1	100.00%	*	152	161	150-177
2260 - Teacher of Physics							
5265 Physics: Content Knowledge	5	5	100.00%	165.80	141	153	138-167
5435 General Science: Content Knowledge	5	5	100.00%	184.60	152	161	150-177
2270 - Teacher of Chemistry							
5245 Chemistry: Content Knowledge	8	8	100.00%	175.88	152	160	149-173
5435 General Science: Content Knowledge	7	8	87.50%	177.75	152	161	150-177
2300 - Teacher of Social Studies							
5081 Social Studies: Content Knowledge	12	13	92.31%	177.38	157	167	157-178
Degree Programs	**381**	**383**	**99.48%**				
Biology (2210 – Biological Science)							
5235 Biology: Content Knowledge	5	5	100.00%	176.40	152	163	153-174
5435 General Science: Content Knowledge	5	5	100.00%	176.80	152	161	150-177

RUEPP Program, Licensure Area, and *Praxis II Exams* (Continued)	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
Elementary (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	52	52	100.00%	172.42	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	52	52	100.00%	184.35	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	51	52	98.08%	168.60	155	165	157-177
5005 Elem Ed: MS Science Subtest	52	52	100.00%	174.81	159	169	161-179
English (1410 – English)							
5038 English Language Arts: Content Knowledge	17	17	100.00%	181.88	167	179	171-186
Language							
1475 – English as a Second Language							
OPI English	7	7	100.00%	9.86	7	---	---
WPT English	7	7	100.00%	9.43	7	---	---
1510 – French							
5174 French: World Language	1	1	100.00%	*	162	172	159-183
OPI French	1	1	100.00%	*	7	---	---
1550 – Spanish							
5195 Spanish: World Language	3	3	100.00%	*	168	176	162-187
OPI Spanish	3	3	100.00%	*	7	---	---
1572 – Chinese							
OPI Chinese	1	1	100.00%	*	6	---	---
Mathematics (1900 – Mathematics)							
5161 Mathematics: Content Knowledge	4	4	100.00%	*	160	157	136-169
Music (2100 – Music)							
5113 Music: Content Knowledge	21	21	100.00%	173.00	153	167	160-176
Physics							
2240 – Physical Science							
5245 Chemistry: Content Knowledge	1	1	100.00%	*	152	160	149-173
5265 Physics: Content Knowledge	1	1	100.00%	*	141	153	138-167
5435 General Science: Content Knowledge	1	1	100.00%	*	152	161	150-177
2260 – Physics							
5265 Physics: Content Knowledge	1	1	100.00%	*	141	153	138-167
5435 General Science: Content Knowledge	1	1	100.00%	*	152	161	150-177
Social Studies (2300 – Social Studies)							
5081 Social Studies: Content Knowledge	18	19	94.74%	170.79	157	167	157-178
Special Education (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	19	19	100.00%	172.47	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	19	19	100.00%	184.58	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	19	19	100.00%	170.42	155	165	157-177
5005 Elem Ed: MS Science Subtest	19	19	100.00%	170.16	159	169	161-179

Praxis II Test	# Pass	N	Pass Rate	Ave.	NJ Passing Score	National Median	Average Performance Range
RUEPP Total	810	833	97.24%				
0014 Elementary Education (old)	2	3	66.67%	*	141	---	---
0134 Art: Content Knowledge (old)	1	1	100.00%	*	158	---	---
5002 Elem Ed: MS Reading & Language Arts Subtest	140	142	98.59%	172.45	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	142	142	100.00%	181.69	157	173	161-186
5004 Elem Ed: MS Social Studies Subtest	139	142	97.89%	170.56	155	165	157-177
5005 Elem Ed: MS Science Subtest	139	142	97.89%	174.94	159	169	161-179
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	1	1	100.00%	*	165	---	---
5033 Elem Ed: MS Mathematics Subtest (old)	1	1	100.00%	*	164	---	---
5034 Elem Ed: MS Social Studies Subtest (old)	1	1	100.00%	*	155	---	---
5035 Elem Ed: MS Science Subtest (old)	1	1	100.00%	*	159	---	---
5038 English Language Arts: Content Knowledge	37	37	100.00%	179.54	167	179	171-186
5051 Technology Education	1	1	100.00%	*	159	180	169-189
5081 Social Studies: Content Knowledge	30	32	93.75%	173.47	157	167	157-178
5101 Business Education: Content Knowledge	5	5	100.00%	169.40	154	171	163-180
5113 Music: Content Knowledge	31	31	100.00%	173.19	153	167	160-176
5134 Art: Content Knowledge	11	14	78.57%	169.64	158	165	158-173
5161 Mathematics: Content Knowledge	15	16	93.75%	171.25	160	157	136-169
5174 French: World Language	10	11	90.91%	170.64	162	172	159-183
5195 Spanish: World Language	10	10	100.00%	186.60	168	176	162-187
5235 Biology: Content Knowledge	14	14	100.00%	171.64	152	163	153-174
5245 Chemistry: Content Knowledge	10	10	100.00%	178.10	152	160	149-173
5265 Physics: Content Knowledge	8	8	100.00%	166.63	141	153	138-167
5435 General Science: Content Knowledge	29	31	93.55%	175.77	152	161	150-177
5571 Earth and Space Sciences: Content Knowledge	1	1	100.00%	*	153	163	152-175
5857 Health and Phys Ed: Content Knowledge	8	9	88.89%	165.78	160	165	158-172
OPI Chinese	1	1	100.00%	*	6	---	---
OPI English	8	8	100.00%	9.88	7	---	---
OPI French	1	1	100.00%	*	7	---	---
OPI Spanish	3	3	100.00%	*	7	---	---
WPT English	10	10	100.00%	9.30	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. As of December 2022, the New Jersey Governor signed a bill into law no longer requiring the edTPA as a licensure requirement.* (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 in AY21-22 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 some cases, 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 2021-2022, there were 156 Rutgers traditional initial licensure program graduates. Of them, 128 passed the edTPA in 2021-2022, 1 passed in spring 2021, 4 passed in fall of 2022, and 4 took but did not pass edTPA. Three of those who did not pass had the edTPA requirement waived by meeting other requirements for licensure. Thus, edTPA data is available for 137/156 traditional initial licensure graduates, with 97% (133/137) earning passing scores. Of the 230 alternate route completers, 98% (225/230) passed while 5 completers, all of whom attempted but did not pass the edTPA, ultimately earned their license. The data tables below include all data (pass and not pass) for 95% (367/386) 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 2021-2022 was 2.96, 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 367 Rutgers Initial Licensure Program Completers in 2021-2022				
1 - 9	1 - 4	RUEPP Average Rubric Score:	2.96	0.34
2, 3, 4, 7, 8	1: Planning	1: Planning for Content Understandings	3.11	0.55
1, 2, 4, 7, 8	1: Planning	2: Planning to Support Varied Student Needs	3.00	0.64
1, 2, 4, 7	1: Planning	3: Using Knowledge of Students to Inform Teaching and Learning	3.20	0.60
1, 2, 4, 5, 8	1: Planning	4: Identifying and Supporting Language Demands	2.94	0.63
1, 6, 8	1: Planning	5: Planning Assessments to Monitor and Support Student Learning	2.93	0.63
2, 3, 8	Task 2: Instruction	6: Learning Environment	3.08	0.38
2, 3, 4, 5, 8	Task 2: Instruction	7: Engaging Students in Learning	2.93	0.56
3, 4, 5, 8	Task 2: Instruction	8: Deepening Student Learning	2.90	0.57
3, 4, 5, 8	Task 2: Instruction	9: Subject-Specific Pedagogy	2.82	0.68
9	Task 2: Instruction	10: Analyzing Teaching Effectiveness	2.74	0.59
6	Task 3: Assessment	11: Analysis of Student Learning	2.94	0.66
6	Task 3: Assessment	12: Providing Feedback to Guide Learning	3.34	0.79
6	Task 3: Assessment	13: Student Use of Feedback	2.83	0.71
1, 2, 4, 5	Task 3: Assessment	14: Analyzing Students' Language Use and Content Understanding	2.80	0.67
6, 7, 8, 9	Task 3: Assessment	15: Using Assessment to Inform Instruction	2.98	0.63
	Task 4: Assessment (Elementary Only)	16: Analyzing Whole Class Understandings	2.61	0.59
	Task 4: Assessment (Elementary Only)	17: Analyzing Individual Student Work Samples	2.84	0.65
	Task 4: Assessment (Elementary Only)	18: Using Evidence to Reflect on Teaching	2.52	0.82

Alternate Route Licensure Areas and Degree Programs	N	Ave. of Average Rubric Score	SD of Average Rubric Score
EPP Total	**367**	**2.96**	**0.34**
Alternate Route:	**230**	**2.93**	**0.33**
1001 - Elementary School Teacher in Grades K-6	83	2.89	0.32
1200 - Teacher of Art	15	3.09	0.33
1300 - Teacher of Comprehensive Business	4	*	*
1302 - Business: Finance/Economics/Law	2	*	*
1410 - Teacher of English	20	3.07	0.37
1475 - English as a Second Language	12	3.01	0.32
1510 - Teacher of French	9	2.91	0.30
1530 - Teacher of Italian	5	2.91	0.16
1540 - Teacher of Latin	1	*	*
1550 - Teacher of Spanish	8	2.88	0.38
1572 - Teacher of Chinese	1	*	*
1605 - Teacher of Health and Physical Education	10	2.73	0.29
1635 - Teacher of Dance	1	*	*
1810 - Teacher of Technology Education	1	*	*
1900 - Teacher of Mathematics	11	2.74	0.29
2100 - Teacher of Music	10	2.97	0.22
2210 - Teacher of Biological Science	9	2.83	0.18
2220 - Teacher of Earth Science	1	*	*
2240 - Teacher of Physical Science	1	*	*
2260 - Teacher of Physics	5	2.89	0.34
2270 - Teacher of Chemistry	8	2.85	0.17
2300 - Teacher of Social Studies	12	3.01	0.33
2350 - Teacher of Psychology	1	*	*
Degree Programs:	**137**	**3.01**	**0.34**
Biology	5	2.92	0.29
Dance	8	3.68	0.28
Elementary	47	2.94	0.33
English	15	3.25	0.20
Language	5	2.90	0.45
Math	4	*	*
Music	19	2.89	0.32
Physics	2	*	*
Social Studies	16	3.02	0.13
Special Education	16	2.95	0.19

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 some 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. They may also begin in a non-degree program and then transition into a degree program in the same licensure area. 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 2021-2022, 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. Since many completers wrap up their coursework in the summer, they may be issued their license during the next (current) academic year, as noted below each table.

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) *	3	2	2	100%
English as a Second Language (ESL) **	2	2	1	50%
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE) ***	1	1	1	100%
Learning Disabilites Teacher Consultant (LDTC) ****	19	11	9	82%
Principal	2	1	1	100%
Principal and Supervisor *****	20	5	5	100%
Reading Specialist and Supervisor ******	45	12	9	75%
Teacher of Students with Disabilities (TOSD) *******	63	35	32	91%
TOTAL	**155**	**69**	**60**	**87%**

* One completer was issued their license in 2019-2020 prior to degree completion. One was issued their license in 2022-2023.
** One completer was issued their license in 2019-2020 prior to degree completion.
*** Completer was issued their licenses in 2020-2021 prior to degree completion.
**** One completer was issued their license in 2022-2023.
***** One completer was issued their Supervisor license in 2017-2018 prior to degree completion and one was issued their Supervisor license in 2022-2023.

****** Two completers were issued both licenses in 2022-2023 and two completers were only issued their Reading Specialist license, and are not reflected in the table above.

******* Thirty completers were issued their license in 2020-2021 or earlier, prior to degree completion.

GSE Program (Non Degree)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	10	3	3	100%
English as a Second Language (ESL) *	66	24	19	79%
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE) **	12	5	5	100%
Learning Disabilities Teacher Consultant (LDTC) ***	53	21	21	100%
Preschool through Grade 3 (P-3)	6	1	1	100%
Principal	6	1	1	100%
Reading Specialist	2	0	N/A	N/A
School Administrator	5	5	2	40%
Supervisor ****	93	48	44	92%
Teacher Leader	3	1	0	0%
Teacher of Students with Disabilities (TOSD) *****	245	106	100	94%
TOTAL	**501**	**215**	**196**	**91%**

* Four completers were issued their license in 2022-2023. One is currently in process as of April 2023.
Two candidates must first complete their alternate route program before being eligible for certification.

** Two completers were issued both licenses in 2022-2023.

*** One completer was issued their license in 2020-2021 prior to program completion.

**** Fourteen completers were issued their license in 2022-2023.

***** Twenty-one completers were issued their license in 2022-2023. Two are currently in process as of April 2023.

Licensure Area	Number of Completers	Number of Certificates Issued by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	11	11	100%
English as a Second Language (ESL)	32	26	81%
Learning Disabilities Teacher Consultant (LDTC)	32	30	94%
Preschool through Grade 3 (P-3)	1	1	100%
Principal	7	7	100%
Reading Specialist	12	11	92%
School Administrator	5	2	40%
Supervisor	65	58	89%
Teacher Leader	1	0	0%
Teacher of Students with Disabilities (TOSD)	141	132	94%
TOTAL	**307**	**278**	**91%**

Advanced Programs Certification Rate - By Completer	
Number of Completers	273
Number Issued All Licenses Sought	245
Certification Rate (All Licenses)	**90%**

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 2021-2022, there were seven candidates who completed coursework for the Principal endorsement program. All candidates passed the School Leaders Licensure Assessment – 6990 School Leadership Series exam administered by ETS. The average score for the Principal exam is well above the state pass score, indicating a high level of content knowledge in the area of school leadership. In 2021-2022 there were five School Administrator endorsement program completers. Scores for only one completer are available – this completer passed the School Superintendent Assessment – 6991 School Leadership Series exam administered by ETS, but data is not provided below given that numbers are suppressed in this report when N < 5. The other four completers did not have their exam results sent to Rutgers. One completer earned their certification, indicating they passed the exam with results sent directly to the NJDOE. The three other completers have not yet gotten certified, so it is unclear if they did not take the exam yet or did not have scores sent to Rutgers.

Exam for Principal Endorsement Program, 2021-2022	N	Pass Rate	Ave	SD	State Pass Score
6990 School Leaders Licensure Assessment	7	100%	176.43	12.01	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.* [(Back to Part 2)](#)

Data Overview: Fall 2021, Spring 2022, and Summer 2022 Key Assignments
for GSE Advanced Certification Programs aligned to CAEP Standard A.1

Advanced certification candidates across all nine programs completed 21 key assignments across 43 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. (*Programs will review their assignments and rubrics to ensure alignment to the updated CAEP Advanced 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 a monthly APCC Meeting, and program coordinators were asked to discuss it further with their faculty colleagues following the meeting. After the group's first review of Key Assignment Data from spring 2021, two of the themes that emerged were very high scores and little variation in scores – for example 4/4 average across all standards. In those programs where these trends were most obvious it appears from the AY21-22 data that these issues have been addressed. While scores are still generally high across programs, we interpret this to mean that candidates are proficient in the areas in which they are being assessed. Several programs, including the Principal and Superintendent/School Administrator, have identified the standards where students' scores were lowest and highest during this year and indicate a desire to continue to reinforce with students how their work aligns with both the CAEP and professional standards. Other programs, like ESL/BBE, are using this data to consider more places within the program that standards could be assessed, and how to communicate with new instructors within the program about what areas may need to be further addressed so all students reach a desired level of mastery.
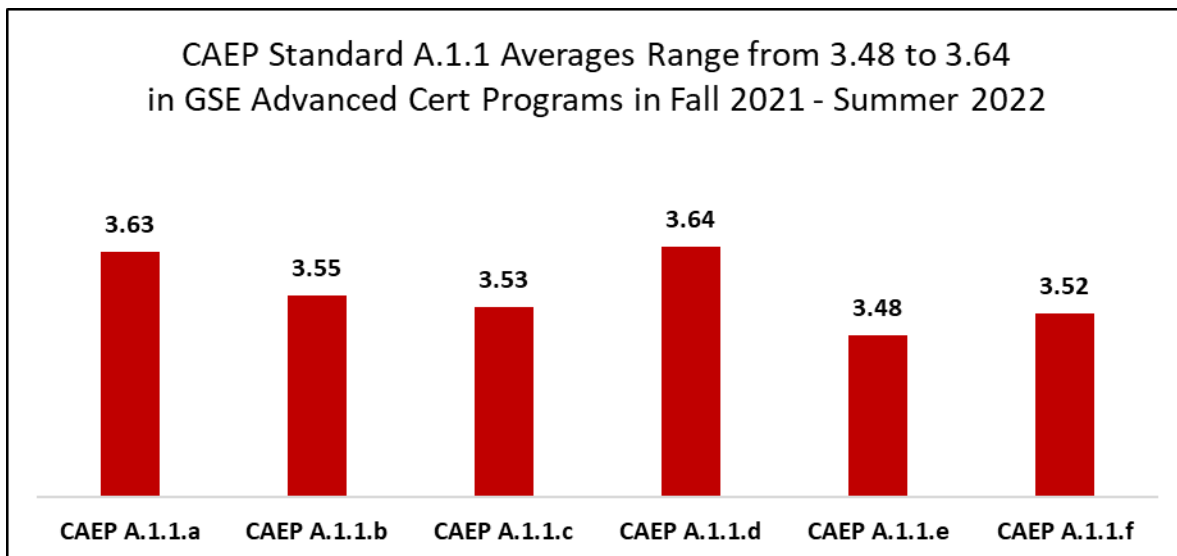
CAEP Standard A.1.1 Averages Range from 3.48 to 3.64 in GSE Advanced Cert Programs in Fall 2021 - Summer 2022

CAEP A.1.1.a	CAEP A.1.1.b	CAEP A.1.1.c	CAEP A.1.1.d	CAEP A.1.1.e	CAEP A.1.1.f
3.63	3.55	3.53	3.64	3.48	3.52

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard A.1.1																		
CAEP Standards	**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)**
Advanced Cert Grand Total	187	3.63	0.35	579	3.55	0.57	567	3.53	0.56	247	3.64	0.53	448	3.48	0.61	287	3.52	0.55
ESL/BBE				130	3.45	0.67	130	3.43	0.63							130	3.39	0.65
Advocacy Report Assignment - Summer 2022 - 15:253:522:F2				12	2.69	0.76	12	2.69	0.76							12	2.75	0.90
Analysis of Academic Language - Spring 2022				45	3.31	0.77	45	3.31	0.69							45	3.38	0.69
15:253:510:90				18	3.56	0.64	18	3.48	0.63							18	3.56	0.62
15:253:510:91				27	3.15	0.80	27	3.20	0.71							27	3.26	0.71
Classroom Observation Assignment				36	3.62	0.27	36	3.51	0.30							36	3.36	0.46
Fall 2021 - 15:253:539:90				10	3.77	0.21	10	3.59	0.33							10	3.30	0.56
Spring 2022 - 15:253:539:90				26	3.56	0.27	26	3.48	0.29							26	3.38	0.41
Portfolio of Language Structures				37	3.71	0.53	37	3.72	0.48							37	3.64	0.49
Fall 2021 - 15:253:530:90				7	3.91	0.10	7	3.86	0.14							7	3.75	0.33
Summer 2022 - 15:253:530:B1				30	3.67	0.58	30	3.69	0.53							30	3.61	0.52

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard A.1.1																	
CAEP Standards	**A.1.1.a.**			**A.1.1.b.**			**A.1.1.c.**			**A.1.1.d.**			**A.1.1.e.**			**A.1.1.f.**		
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)**
Advanced Cert Grand Total	**187**	**3.63**	**0.35**	**579**	**3.55**	**0.57**	**567**	**3.53**	**0.56**	**247**	**3.64**	**0.53**	**448**	**3.48**	**0.61**	**287**	**3.52**	**0.55**
LDTC	**22**	**3.47**	**0.35**	**28**	**3.44**	**0.38**	**22**	**3.47**	**0.35**	**78**	**3.78**	**0.28**	**78**	**3.84**	**0.28**	**65**	**3.80**	**0.26**
Classroom Observation Assignment	**22**	**3.47**	**0.35**	**22**	**3.47**	**0.35**	**22**	**3.47**	**0.35**									
Fall 2021 - 15:293:526:01	9	3.37	0.29	9	3.37	0.29	9	3.37	0.29									
Summer 2022 - 15:293:526:B6	13	3.54	0.36	13	3.54	0.36	13	3.54	0.36									
Independent Research Synthesis Paper										**30**	**3.80**	**0.36**	**30**	**3.78**	**0.41**	**30**	**3.83**	**0.32**
Spring 2022 - 15:293:527:01										17	3.65	0.41	17	3.63	0.48	17	3.71	0.39
Spring 2022 - 15:293:527:02										13	4.00	0.00	13	3.97	0.09	13	4.00	0.00
Initial Assmt Portfolio - Test Admin Report and Obs - Summer 2022 - 15:293:526:B6				**6**	**3.33**	**0.47**				**13**	**3.67**	**0.26**	**13**	**3.96**	**0.13**			
Professional LDTC Portfolio										**35**	**3.80**	**0.17**	**35**	**3.86**	**0.12**	**35**	**3.78**	**0.19**
Spring 2022 - 15:293:636:01										18	3.82	0.13	18	3.86	0.12	18	3.79	0.16
Spring 2022 - 15:293:636:02										17	3.79	0.21	17	3.85	0.12	17	3.76	0.21
P3				**26**	**3.58**	**0.53**				**73**	**3.99**	**0.12**						
Arts Integrated Lesson Plan										**73**	**3.99**	**0.12**						
Spring 2022										53	3.98	0.14						
05:300:304:01										*25*	*4.00*	*0.00*						
05:300:304:02										*28*	*3.96*	*0.19*						
Summer 2022 - 05:300:304:A2										20	4.00	0.00						
Family/Community Involvement Plan - Spring 2022 - 15:295:521:90				**26**	**3.58**	**0.53**												
Principal										**12**	**3.48**	**0.39**	**12**	**3.75**	**0.43**	**12**	**3.53**	**0.36**
Final Rept and Self-Eval of Leadership Knowl and Skills										**12**	**3.48**	**0.39**	**12**	**3.75**	**0.43**	**12**	**3.53**	**0.36**
Fall 2021 - 15:230:530:01										6	3.71	0.38	6	3.83	0.37	6	3.75	0.36
Spring 2022 - 15:230:531:01										6	3.24	0.21	6	3.67	0.47	6	3.32	0.20

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard A.1.1																	
CAEP Standards	**A.1.1.a.**			**A.1.1.b.**			**A.1.1.c.**			**A.1.1.d.**			**A.1.1.e.**			**A.1.1.f.**		
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)**
Advanced Cert Grand Total	**187**	**3.63**	**0.35**	**579**	**3.55**	**0.57**	**567**	**3.53**	**0.56**	**247**	**3.64**	**0.53**	**448**	**3.48**	**0.61**	**287**	**3.52**	**0.55**
Reading Specialist	**49**	**3.80**	**0.23**	**73**	**3.82**	**0.26**	**49**	**3.80**	**0.23**									
A Case Study of an Individual Learner - Spring 2022 - 15:299:565:01	25	3.81	0.20	25	3.81	0.20	25	3.81	0.20									
Curriculum Assignment - Fall 2021 - 15:299:564:90				24	3.85	0.31												
Presentation of Diagnostic Assessment - Fall 2021 - 15:299:564:90	24	3.78	0.25	24	3.78	0.25	24	3.78	0.25									
Superintendent										**6**	**3.55**	**0.39**	**6**	**3.50**	**0.50**	**6**	**3.55**	**0.40**
Final Rept and Self-Eval of Leadership Knowl and Skills										6	3.55	0.39	6	3.50	0.50	6	3.55	0.40
Fall 2021 - 15:230:532:01										5	3.63	0.38	5	3.60	0.49	5	3.62	0.40
Spring 2022 - 15:230:532:01										1	3.14	0.00	1	3.00	0.00	1	3.20	0.00
Supervisor				**44**	**3.16**	**0.55**	**74**	**3.50**	**0.50**	**74**	**3.16**	**0.65**	**74**	**3.16**	**0.65**	**74**	**3.50**	**0.50**
Professional Development Plan				44	3.16	0.55	74	3.50	0.50	74	3.16	0.65	74	3.16	0.65	74	3.50	0.50
Fall 2021 - 15:230:521:90				20	2.75	0.18	20	2.80	0.13	20	3.10	0.48	20	3.10	0.48	20	2.80	0.13
Spring 2022 - 15:230:521:91				24	3.50	0.52	24	3.93	0.24	24	3.10	0.89	24	3.10	0.89	24	3.93	0.24
Summer 2022							30	3.63	0.26	30	3.24	0.49	30	3.24	0.49	30	3.63	0.26
15:230:521:B1							*19*	*3.59*	*0.29*	*19*	*3.16*	*0.52*	*19*	*3.16*	*0.52*	*19*	*3.59*	*0.29*
15:230:521:E1							*11*	*3.70*	*0.18*	*11*	*3.39*	*0.40*	*11*	*3.39*	*0.40*	*11*	*3.70*	*0.18*
Teacher Leadership	**15**	**3.90**	**0.20**				**15**	**3.90**	**0.20**	**4**	**4.00**	**0.00**						
Analyzing School-Community Relations - Spring 2022 - 15:230:505:01	11	3.86	0.22				11	3.86	0.22									
Investigating Teacher Leadership Practice - Fall 2021 - 15:267:622:90	4	4.00	0.00				4	4.00	0.00	4	4.00	0.00						

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard A.1.1																		
CAEP Standards	**A.1.1.a.**			**A.1.1.b.**			**A.1.1.c.**			**A.1.1.d.**			**A.1.1.e.**			**A.1.1.f.**		
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)
Advanced Cert Grand Total	187	3.63	0.35	579	3.55	0.57	567	3.53	0.56	247	3.64	0.53	448	3.48	0.61	287	3.52	0.55
TOSD	101	3.54	0.37	278	3.60	0.55	277	3.52	0.58				278	3.46	0.61			
IEP Case Study				85	3.38	0.59	85	3.38	0.59				85	3.25	0.67			
Fall 2021				34	3.12	0.77	34	3.12	0.77				34	3.06	0.85			
15:293:533:90				16	3.58	0.56	16	3.58	0.56				16	3.53	0.62			
15:293:533:91				18	2.70	0.70	18	2.70	0.70				18	2.64	0.80			
Spring 2022 - 15:293:533:91				9	3.63	0.10	9	3.63	0.10				9	3.44	0.16			
Summer 2022				42	3.54	0.35	42	3.54	0.35				42	3.37	0.51			
15:293:533:B3				14	3.67	0.22	14	3.67	0.22				14	3.57	0.37			
15:293:533:B4				9	3.70	0.10	9	3.70	0.10				9	3.56	0.16			
15:293:533:E1				19	3.37	0.42	19	3.37	0.42				19	3.13	0.60			
Professional Learning Community Paper	101	3.54	0.37	101	3.76	0.31	101	3.63	0.35				101	3.63	0.35			
Fall 2021	15	3.33	0.27	15	3.60	0.13	15	3.53	0.16				15	3.53	0.16			
05:300:480:90	15	3.33	0.27	15	3.60	0.13	15	3.53	0.16				15	3.53	0.16			
Spring 2022	33	3.43	0.27	33	3.70	0.21	33	3.40	0.24				33	3.40	0.24			
05:300:480:90	17	3.45	0.24	17	3.69	0.21	17	3.39	0.26				17	3.39	0.26			
05:300:480:91	16	3.41	0.29	16	3.71	0.20	16	3.42	0.22				16	3.42	0.22			
Summer 2022	53	3.68	0.40	53	3.85	0.36	53	3.80	0.35				53	3.80	0.35			
05:300:480:B1	21	3.81	0.13	21	3.94	0.17	21	3.92	0.18				21	3.92	0.18			
05:300:480:E1	20	3.90	0.10	20	4.00	0.00	20	3.97	0.10				20	3.97	0.10			
05:300:480:H1	12	3.07	0.41	12	3.44	0.55	12	3.31	0.40				12	3.31	0.40			

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard A.1.1																	
CAEP Standards	A.1.1.a.			A.1.1.b.			A.1.1.c.			A.1.1.d.			A.1.1.e.			A.1.1.f.		
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)
Advanced Cert Grand Total	**187**	**3.63**	**0.35**	**579**	**3.55**	**0.57**	**567**	**3.53**	**0.56**	**247**	**3.64**	**0.53**	**448**	**3.48**	**0.61**	**287**	**3.52**	**0.55**
TOSD (Continued)	101	3.54	0.37	278	3.60	0.55	277	3.52	0.58				278	3.46	0.61			
Response to Intervention Proposal				92	3.63	0.64	91	3.53	0.73				92	3.46	0.72			
Fall 2021				33	3.61	0.42	33	3.45	0.56				33	3.36	0.55			
15:293:533:90				*16*	*3.81*	*0.30*	*16*	*3.94*	*0.24*				*16*	*3.75*	*0.43*			
15:293:533:91				*17*	*3.41*	*0.43*	*17*	*3.00*	*0.34*				*17*	*3.00*	*0.38*			
Spring 2022				15	2.93	1.14	15	3.07	1.24				15	2.93	1.22			
15:293:533:90				*6*	*1.58*	*0.34*	*6*	*1.67*	*0.75*				*6*	*1.50*	*0.41*			
15:293:533:91				*9*	*3.83*	*0.24*	*9*	*4.00*	*0.00*				*9*	*3.89*	*0.31*			
Summer 2022				44	3.89	0.24	43	3.74	0.49				44	3.70	0.42			
15:293:533:B3				*16*	*3.81*	*0.24*	*16*	*3.63*	*0.48*				*16*	*3.50*	*0.56*			
15:293:533:B4				*9*	*3.94*	*0.16*	*9*	*4.00*	*0.00*				*9*	*3.94*	*0.16*			
15:293:533:E1				*19*	*3.92*	*0.24*	*18*	*3.72*	*0.56*				*19*	*3.76*	*0.25*			

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

Alumni Survey – Initial: Employment – *Beginning in 2020-2021, Rutgers distributed one Alumni Survey to all initial licensure program completers, rather than separate surveys for traditional and alternate route. The survey was sent to alumni who completed their programs two years prior. 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.* (Back to Part 2)

The 2021-2022 Initial Licensure Alumni Survey received 130 responses, for a response rate of 27% (130/483). A detailed explanation of how the survey's distribution list was developed can be found in **Alumni Survey – Initial: Feedback**.

Based on the data collected in the Initial Licensure Alumni Survey and summarized below, the vast majority of Rutgers initial licensure program completers from 2020 were employed as full-time teachers in New Jersey during the 2021-2022 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	35.4%	46
Rutgers MGSA Music Education Program	6.2%	8
Rutgers Alternate Route Program	58.5%	76
TOTAL		**130**

Which of the following describes your CURRENT PRIMARY activity:	%	N
Employed	96.1%	124
Graduate or professional school	3.9%	5
Military, volunteer or national service (Peace Corps, AmeriCorps, etc.)	0.0%	0
Not employed, but seeking employment, admission to graduate school, or other opportunity	0.0%	0
Not employed, and not seeking employment, admission to graduate school, or other opportunity	0.0%	0
TOTAL		**129**

Are you working as a full-time teacher?	%	N
Yes	91.1%	113
No	8.9%	11
TOTAL		**124**

While eleven completers indicated they are employed but not working as a full-time teacher, nine shared their current employment. Five are working in education, as a school counselor, childcare provider, high school biology teacher, instructional aide and another role within a high school. 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". Another two are working in the non-profit sector.

2023 CAEP Accountability Measures

Rutgers University – New Brunswick

Where do you teach?	%	N
New Jersey	93.4%	71
Pennsylvania	0.0%	0
New York	1.3%	1
Another place in the US	3.9%	3
Internationally	1.3%	1
TOTAL		**76**

Alumni Survey – Advanced: Employment – *Beginning in 2021-2022, Rutgers distributed an Alumni Survey to all advanced certification program completers. The survey was sent to alumni who completed their programs two years prior. 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.* (Back to Part 2)

The 2021-2022 Advanced Certification Program Alumni Survey received 76 responses, for a response rate of 28.9% (76/263). A detailed explanation of how the survey's distribution list was developed can be found in **Alumni Survey – Advanced: Feedback**.

Based on the data collected in the Advanced Certification Program Alumni Survey and summarized below, during the 2021-2022 academic year, the vast majority of Rutgers advanced certification program completers from 2020 were employed. Almost half indicated working in the professional area of the advanced certification program they completed in 2020, and more than half indicated working as a classroom teacher (which in some cases is the area of their advanced certification). In future iterations of this survey, RUEPP will investigate if alumni are actively seeking work in the area of their advanced certification, as they may have completed certification programs but desire to remain in their current roles, as alumni find their employment is related to their desired career path, is meaningful, and allows them to grow and learn.

Which of the following describes your CURRENT activity: (Select all that apply)	%	N
Employed	97.0%	65
Graduate or professional school	7.5%	5
Military, volunteer or national service (Peace Corps, AmeriCorps, etc.)	0.0%	0
Not employed, but seeking employment, admission to graduate school, or other opportunity	1.5%	1
Not employed, and not seeking employment, admission to graduate school, or other opportunity	1.5%	1
TOTAL		67

Which of the following descriptions apply to your current employment? (Select all that apply)	%	N
I am working in the professional area of the advanced certification program I completed in 2020	46.0%	29
I am working as a classroom teacher	55.6%	35
I am working in a school-based job, but it's neither in the area of my advanced certification nor as a classroom teacher	11.1%	7
TOTAL		63

Please tell us a little bit more about your current employment:	N	Ave.	SD	Agree	Somewhat Agree	Somewhat Disagree	Disagree
My work is related to my desired career path	63	3.76	0.43	48	15	0	0
My work is meaningful	63	3.84	0.48	56	4	3	0
My work allows me to continue to grow and learn	62	3.74	0.59	50	9	2	1

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