

RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:

Initial Teacher Licensure and
Advanced Certification

CAEP Accountability Measures

APRIL 2024



RUTGERS–NEW BRUNSWICK

Graduate School of Education

AND



RUTGERS–NEW BRUNSWICK

Mason Gross School of the Arts

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2024 CAEP Accountability Measures

Rutgers University – New Brunswick

Introduction

Through Rutgers University – New Brunswick, candidates may seek initial teacher licensure through one of three pathways. First, candidates may seek licensure along with a master’s degree in education through the Rutgers Graduate School of Education (GSE), either in the 5-year program (for Rutgers undergraduates), or the post-baccalaureate program. Teacher preparation programs at the GSE include the following disciplines: 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.

Through Rutgers GSE, candidates may seek advanced certificates, in some cases in conjunction with a master’s degree in education, in the following areas: Bilingual/Bicultural Education (BBE), English as a Second Language (ESL), Learning Disabilities Teacher-Consultant (LDTC), Preschool through Grade 3 (P-3), Principal, Reading Specialist, School Administrator, Supervisor, Teacher Leadership and Teacher of Students with Disabilities (TOSD).

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 2022 reports released in fall 2023 – 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”. 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 2022. 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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Rutgers University – New Brunswick

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 2019-2020 school year who were employed in an NJ public school and evaluated as teachers the following school year (2020-2021). 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.

New Jersey Department of Education
Performance Reports for Educator Preparation

Rutgers University GSE New Brunswick - CEAS
Certificate of Eligibility with Advanced Standing

2022

Evaluation Results and Impact Data

Summative scores in the 2020-2021 school year were not based on student growth due to the circumstances related to the COVID-19 public health emergency. Therefore, this data is not being included in this report.

Highly Effective: 0
Effective: 0
Partially Effective: 0
Ineffective: 0
NE: 0
No Data to Display at this Time.

Highly Effective: 0
Effective: 0
Partially Effective: 0
Ineffective: 0
NE: 0
No Data to Display at this Time.

Highly Effective: 0
Effective: 0
Partially Effective: 0
Ineffective: 0
NE: 0
No Data to Display at this Time.

Highly Effective: 0
Effective: 0
Partially Effective: 0
Ineffective: 0
NE: 0
No Data to Display at this Time.

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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 2019-2020 school year who were employed in an NJ public school and evaluated as teachers the following school year (2020-2021). 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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2024 CAEP Accountability Measures
Rutgers University – New Brunswick

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. It meets three times each year with Rutgers faculty and staff. [\(Back to Part 1\)](#)*

In 2022-2023, 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. At the December 2022 meeting, all problems of practice focused on community engagement and at the March 2023 meeting, they were reviewed and discussed. In May 2023, in addition to Problems of Practice, the Advisory Council also supported efforts to validate key assignments in two advanced certification programs. Below are screenshots from meeting materials highlighting some of this work.

Minutes from the March 2023 Meeting show the Problems of Practice presented at the December 2022 Meeting were reviewed and discussed. Minutes capture a summary of each Problem of Practice, feedback, and key takeaways.

3. PROBLEM OF PRACTICE SUMMARY 12/07/2022

The problem of practice summary is a brief recap of what our problems of practice were from the previous meeting.

- *Advanced Licensure Program*

Nora Hyland discussed the advanced licensure group since Gail Verona could not join this meeting. Gail Verona brought a question about educational administration’s supervision programs about their internships and what they did for community engagement. The question was around what it meant to have meaningful engagement of families and communities. Some of the biggest things that came out of the discussion were to really come out with reciprocal, mutually beneficial arrangements. But also what do we mean by community engagement – we need to have a theoretical and practical model of community engagement built into our program, and therefore reflected in what the candidates do in their clinical practice.

- *Alternate Route Program*

Heather Ngoma went over her previous problem of practice; in this problem of practice, they shared data related to their candidate’s proficiency in Danielson Domain 4: Professional Responsibilities; focusing specifically on parent engagement and community engagement candidates in the program completed a self-evaluation in these areas and the instructor submitted their evaluations of candidates in those areas. The group noticed that candidates were scoring themselves much higher on those indicators than the instructors were scoring. The group looked at the candidate’s submissions and found that candidates’ efforts in those areas were limited, especially in parental engagement. The group later discussed how they could push candidates to do a little bit more, to demonstrate some real and sustained engagement, not just sporadic calls home or mass emails.

- *Traditional Licensure Program*

Maqueda Randall Weeks’ traditional licensure group spoke around community engagement and the pre-service interns. The group talked a lot about how the phases, 1-3, are extremely specific to what we call our real-world classroom clinical practices. Discussion lead around how we can ensure that community engagement is highlighted and coached into all phases. The group talked a lot about the ideas of using our mentor teachers in a very specific manner, volunteering and how we could build more community engagement during some of the clinical work.

Thank you to everyone that was a part of each group’s conversation.



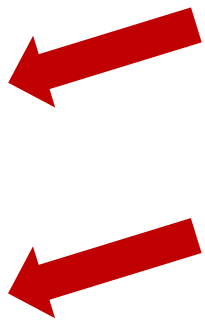
2024 CAEP Accountability Measures
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Minutes from the May 2023 Meeting show that the Advisory Council participated in RUEPP’s ongoing validity process for advanced certificate program key assignments. Of the 3 assignments the group worked on, two were completed as a result of the involvement of the Council.

4. GSE Validity Project

We are continuing to validate our key assignments for our Advanced Certificate Programs this year and next year to support our continuous program improvement efforts and our CAEP accreditation. We are using the [Lawshe Method](#) to establish content validity for the assignments and rubrics that have been developed by the programs. There are three assignments we will work through today, two from our Ed Admin Program and one from our P3 Program.

The Advisory Council Members were given assignments to review before the meeting. During the meeting members were divided into 3 groups to complete the online evaluation form. Members were asked to provide feedback on the process.



Breakout Group One	Breakout Group Two	Breakout Group Three
<p>Facilitators: Gail Verona Jalise Clark</p>	<p>Facilitators: Nora Hyland Sharlene Laud</p>	<p>Facilitators: Maqueda Randall Weeks Hannah Batren</p>
<p>Reviewers: Erika [REDACTED] Jaimie [REDACTED] Michael [REDACTED] Jerard [REDACTED] Mindy [REDACTED] Sidney [REDACTED] Marti [REDACTED] Patricia [REDACTED] Ali K [REDACTED]</p>	<p>Reviewers: Rita F [REDACTED] Alina [REDACTED] Tamika [REDACTED] Carolyn [REDACTED] Somr [REDACTED] Miche [REDACTED] Frederick [REDACTED] Lauren [REDACTED] Doris (D [REDACTED] Heathe [REDACTED]</p>	<p>Reviewers: Karla V [REDACTED] Edie [REDACTED] Matthe [REDACTED] Brandi [REDACTED] Darleen [REDACTED] Joseph [REDACTED] Tiffar [REDACTED] Aleya [REDACTED] Angela [REDACTED]</p>

To review each group’s assignments and notes please go to our Google Folder, [Meeting Resources](#).

5. GROUP SHARE

The group took 5 minutes to share what they thought about the validity project. Overall, the group thought the Qualtrics was easy to use but they needed more time to take notes.

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Rutgers University – New Brunswick

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 2022-2023 Initial Licensure Alumni Survey, of 390 completers in 2021, RUEPP was able to identify non-Rutgers University email addresses, which may have been expired, for all but thirteen completers. Despite primarily using personal email addresses, seven emails bounced and in three cases, the survey request was sent to an alternate email address on file. Therefore, though the survey was initially sent to 390 completers it was likely not received by 20 completers (5.1%). There were 117 responses, for a response rate of 30% (117/390). This includes partial (33) 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. Average scores were very slightly lower than the previous year, which could partly be explained by experiencing the bulk of their RUEPP program in the 2019-2020 and 2020-2021 academic years, which were affected by the COVID-19 pandemic.

Survey Question	N	Ave.	SD
My RUEPP coursework was helpful to my development as a teacher.	114	3.11 / 4.00	0.90
As a result of my program, I was prepared to use technology as an instructional tool to enhance P-12 student learning.	114	3.10 / 4.00	1.01
The preparation I received through RUEPP to be a teacher was very effective.	114	3.02 / 4.00	0.94
How would you rate your overall experience at RUEPP?	114	3.78 / 5.00	1.02

Do you teach in a school serving a majority of historically underserved students based on income, race, ethnicity, or language of origin?	%	N
Yes	55.4%	46
No	44.6%	37
TOTAL		83

Significant to the GSE’s mission to prepare candidates to teach in New Jersey’s diverse and most marginalized communities, over 55% of respondents who are working as full time teachers reported that they worked in schools that serve a majority of historically underserved students based on income, race, ethnicity, or language of origin.

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Rutgers University – New Brunswick

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 2022-2023 Advanced Certification Alumni Survey, of 264 completers in 2021, 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.) A total of four emails bounced with no alternate email address available for the completer. There were 65 responses across all advanced certification licensure areas, for a response rate of 24.6% (65/264). This includes partial (11) and complete (54) 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. The average scores below are comparable, within five hundredths of a point, to the previous year. The exception is the question related to advancing skills in supporting historically marginalized students, where the average increased from 3.29 to 3.48. This is of particular importance given the GSE's focus on equity and social justice.

Survey Question	N	Ave.	SD
The preparation / education I received in my licensure area(s) was very effective.	63	3.71 / 4.00	0.65
The preparation / education I received in my licensure area(s) was relevant to the responsibilities I encounter on the job.	62	3.63 / 4.00	0.60
My coursework was helpful to my growth as a professional in my licensure area(s).	62	3.65 / 4.00	0.72
My program(s) advanced my skills in supporting historically marginalized students.	61	3.48 / 4.00	0.72
How would you rate your overall experience at Rutgers GSE?	63	4.17 / 5.00	0.81

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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 2022-2023 Employer Surveys, sent to employers of RUEPP completers from 2021, employers/professional supervisors are generally very satisfied with the RUEPP completers they have hired. 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

- The distribution list for this survey – 271 employers – was generated based on employment data provided by the NJDOE. Employment data was requested about RUEPP's 541 completers who finished their initial or advanced certification program in 2021. The NJDOE can provide this data for completers employed in New Jersey public schools. While more than 271 completers were employed in New Jersey in 2023, in many cases multiple completers were employed at the same school which reduced the number of employers.
- Overall, the survey response rate was 18.5% (50/271). This response rate is more than double that of the previous year. Of the 50 responses, 34 were complete responses and 16 were incomplete responses. There were 28 employers who indicated they knew they employed at least one Rutgers completer, 18 who were unsure who they employed that was a Rutgers completer, and 4 who indicated not being the right contact for this survey.
- Employers were asked if they have employed Rutgers completers of Traditional, Alternate Route and/or Advanced Certificate Programs. 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. Those who did not were directed to a subset of survey questions not tied to their experience with Rutgers-prepared employees. Ten employers checked multiple boxes.

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Rutgers University – New Brunswick

What is your role?	N
Superintendent	4
Principal	43
Other	3

“Other” write-in responses included: “Superintendent/Principal” (2) and “Former Principal, now Curriculum Director” (1)

In the past year, I have employed Rutgers program completers from (select all that apply):	N
Traditional Initial Licensure Programs	19
Alternate Route Initial Licensure	16
Advanced Certificate Programs	7

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

- Elementary (5)
- Middle School ELA (2)
- High School ELA (3)
- Middle School Math (3)
- High School Math (2)
- Middle School Social Studies (2)
- High School Social Studies (4)
- Middle School Science (2)
- High School Science (2)
- Elementary Special Education (1)
- Secondary Special Education (1)
- ESL (2)
- Music (2)
- Dance (2)
- World Language (1)

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

- Elementary (4)
- Middle School ELA (2)
- High School ELA (2)
- Middle School Math (2)
- High School Math (1)
- Middle School Science (3)
- High School Science (2)
- P-3 (1)
- Middle School Social Studies (1)
- High School Social Studies (1)
- Elementary Special Education (2)
- Middle School Special Education (1)
- Secondary Special Education (1)
- Business (1)
- Art (1)
- Dance (1)
- World Language (1)

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

- Bilingual Bicultural Teacher (1)
- ESL (3)
- Reading Specialist (1)
- TOSD (1)

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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: <i>The Rutgers Traditional Initial Licensure Program completers I've employed...</i>	Average	SD	N
Meet the standards set by national professional organizations in the content area.	4.00	0.00	15
Effectively differentiate instruction for diverse learners.	3.93	0.25	15
Support and build upon the cultural competencies of diverse learners.	3.93	0.25	15
Use technology effectively to enhance P-12 student learning.	4.00	0.00	15
Build positive and collaborative relationships with colleagues.	4.00	0.00	15
Build positive relationships with students.	3.93	0.25	15
Build positive and collaborative relationships with families and communities.	3.93	0.25	15
Meet employment milestones for advancement and tenure.	3.87	0.34	15

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: <i>The Rutgers Alternate Route Initial Licensure Program completers that I've employed...</i>	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.92	0.28	12
Effectively differentiate instruction for diverse learners.	3.67	0.47	12
Support and build upon the cultural competencies of diverse learners.	3.83	0.37	12
Use technology effectively to enhance P-12 student learning.	3.92	0.28	12
Build positive and collaborative relationships with colleagues.	4.00	0.00	12
Build positive relationships with students.	3.83	0.37	12
Build positive and collaborative relationships with families and communities.	3.83	0.37	12
Meet employment milestones for advancement and tenure.	3.92	0.28	12

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: <i>The Rutgers Advanced Certification Program completers that I've employed...</i>	Average	SD	N
Are able to use data to inform their practice.	4.00	0.00	5
Use and understand research related to their job.	4.00	0.00	5
Employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.80	0.40	5
Lead and/or participate in collaborative activities with peers, parents, and other stakeholders.	4.00	0.00	5
Support appropriate applications of technology for their area of specialization.	4.00	0.00	5
Apply professional dispositions, laws and policies, codes of ethics and professional standards.	4.00	0.00	5
Build positive and collaborative relationships with families and communities.	4.00	0.00	5

Questions	Average	SD	N
The Rutgers completers I employed improved my P-12 students' learning outcomes.	3.87	0.34	23
I am satisfied with the preparation my Rutgers-trained employees received.	3.78	0.41	23
My overall experience with the Rutgers-trained employees working in my school/district was positive.	3.74	0.44	23

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Rutgers University – New Brunswick

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?	39	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 partnership is 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	3.00	1.22	4
Supporting school- and university-based clinical educators who mentor teacher candidates	3.75	0.43	4
Determining expectations of teacher candidates throughout the teacher preparation process	3.00	1.22	4
Teacher candidate outcomes	3.00	1.22	4

Question	Average	SD	N
The GSE teacher candidates I have observed were prepared to perform their role as student teachers.	4.00	0.00	5

Employer Survey – Targeted Outreach

- 18 responses, including 15 complete responses – 28% response rate (distribution list included 66 supervisors, however 1 email bounced and was not received by the intended individual).
- Unfortunately, due to an issue with the survey, recipients did not see the name of the Rutgers completer who identified them as their supervisor, and only 6 indicated knowing they supervised a Rutgers completer.
- Supervisors were asked if they have supervised Rutgers completers of Traditional, Alternate Route and Advanced Certificate Programs, then asked their feedback about each group of completers for whom they have supervised. One supervisor checked multiple boxes.

What is your role?	N
Superintendent	2
Assistant Superintendent	2
Principal	4
Supervisor	8
Other	2

“Other” write-in responses included: “Director of Special Services” (1) and “Instructional Dean” (1)

In the past year, I have supervised Rutgers program completers from (select all that apply):	N
Traditional Initial Licensure Programs	2
Alternate Route Initial Licensure	5
Advanced Certificate Programs	1

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

- Middle School Science (1)
- Middle School ELA (1)
- World Language (1)

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

- Elementary (1)
- Middle School Science (2)
- Middle School Math(1)
- Middle School ELA (1)
- High School ELA (1)
- Middle School Social Studies (1)
- Physical Education (1)

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

- Reading Specialist (1)

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Rutgers University – New Brunswick

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: <i>The Rutgers Traditional Initial Licensure Program completers I've supervised...</i>	Average	SD	N
Meet the standards set by national professional organizations in the content area.	4.00	0.00	2
Effectively differentiate instruction for diverse learners.	3.50	0.50	2
Support and build upon the cultural competencies of diverse learners.	4.00	0.00	2
Use technology effectively to enhance P-12 student learning.	4.00	0.00	2
Build positive and collaborative relationships with colleagues.	3.50	0.50	2
Build positive relationships with students.	4.00	0.00	2
Build positive and collaborative relationships with families and communities.	3.50	0.50	2
Meet employment milestones for advancement and tenure.	4.00	0.00	2

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: <i>The Rutgers Alternate Route Initial Licensure Program completers that I've supervised...</i>	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.60	0.49	5
Effectively differentiate instruction for diverse learners.	3.60	0.49	5
Support and build upon the cultural competencies of diverse learners.	3.80	0.40	5
Use technology effectively to enhance P-12 student learning.	3.80	0.40	5
Build positive and collaborative relationships with colleagues.	3.80	0.40	5
Build positive relationships with students.	3.60	0.49	5
Build positive and collaborative relationships with families and communities.	3.80	0.40	5
Meet employment milestones for advancement and tenure.	3.80	0.40	5

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: <i>The Rutgers Advanced Certification Program completers that I've supervised...</i>	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, and 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

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Question	Average	SD	N
The Rutgers completers I supervised improved my P-12 students' learning outcomes.	3.83	0.37	6
My overall experience with the Rutgers-prepared educators working in my school/district was positive.	3.83	0.37	6

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?	17	0

Supervisors 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 partnership is 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	4.00	0.00	2
Supporting school- and university-based clinical educators who mentor teacher candidates	4.00	0.00	2
Determining expectations of teacher candidates throughout the teacher preparation process	4.00	0.00	2
Teacher candidate outcomes	4.00	0.00	2

Question	Average	SD	N
The GSE teacher candidates I have observed were prepared to perform their role as student teachers.	4.00	0.00	1

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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 2022-2023, in addition to the 132 candidates who graduated from master’s degree programs who began in fall 2021, another 10 GSE candidates also graduated during this year who began in fall 2020, for a total of 142 graduates. In the bachelor’s degree (music) program, in addition to the 17 candidates who graduated who began their junior year in fall 2021 (following official program acceptance), 11 candidates graduated who had begun the previous year, for a total of 28 graduates. There were 236 teacher candidates who completed the alternate route program after beginning the program in 2021-2022, and 132 who completed who began in 15-16, 17-18, 18-19, 19-20, 20-21 or transferred into the program, for a total of 368 alternate route completers. Thus, the grand total of graduates and completers for Rutgers – New Brunswick in 2022-2023 is 538. The below charts follow the cohorts that began each of the two-year programs in 2021-2022 by pathway and in aggregate.

Graduation Rate for Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2021)	164
Completed w/in 2 Years	132
Completed w/in 3 Years	1
Expected Completion in May/August 2024	4
Currently Enrolled or Leave of Absence	2
Left Program (Withdrew or Dismissed)	25
2-Year Graduation Rate	80.5%
3-Year Graduation Rate (inc. Expected May/August 2024)	83.5%

Graduation Rate for Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2021)	28
Completed w/in 2 Years	17
Completed w/in 3 Years	0
Expected Completion in May 2024	7
Currently Enrolled or Leave of Absence	1
Left Program (Withdrew or Dismissed)	3
2-Year Graduation Rate	60.7%
3-Year Graduation Rate (inc. Expected May 2024)	85.7%

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 21-22)	322
Completed w/in 2 Years	236
Completed w/in 3 Years	8
Expected Completion by August 2024	18
Currently Enrolled or Leave of Absence/Matriculation Paused	41
Left Program (Withdrew or Dismissed)	19
2-Year Completion Rate	73.3%
3-Year Completion Rate (inc. Expected August 2024)	81.4%

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Graduation/Completion Rate for All Initial Licensure Programs	
Total Cohort	514
Completed w/in 2 Years	385
Completed w/in 3 Years	9
Expected Completion in May/August 2024	29
Currently Enrolled or Leave of Absence	44
Left Program (Withdrew or Dismissed)	47
2-Year Graduation/Completion Rate	74.9%
3-Year Graduation/Completion Rate (inc. Expected May/August 2024)	82.3%

Candidates who reach graduation and certification milestones have met rigorous standards and are prepared for the teaching profession. All degree program graduates were issued their licenses in the late spring or summer of 2023, except for 3 whose licenses were issued in AY23-24 for a certification rate of 100%.

Certification Rate for Traditional Initial Licensure Programs	
Number of Graduates	170
Number Issued License by August 2023	167
Number Issued License in AY23-24	3
Certification Rate	100.0%

In 2022-2023, there were 368 alternate route program completers who met the program’s requirements and were issued a VOPC (Verification of Program Completion). This year’s number of completers is slightly higher than in previous years because candidates who had not yet taken or passed the edTPA, including from earlier cohorts, no longer had to do so when the state eliminated it as a licensure requirement in December 2022. Essentially, earning the VOPC marks successful completion of the alternate route program and indicates the candidate has met all licensure requirements the program is responsible for monitoring. 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 additional 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. Beginning in 2024, the NJ DOE has shifted the VOPC process. In order for program completers to be issued a standard teaching certificate, school districts first verify that the candidate has met certain licensure requirements under their purview (related to mentoring and earning effective ratings in their teacher performance evaluations). They then initiate the certification process with the NJ DOE, and the NJ DOE requests the VOPC from the alternate route program. Thus, moving forward, the program will continue to determine eligibility for a VOPC but will only issue them upon receiving the official NJ DOE request.

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Initial Licensure: NJDOE Temporary Performance Measure for Licensure – As of December 2022, the New Jersey Governor signed a bill into law no longer requiring the edTPA as a licensure requirement. (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.) However, the law and NJ code still require candidates to successfully complete a performance-based assessment. As a result of this change, RUEPP quickly developed a Temporary Performance Measure to be used to determine eligibility for licensure during 2022-2023 and 2023-2024, and also began to design an EPP-created performance-based assessment that will be embedded within the educator preparation program beginning in 2024-2025. [\(Back to Part 2\)](#)

For degree candidates, the temporary performance measure is an aggregation of their clinical evaluations. Observers use the Danielson Framework for Teaching, which is aligned to the InTASC / NJ Professional Standards for Teachers 1-10, to evaluate planning, instruction, and assessment. The average scores from candidates' final 3 supervisor observations during full-time clinical practice are averaged for Danielson Domains 1, 2 and 3 and the final evaluation by each clinical supervisor and cooperating teacher is averaged for Danielson Domain 4. The benchmark average score for each Domain is 2.5/4. Candidates who do not meet the measure will have an opportunity to add a clinical observation.

For alternate route candidates, the temporary performance measure is a locally scored mini-edTPA assignment, scored using the edTPA rubrics. The edTPA is aligned to the InTASC / NJ Professional Standards for Teachers 1-9. The benchmark average score for each of the three sections of this assignment (Planning, Instruction, and Assessment) is 3/5. Candidates who do not meet the measure will have the opportunity to resubmit their assignment.

In 2022-2023, there were 170 Rutgers traditional initial licensure program graduates, 169 of whom met the benchmarks for the temporary performance measure. One completer had previously taken and passed the edTPA. While individual candidate data was reviewed to ensure they each met the benchmark score for each Danielson Domain, the below data table provides an aggregate review of performance across all traditional initial licensure completers for each clinical evaluation that comprises the temporary measure. All 368 alternate route completers either met the benchmarks for the temporary performance measure OR passed the edTPA. By and large, Rutgers completers are able to meet this temporary licensure requirement, indicating they are at the level expected of novice teachers by the time they finish their program.

Traditional Initial Licensure Clinical Evaluations	N	Average of Domain 1	SD of Domain 1	Average of Domain 2	SD of Domain 2	Average of Domain 3	SD of Domain 3	Average of Domain 4	SD of Domain 4
Supervisor Evaluation 5	169	3.01	0.36	3.17	0.39	2.94	0.39	N/A	N/A
Supervisor Evaluation 6	169	3.11	0.33	3.28	0.40	3.11	0.36	N/A	N/A
Supervisor Evaluation Final	169	3.27	0.38	3.43	0.42	3.24	0.40	3.41	0.44
Cooperating Teacher Evaluation Final	169	N/A	N/A	N/A	N/A	N/A	N/A	3.45	0.43

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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 2022-2023 Initial Licensure Alumni Survey received 117 responses, for a response rate of 30% (117/390). 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 2021 were employed as full-time teachers in New Jersey during the 2022-2023 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%	5
Rutgers Alternate Route Program	58.5%	66
TOTAL		117

Which of the following describes your CURRENT PRIMARY activity:	%	N
Employed	97.4%	112
Graduate or professional school	0.9%	1
Military, volunteer or national service (Peace Corps, AmeriCorps, etc.)	0.0%	0
Not employed, but seeking employment, admission to graduate school, or other opportunity	1.7%	2
Not employed, and not seeking employment, admission to graduate school, or other opportunity	0.0%	0
TOTAL		115

Are you working as a full-time teacher?	%	N
Yes	95.5%	107
No	4.5%	5
TOTAL		112

While five completers indicated they are employed but not working as a full-time teacher, four are working in positions connected to education, in the private industry, and as a therapist, a corporate instructional designer, and a certification manager at an EPP.

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Where do you teach?	%	N
New Jersey	96.2%	101
Pennsylvania	0.0%	0
New York	1.0%	1
Another place in the US	1.9%	2
Internationally	1.0%	1
TOTAL		105

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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 2022-2023 Advanced Certification Program Alumni Survey received 65 responses, for a response rate of 24.6% (65/264). A detailed explanation of how the survey’s distribution list was developed can be found in [Alumni Survey – Advanced: Feedback](#).

Based on the survey data collected in the Advanced Certification Program Alumni Survey and summarized below, during the 2022-2023 academic year, 95.2% (60/63) of Rutgers advanced certification program completers from 2021 were employed. 58.3% (35/60) indicated working in the professional area of the advanced certification program they completed in 2021. For the first time this year, RUEPP asked a follow-up question to better understand why completers were not working in their area of preparation, and learned that 60% (15/25) were happy in the role they had before completing their certification program and/or are not interested in going into that area of work at present. The remaining 40% (10/25) hope to be in new roles using their certification soon or are looking for positions but haven’t secured them yet. Overall, 83.3% (50/60) were either in positions using their new certifications or were happy with their current employment and not seeking a different role. Generally, 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) (data aggregated by respondent)	%	N
Employed	82.5%	52
Graduate or professional school	0.0%	0
Employed & Graduate or professional school	12.7%	8
Military, volunteer or national service (Peace Corps, AmeriCorps, etc.)	0.0%	0
Not employed, but seeking employment, admission to graduate school, or other opportunity	1.6%	1
Not employed, and not seeking employment, admission to graduate school, or other opportunity	3.2%	2
TOTAL		63

Which of the following descriptions apply to your current employment? (Select all that apply) (data aggregated by respondent)	%	N
I am working in the professional area of the advanced certification program I completed in 2021	31.7%	19
I am working as a classroom teacher	26.7%	16
I am working in the professional area of the advanced certification program I completed in 2021 & I am working as a classroom teacher	26.7%	16
I am working in a school-based job, but it's neither in the area of my advanced certification nor as a classroom teacher	13.3%	8
I am working, but not in a school-based job. Optional - I am working...	1.7%	1
TOTAL		60

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You indicated that you are not working in the professional area of the advanced certification program you completed in 2021. We'd like to learn more. Please select all that apply: (data aggregated by respondent)	%	N
I am happy in the role I had before completing my certification	40.0%	10
I completed a certification program but I am not currently / no longer interested in going into that area of work	12.0%	3
I am happy in the role I had before completing my certification & I completed a certification program but I am not currently / no longer interested in going into that area of work	4.0%	1
I have looked for jobs that use my new certification but I have not secured a position yet	32.0%	8
Other	8.0%	2
I am happy in the role I had before completing my certification & Other	4.0%	1
TOTAL		25

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	60	3.68	0.67	46	11	1	2
My work is meaningful	60	3.77	0.53	49	8	3	0
My work allows me to continue to grow and learn	60	3.59	0.69	42	10	7	0

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