RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:
Initial Teacher Licensure and
Advanced Certification

CAEP Accountability Measures

APRIL 2025

AND

CAEP Accountability Measures: Table of Contents

Introduction – p. 3

Measure 1: Completer Impact and Effectiveness – p. 4

- Value Added Ratings
- ACHIEVE NJ Ratings

Measure 2: Satisfaction of Employers and Stakeholder Involvement – p. 6

- Advisory Council
- Alumni Survey – Initial: Feedback
- Alumni Survey – Advanced: Feedback
- Employer Survey

Measure 3: Candidate Competency at Program Completion – p. 16

- Initial Licensure: Enrollment, Completion and Certification Data
- Initial Licensure: Praxis II Test Results
- Initial Licensure: NJDOE Temporary Performance Measure for Licensure
- Advanced Programs: Enrollment, Completion and Certification Data
- Advanced Programs: Exams for Principal and Administrator Certification
- Advanced Programs: EPP-Created Key Assignment Data

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared – p. 35

- Alumni Survey – Initial: Employment
- Alumni Survey – Advanced: Employment

Click the links above to jump to each section of the report.

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2025 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, Middle School Subject Matter Specialization, and starting in 2025-2026, ESL), 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 (not currently accepting applications) and Teacher of Students with Disabilities (TOSD). All abovementioned programs are accredited by CAEP as of fall 2021.

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 GSE.

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 2023 reports released in fall 2024 – about Rutgers traditional initial licensure (degree 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 had provided a report about Rutgers alternate route program completers, however they did not produce this report for 2023. Instead, they made specific evaluation and employment data available upon request. Finally, the NJDOE produces a report for all Certificate of Eligibility (CE) programs, inclusive of 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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2025 CAEP Accountability Measures

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 Table of Contents)

The SGP and SGO data RUEPP received from the NJDOE is reflective of completers from the 2020-2021 school year who were employed in an NJ public school and evaluated as teachers two school years later (2022-2023). 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 (degree program) graduates and alternate route completers have been rated Highly Effective or Effective at comparable rates to each other and CEAS and CE holders statewide, though this year the data for the Alternate Route completers is suppressed, as the NJDOE suppresses data when N < 10. This is evident in the comparison table below, with Rutgers rates highlighted in green. The NJDOE EPP Performance Reports for Rutgers degree program (CEAS) completers, CEAS holders statewide, and CE holders statewide are available here. While the NJDOE does not create program-specific CE completer reports anymore, they provided the underlying evaluation data needed to populate the summary table due to our collaborative relationship.

Evaluation Data for 2020-2021 Certified Completers who are Employed in NJ Public Schools in 2022-2023						
	Teacher SGP Score			Teacher SGO Score		
Cohort	Highly Effective or Effective	Total Rated	%	Highly Effective or Effective	Total Rated	%
Rutgers Degree Program Graduates (CEAS)	16	23	**70%**	117	120	**98%**
CEAS Completers Statewide	159	219	**73%**	1428	1476	**97%**
Rutgers Alternate Route Completers (CE)	*	11	**--**	132	141	**94%**
CE Completers Statewide	38	55	**69%**	525	561	**94%**

* The NJDOE suppresses data when N < 10

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

ACHIEVE NJ Ratings – *As mandated under the NJ Teacher Evaluation System, all teachers are rated by their principals or school administrators. These ratings fall into two categories: a) Summative Score (SS) and b) Teacher Practice Score (TPS). The SS is a compilation of the SGO, SGP, and TPS. (See **Value Added Ratings** for additional information about SGO and SGP). The TPS is based on observations of instruction made by a school administrator and evaluated using one of the state-approved, validated measures to evaluate teaching performance.* (Back to Table of Contents)

The SS and TPS data RUEPP received from the NJDOE is reflective of completers from the 2020-2021 school year who were employed in an NJ public school and evaluated as teachers two school years later (2022-2023). The vast majority of Rutgers traditional initial licensure (degree program) graduates and alternate route completers are rated Effective or Highly Effective using both evaluation methods. This indicates Rutgers graduates / completers are effective teachers based on the evaluation systems implemented across the state as summarized in the table below, with Rutgers rates highlighted in green. Excerpts of the NJDOE EPP Performance Reports for Rutgers degree program (CEAS) completers, CEAS holders statewide, and CE holders statewide are available here. While the NJDOE does not create program-specific CE completer reports anymore, they provided the underlying evaluation data needed to populate the summary table due to our collaborative relationship.

Evaluation Data for 2020-2021 Certified Completers who are Employed in NJ Public Schools in 2022-2023						
	Summative Score			Teacher Practice Score		
Cohort	Highly Effective or Effective	Total Rated	%	Highly Effective or Effective	Total Rated	%
Rutgers Degree Program Graduates (CEAS)	121	121	**100%**	119	120	**99%**
CEAS Completers Statewide	1484	1496	**99%**	1460	1481	**99%**
Rutgers Alternate Route Completers (CE)	144	145	**99%**	141	142	**99%**
CE Completers Statewide	549	563	**98%**	551	565	**98%**

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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. It typically meets three times each year with Rutgers faculty and staff.* (Back to Table of Contents)

In 2023-2024, among many other things, the Advisory Council provided feedback on programmatic changes the GSE is considering, specifically related to many recent changes in the New Jersey state code. They continued, as they did in 2022-2023, to participate in key assessment validation projects and provide critical input on *problems of practice*. During the *problems of practice* work, Advisory Council members split into two groups, one focusing on the traditional route to initial licensure and the other focusing on the alternate route to initial licensure. Below are screenshots from meeting materials highlighting some of this work.

The Zoom chat from the November 2023 Meeting shows a discussion prompt related to changes in the New Jersey state code that impact educator preparation programs at both the initial licensure and advanced certification levels, what Advisory Council members' current needs are, and how the changes in the code and, consequently, changes at the GSE may create opportunities for the GSE to meet our partners' needs.

GSE Advisory Council
Meeting 1 of 3 Chat
11/14/2023

Your Thoughts – New Opportunities in the NJ Code:

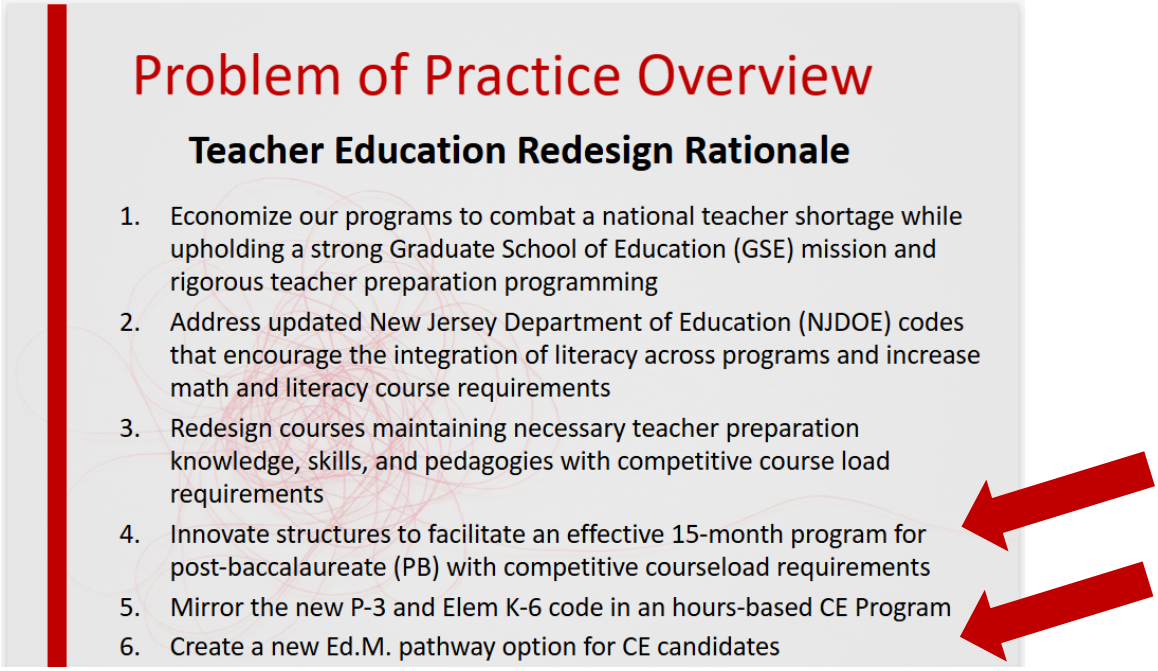
- What do You need?
- Will these changes/opportunities help you?

16:54:49 From [redacted] To Everyone: Absolutely! We have a shortage of WL, Bilingual, and ESL teachers
16:57:13 From [redacted] To Everyone: I have deep openings in Special education (Self-contained teachers) but know that math and science are very needed.
17:05:39 From [redacted] To Everyone: And ESL
17:08:44 From [redacted] To Everyone: Flexibility of courses virtual and in person
17:47:21 From [redacted] To Everyone: I love the field of education and hope that this work will lead to more individuals wanting to go into this field! It is truly disheartening that we have a teacher shortage. I really want to help with this!
17:47:29 From [redacted] To Everyone: I'm excited to find ways to include learning more about reading specialists and coaching programs during these meetings.
17:47:29 From [redacted] To Everyone: Strengthening the partnership to support the growth of new teachers to prepare them to enter the profession.
17:47:29 From [redacted] To Everyone: The focus on family and community engagement at the P - 3 level is critical so great job making sure these candidates learn these skills and work on this actively through project based learning!
17:47:30 From [redacted] To Everyone: Strategies to bring in more teacher candidates, opportunities for higher learning for current teachers, and potential ways to address teacher shortages.
17:47:30 From [redacted] To Everyone: I am excited about the work the GSE is doing to bring more educators into the field, and the ways in which the GSE is designing programs that are responsive to the conditions faced in today's classrooms

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

During the March 2024 Meeting, the following Problem of Practice Overview was shared, related to redesign of the teacher education programs in alignment with new state code. The Advisory Council divided into two groups – one that focused on #4 below – particularly impacting the GSE's initial licensure degree programs, and another that focused on #5 and #6 – particularly impacting the GSE's alternate route initial licensure program. In both groups, after the presentation of the problem, targeted questions were asked, and responses were captured on a note-taking sheet during the meeting.



In what ways are we equipped, and in what ways would we need to adjust our partnerships, to successfully conduct this clinical work? What strategies could we use to address district capacity? • Pairing teachers with candidates starting a program - pipeline and mentorship included in the process. Being a cooperating teacher as built into the program (Advanced Cert or other). • Referral program where teachers can receive a bonus when they refer a new teacher who stays for the entire year. Regarding cooperating teachers, if they can secure a candidate (RU student teacher), the teacher can be incentivized for helping the student teacher interview and hopefully gain employment in the same district or another student teacher - almost developing a pipeline of teachers and a partnership between RU and the district. • Creating PD for cooperating teachers across state, to create community and maintain growth mindset → Align GSE PD offerings to districts' yearly plans (finalized in Spring, by April/May). Teachers would sign up and decide late June. Virtual could be preferred.
What strategies could we use to recruit and maintain Cooperating Teachers (e.g. create a pool of CTs)? • Increase stipend payment amount • Rotating subject areas particularly in secondary levels across districts (small districts with small pool of content area teachers could not absorb an increase in # of students to mentor) • Provide CTs with professional development forums (virtually)
What would partnership schools need from the GSE to successfully address these clinical needs? • Incentives: $, free RU gym membership, game tickets, etc. • Referral bonus mentioned.

We are requesting your review of our proposed program redesign for elementary candidates who now require increased literacy, math, and special education courses for New Jersey teacher certification.

Q: How does this proposed plan compare to other AR hours-based programs?
A: None yet - this is a new frontier!

Q: How can we package the program to continue to be competitive (for example, 2-year at Rutgers vs an 18-month program)?
Idea: A mentor/cohort group to workshop as a PLC around content-practices to count towards hours in lieu of a class.
Idea: Capture "real teaching" practices, like video evidence and meeting with their school's Special Ed. Coordinator.
Idea: Leverage job-embedded experiences. Can Teachers submit their formal evaluations as evidence? Can teachers develop PD for their districts? "Experience-based credit"

Q: Can district-provided professional development hours count towards AR requirements?
Idea: Classroom Management needs to be considered incorporating the skills around the new mandate
Idea: Poll teachers' ideas for how this K-6 Program can look
Idea: Diagnostic and data review

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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.

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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.

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)

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

In the job categories for which you've employed Rutgers Traditional Initial Licensure Program 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.	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 Rutgers Alternate Route Initial Licensure Program 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.	3.92	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 Rutgers Advanced Certification Program 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	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

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

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)

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.	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: *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.	3.60	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

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

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, 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

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

* * * * * *

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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%**

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.

Initial Licensure: Praxis II Test Results – *The state mandates that candidates pass content area tests for most licensure areas at the initial level. In language education, a different set of exams – OPI and WPT – 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.* (Back to Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

The Praxis II data below is representative of RUEPP completers from 2022-2023. 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. Scores are presented for the required OPI (Oral Proficiency Interview) and WPT (Writing Proficiency Test) language proficiency exams as well. Several content areas are exempted by the state from taking a Praxis II test.

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. Of degree program graduates, 99.4% (156/157) passed all required exams, and one graduate passed three of four required exams. Two agricultural science and eleven dance education graduates were not required to take an exam. In total, 397 Praxis II, OPI, and WPT exams were taken (not including retakes), presented in the following tables. Data from only one licensure area is included, however 35 completers from the Elementary program also passed an additional Praxis II exam, making them eligible for a co-certificate in P-3 early childhood education (19), or the following middle school subject areas: ELA (5) and math (11).

Alternate route candidates are required to take and pass the Praxis II or language proficiency exams (OPI and WPT) 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 and provided, by request, to Rutgers. Per the NJDOE, if a candidate receives a CE, they have passed all required exams at that time or met the GPA Flexibility option. The data presented here is collected from all available sources, specifically the NJDOE, ETS, and by program completers. There were 368 completers from the alternate route program in 2022-2023. Of those, one dance and four psychology completers were not required to take a Praxis II exam. One completer took an old Praxis II exam and the NJ passing score is not available and for one the score provided by NJDOE was an error (higher than the maximum score), so they have been removed from the data set. There were an additional two completers for whom scores could not be found. This is an improvement from last year, where scores for more than 20 completers could not be found, and speaks to the work done by NJDOE to improve their systems and share complete data with EPPs in NJ. English as a Second Language completers are required to take both an OPI and WPT exam. Rutgers collected a score for one of the exams for five completers, and no

scores for nine completers. For French and Spanish, completers must pass a Praxis II exam as well as an OPI exam. While all required Praxis II exam scores were collected, only four of six OPI French exams were collected and three of nineteen OPI Spanish scores were collected. For Chinese, Italian, Japanese and Latin only an OPI exam is required. Two of three OPI Chinese scores were collected, however no score was collected for the one completer in each of the three other language areas. As mentioned above, all applicants to the alternate route program must meet testing requirements before the NJDOE grants them a CE, a prerequisite to enroll in a program, so Rutgers can assume even without the score reports that they passed any required Praxis II or language proficiency exams, though perhaps as a result of the Praxis II / GPA Flexibility option. Beginning with CE applicants in summer 2022, the NJDOE began receiving OPI and WPT scores directly from LTI, who administers the exams, and storing the numeric scores electronically. Prior, OPI and WPT language exam scores were stored as individual PDF score report forms and are unable to be shared. As a result, Rutgers expects to have access to significantly more language proficiency scores next year, but will continue to have difficulty collecting these scores for candidates who took and passed the exams before summer 2022. Praxis II and language proficiency data is presented for 347 of 368 completers. Of them, 93% (323/347) passed all required exams based solely on their score(s) though as discussed above, for some completers only one of two language proficiency exam scores was available and included in this analysis. The remaining 7% (24/347) passed through a combination of their score(s) and their high undergraduate GPA, taking advantage of the Flexibility option. In total, 347 alternate route completers took 798 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. Many completers passed additional exams and received CEs in additional licensure areas.

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 the degree programs. Second, data for RUEPP 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 2019 and July 2022 according to ETS's *Understanding Your Praxis Scores 2022-23*. Data is suppressed when N < 5.

Praxis II Test	# Pass	N	Pass Rate	RUEPP Average Score	NJ Passing Score	National Median	Average Performance Range
RUEPP Total	**1162**	**1195**	**97.2%**				
0014 Elementary Education (old)	10	11	90.9%	157.5	141		
0041 English Language, Literature And Composition Content Knowledge (old)	6	6	100.0%	171.5	162		
0061 Mathematics: Content Knowledge (old)	2	2	100.0%	*	137		
0191 Spanish Content Knowledge (old)	1	1	100.0%	*	159		
5002 Elem Ed: MS Reading & Language Arts Subtest	200	205	97.6%	172.1	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	200	205	97.6%	179.4	157	172	160-186
5004 Elem Ed: MS Social Studies Subtest	202	205	98.5%	172.9	155	166	157-177
5005 Elem Ed: MS Science Subtest	197	205	96.1%	174.1	159	169	161-179
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	5	5	100.0%	175.6	165		
5033 Elem Ed: MS Mathematics Subtest (old)	4	5	80.0%	*	164		
5034 Elem Ed: MS Social Studies Subtest (old)	4	5	80.0%	*	155		

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

5035 Elem Ed: MS Science Subtest (old)	4	5	80.0%	*	159		
5038 English Language Arts: Content Knowledge	34	35	97.1%	180.4	167	178	170-186
5051 Technology Education	1	1	100.0%	*	159	179	168-188
5081 Social Studies: Content Knowledge	54	55	98.2%	172.0	157	167	157-178
Praxis II Test, Continued	**# Pass**	**N**	**Pass Rate**	**RUEPP Average Score**	**NJ Passing Score**	**National Median**	**Average Performance Range**
5091 Phys Ed: Content Knowledge	3	3	100.0%	*	148	154	150-159
5101 Business Education: Content Knowledge	6	6	100.0%	177.0	154	171	161-180
5113 Music: Content Knowledge	34	34	100.0%	169.3	153	166	159-175
5134 Art: Content Knowledge	19	19	100.0%	170.6	158	164	157-172
5161 Mathematics: Content Knowledge (old)	14	15	93.3%	172.2	160		
5165 Mathematics	6	6	100.0%	183.7	159	167	150-182
5174 French: World Language	5	6	83.3%	176.3	162	170	156-184
5195 Spanish: World Language	20	20	100.0%	181.0	168	176	162-187
5235 Biology: Content Knowledge	20	20	100.0%	173.9	152	163	153-173
5245 Chemistry: Content Knowledge	11	11	100.0%	178.5	152	159	148-173
5265 Physics: Content Knowledge	14	16	87.5%	163.8	141	152	138-167
5435 General Science: Content Knowledge	42	44	95.5%	176.9	152	161	150-176
5571 Earth and Space Sciences: Content Knowledge	1	1	100.0%	*	153	162	152-174
5641 Theater	5	5	100.0%	168.4	153	169	161-178
5857 Health and Phys Ed: Content Knowledge	13	13	100.0%	168.8	160	165	158-172
OPI Chinese	2	2	100.0%	*	6		
OPI English	7	7	100.0%	9.9	7		
OPI French	4	4	100.0%	*	7		
OPI Italian	1	1	100.0%	*	7		
OPI Spanish	5	5	100.0%	8.0	7		
WPT English	6	6	100.0%	9.2	7		

RUEPP Program, Licensure Area, and *Praxis II Exams*	**# Pass**	**N**	**Pass Rate**	**RUEPP Average Score**	**NJ Passing Score**	**National Median**	**Average Performance Range**
RUEPP Total	**1162**	**1195**	**97.2%**				
Alternate Route Licensure Areas	**766**	**798**	**96.0%**				
1001 – Elementary School Teacher in Grades K–6							
0014 Elementary Education (old)	10	11	90.9%	157.55	141		
5002 Elem Ed: MS Reading & Language Arts Subtest	126	131	96.2%	170.89	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	126	131	96.2%	177.45	157	172	160-186
5004 Elem Ed: MS Social Studies Subtest	128	131	97.7%	173.45	155	166	157-177
5005 Elem Ed: MS Science Subtest	124	131	94.7%	173.91	159	169	161-179
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	5	5	100.0%	175.60	165		
5033 Elem Ed: MS Mathematics Subtest (old)	4	5	80.0%	*	164		
5034 Elem Ed: MS Social Studies Subtest (old)	4	5	80.0%	*	155		
5035 Elem Ed: MS Science Subtest (old)	4	5	80.0%	*	159		

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

RUEPP Program, Licensure Area, and *Praxis II Exams*, Continued	# Pass	N	Pass Rate	RUEPP Average Score	NJ Passing Score	National Median	Average Performance Range
1200 – Teacher of Art							
5134 Art: Content Knowledge	19	19	100.0%	170.58	158	164	157-172
1300 – Teacher of Comprehensive Business							
5101 Business Education: Content Knowledge	6	6	100.0%	177.00	154	171	161-180
1410 – Teacher of English							
0041 English Language, Literature And Composition Content Knowledge (old)	6	6	100.0%	171.50	162		
5038 English Language Arts: Content Knowledge	22	23	95.7%	181.09	167	178	170-186
1451 – Teacher of Theater							
5641 Theater	5	5	100.0%	168.40	153	169	161-178
1475 – English as a Second Language							
OPI English	3	3	100.0%	*	7		
WPT English	2	2	100.0%	*	7		
1510 – Teacher of French							
5174 French: World Language	5	6	83.3%	176.33	162	170	156-184
OPI French	4	4	100.0%	*	7		
1550 – Teacher of Spanish							
0191 Spanish Content Knowledge (old)	1	1	100.0%	*	159		
5195 Spanish: World Language	18	18	100.0%	181.17	168	176	162-187
OPI Spanish	3	3	100.0%	*	7		
1572 – Teacher of Chinese							
OPI Chinese	2	2	100.0%	*	6		
1605 – Teacher of Health and Physical Education							
5857 Health and Phys Ed: Content Knowledge	13	13	100.0%	168.85	160	165	158-172
1630 – Teacher of Physical Education							
5091 Phys Ed: Content Knowledge	3	3	100.0%	*	148	154	150-159
1810 – Teacher of Technology Education							
5051 Technology Education	1	1	100.0%	*	159	179	168-188
1900 – Teacher of Mathematics							
0061 Mathematics: Content Knowledge (old)	2	2	100.0%	*	137		
5161 Mathematics: Content Knowledge (old)	14	15	93.3%	172.20	160		
2100 – Teacher of Music							
5113 Music: Content Knowledge	6	6	100.0%	173.17	153	166	159-175
2210 – Teacher of Biological Science							
5235 Biology: Content Knowledge	17	17	100.0%	173.82	152	163	153-173
5435 General Science: Content Knowledge	16	18	88.9%	172.39	152	161	150-176
2220 – Teacher of Earth Science							
5435 General Science: Content Knowledge	1	1	100.0%	*	152	161	150-176
5571 Earth and Space Sciences: Content Knowledge	1	1	100.0%	*	153	162	152-174
2240 – Teacher of Physical Science							
5245 Chemistry: Content Knowledge	1	1	100.0%	*	152	159	148-173

5265 Physics: Content Knowledge	1	1	100.0%	*	141	152	138-167
5435 General Science: Content Knowledge	1	1	100.0%	*	152	161	150-176
2260 – Teacher of Physics							
5265 Physics: Content Knowledge	8	10	80.0%	161.10	141	152	138-167
RUEPP Program, Licensure Area, and *Praxis II Exams*, Continued	**# Pass**	**N**	**Pass Rate**	**RUEPP Average Score**	**NJ Passing Score**	**National Median**	**Average Performance Range**
5435 General Science: Content Knowledge	10	10	100.0%	173.70	152	161	150-176
2270 – Teacher of Chemistry							
5245 Chemistry: Content Knowledge	6	6	100.0%	176.67	152	159	148-173
5435 General Science: Content Knowledge	6	6	100.0%	187.67	152	161	150-176
2300 – Teacher of Social Studies							
5081 Social Studies: Content Knowledge	32	33	97.0%	171.00	157	167	157-178
Degree Programs	**396**	**397**	**99.7%**				
Biology (2210 – Teacher of Biological Science)							
5235 Biology: Content Knowledge	3	3	100.0%	*	152	163	153-173
5435 General Science: Content Knowledge	3	3	100.0%	*	152	161	150-176
Elementary (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	44	44	100.0%	174.27	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	44	44	100.0%	182.18	157	172	160-186
5004 Elem Ed: MS Social Studies Subtest	44	44	100.0%	171.48	155	166	157-177
5005 Elem Ed: MS Science Subtest	43	44	97.7%	173.91	159	169	161-179
English (1410 – Teacher of English)							
5038 English Language Arts: Content Knowledge	12	12	100.0%	179.08	167	178	170-186
Language							
1475 – English as a Second Language							
OPI English	4	4	100.0%	*	7		
WPT English	4	4	100.0%	*	7		
1530 – Teacher of Italian							
OPI Italian	1	1	100.0%	*	7		
1550 – Teacher of Spanish							
5195 Spanish: World Language	2	2	100.0%	*	168	176	162-187
OPI Spanish	2	2	100.0%	*	7		
Mathematics (1900 – Teacher of Mathematics)							
5165 Mathematics	6	6	100.0%	183.67	159	167	150-182
Music (2100 – Teacher of Music)							
5113 Music: Content Knowledge	28	28	100.0%	168.50	153	166	159-175
Physics							
2240 – Teacher of Physical Science							
5245 Chemistry: Content Knowledge	4	4	100.0%	*	152	159	148-173
5265 Physics: Content Knowledge	4	4	100.0%	*	141	152	138-167
5435 General Science: Content Knowledge	4	4	100.0%	*	152	161	150-176
2260 – Teacher of Physics							

5265 Physics: Content Knowledge	1	1	100.0%	*	141	152	138-167
5435 General Science: Content Knowledge	1	1	100.0%	*	152	161	150-176
Social Studies (2300 – Teacher of Social Studies)							
5081 Social Studies: Content Knowledge	22	22	100.0%	173.55	157	167	157-178
Special Education (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	30	30	100.0%	174.27	157	170	161-179
5003 Elem Ed: MS Mathematics Subtest	30	30	100.0%	183.90	157	172	160-186
5004 Elem Ed: MS Social Studies Subtest	30	30	100.0%	172.57	155	166	157-177
5005 Elem Ed: MS Science Subtest	30	30	100.0%	175.07	159	169	161-179

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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 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 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. All 368 alternate route completers either met the benchmarks for the temporary performance measure OR 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. 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

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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 2022-2023, 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. The vast majority of completers are issued their certificates, however sometimes completers enroll in programs to earn a degree or credits to advance their careers that do not require obtaining the certificate. Additionally, sometimes completers receive their certificate but the GSE cannot easily verify it, and thus the certification rates may be slightly higher than presented.

GSE Program (Master of Education)	Number of Enrolled Candidates	Number of Completers	Number of Completers Issued Certificates by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	1	0	N/A	N/A
English as a Second Language (ESL)	0	0	N/A	N/A
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE)	0	0	N/A	N/A
Learning Disabilities Teacher Consultant (LDTC)	11	3	3	100%
Principal	0	0	N/A	N/A
Principal and Supervisor	17	3	3	100%
Reading Specialist and Supervisor *	49	14	12	86%
Teacher of Students with Disabilities (TOSD) **	52	21	19	90%
TOTAL	**130**	**41**	**37**	**90%**

* Four completers were issued both licenses in 2023-2024.

** Thirteen completers were issued their license in 2021-2022 or earlier, prior to degree completion, and two completers were issued their license in 2023-2024.

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	2	1	50%
English as a Second Language (ESL) *	90	25	25	100%
English as a Second Language and Bilingual / Bicultural Education (ESL & BBE) **	13	4	3	75%
Learning Disabilities Teacher Consultant (LDTC) ***	42	20	19	95%
Preschool through Grade 3 (P-3)	8	2	2	100%
Principal	5	2	2	100%
Reading Specialist	3	0	N/A	N/A
School Administrator	3	2	1	50%
Supervisor ****	100	57	53	93%
Teacher Leader *****	3	2	2	100%
Teacher of Students with Disabilities (TOSD) ******	214	65	61	94%
TOTAL	**491**	**181**	**169**	**93%**

* Three completers were issued their license in 2023-2024.
** One completer was issued both licenses in 2023-2024 and one completer was issued one license in 2023-2024.
*** One completer was issued their license in 2023-2024.
**** Twelve completers were issued their license in 2023-2024.
***** One completer was issued their license in 2023-2024.
****** Six completers were issued their license in 2023-2024.

Licensure Area	Number of Completers	Number of Certificates Issued by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	6	4	67%
English as a Second Language (ESL)	29	28	97%
Learning Disabilities Teacher Consultant (LDTC)	23	22	96%
Preschool through Grade 3 (P-3)	2	2	100%
Principal	5	5	100%
Reading Specialist	14	12	86%
School Administrator	2	1	50%
Supervisor	74	68	92%
Teacher Leader	2	2	100%
Teacher of Students with Disabilities (TOSD)	86	80	93%
TOTAL	**243**	**224**	**92%**

Advanced Programs Certification Rate - By Completer	
Number of Completers	220
Number Issued All Licenses Sought	204
Certification Rate (All Licenses)	**93%**

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

For the Principal and School Administrator state certificates, if program completers nominate themselves directly / apply to the NJDOE for their certificates, the NJDOE receives their exam scores and confirms that required exams were passed. As a result, exam scores are not required to be sent to Rutgers. However, Rutgers is working to collect all School Leadership Series exam results in the future.

In 2022-2023, there were five 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 and were issued their licenses by the state. Rutgers has scores for four of the completers, and 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. However, data is not presented as numbers are suppressed in this report when N < 5.

In 2022-2023 there were two School Administrator endorsement program completers, one of whom nominated themselves for their license, indicating that they passed the School Superintendent Assessment – 6991 School Leadership Series exam administered by ETS, but did not submit scores to Rutgers. The other completer has not been issued their certificate by the NJDOE. So, it is unclear if they passed the exam but did not have scores sent to Rutgers or if they did not take / pass the exam yet.

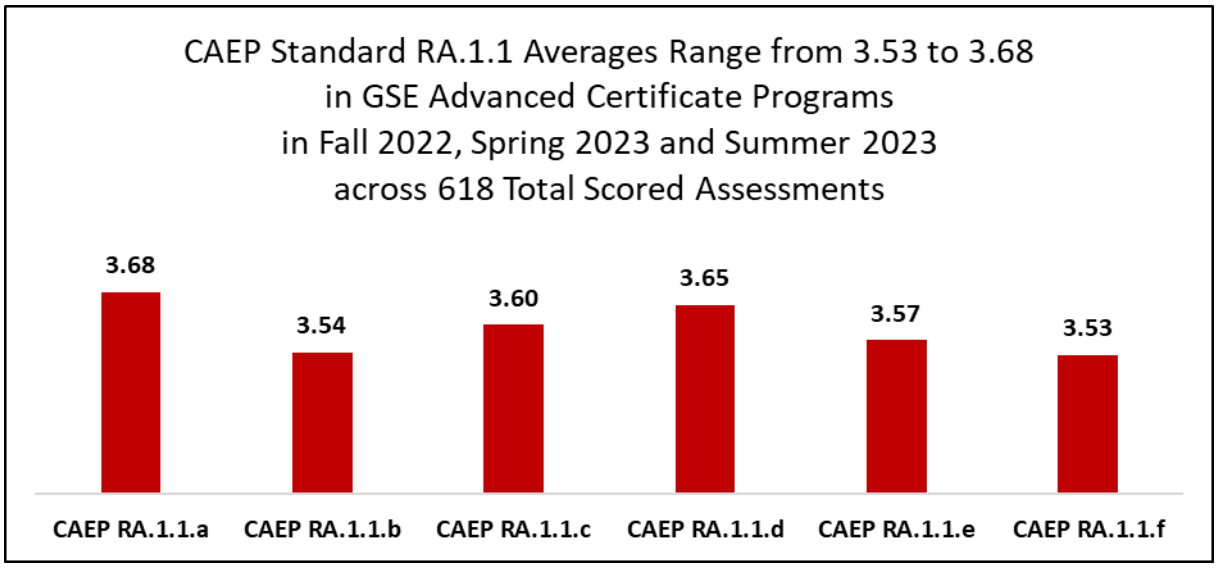
Advanced Programs: EPP-Created Key Assignment Data – *Beginning in spring 2021, Rutgers GSE began aggregating advanced certification program key assignment data aligned to CAEP Standard A.1, now RA.1, into a report for review by the Advanced Program Coordinator Committee (APCC). This committee is comprised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

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

Data Overview: Fall 2022, Spring 2023, and Summer 2023 Key Assignments for GSE Advanced Certification Programs aligned to CAEP Standard RA.1

Advanced certification candidates across all nine programs completed 21 key assignments across 34 course sections. Assignment rubrics were created by each program, and are aligned both to 2022 CAEP Standard RA.1.1 and the program's professional standards. All rubric scales range from 1-4. Following is a chart summarizing data across all programs aligned to CAEP Standard RA.1.1, and then this data is disaggregated by program and key assignment, and includes the N, Average, and Standard Deviation.

This data was shared with program coordinators, who were asked to disseminate it with their faculty colleagues for review. Scores are generally high across programs, however there is now variation in scores that was not seen when this sort of data was first prepared and presented (spring 2021 data presented in 2021-2022). We interpret this to mean that candidates are proficient in the areas in which they are being assessed. Additionally, as programs have been undergoing both validity and reliability studies, they have modified assignments and rubrics to best capture information about their candidates that will be useful for the program.



2024 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	**RA.1.1.a. Applications of data literacy**			**RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies**			**RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments**			**RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**			**RA.1.1.e. Supporting appropriate applications of technology for their field of specialization**			**RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
ESL/BBE				**128**	**3.45**	**0.58**	**128**	**3.44**	**0.61**							**128**	**3.36**	**0.66**
Advocacy Report Assignment - Summer 2023 - 15:253:522:F2				**10**	**3.83**	**0.17**	**10**	**3.83**	**0.17**							**10**	**3.80**	**0.33**
Analysis of Academic Language - Spring 2023				**42**	**3.45**	**0.42**	**42**	**3.46**	**0.46**							**42**	**3.54**	**0.40**
15:253:510:90				19	3.50	0.43	19	3.51	0.44							19	3.59	0.36
15:253:510:91				23	3.41	0.41	23	3.42	0.48							23	3.49	0.41
Classroom Observation Assignment				**36**	**2.96**	**0.67**	**36**	**2.91**	**0.67**							**36**	**2.74**	**0.75**
Fall 2022 - 15:253:539:90				15	3.20	0.60	15	3.16	0.59							15	3.07	0.57
Spring 2023 - 15:253:539:90				21	2.79	0.67	21	2.73	0.66							21	2.51	0.78
Portfolio of Language Structures				**40**	**3.81**	**0.34**	**40**	**3.79**	**0.37**							**40**	**3.63**	**0.44**
Summer 2023 - 15:253:530:B1				19	3.84	0.24	19	3.82	0.33							19	3.70	0.33
Summer 2023 - 15:253:530:B2				21	3.77	0.41	21	3.76	0.40							21	3.56	0.51

* Data is suppressed when N < 5

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	**RA.1.1.a. Applications of data literacy**			**RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies**			**RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments**			**RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**			**RA.1.1.e. Supporting appropriate applications of technology for their field of specialization**			**RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
LDTC	**13**	**3.54**	**0.63**	**26**	**3.54**	**0.57**	**13**	**3.54**	**0.63**	**40**	**3.83**	**0.25**	**40**	**3.92**	**0.19**	**27**	**3.96**	**0.08**
Classroom Observation Assignment	**13**	**3.54**	**0.63**	**13**	**3.54**	**0.63**	**13**	**3.54**	**0.63**									
Fall 2022 - 15:293:526:01	5	3.31	0.42	5	3.31	0.42	5	3.31	0.42									
Summer 2023 - 15:293:526:C6	8	3.68	0.70	8	3.68	0.70	8	3.68	0.70									
Independent Research Synthesis Paper - Spring 2023 - 15:293:527:01										**6**	**3.75**	**0.14**	**6**	**3.61**	**0.30**	**6**	**4.00**	**0.00**
Initial Assessment Portfolio - Test Administration Report and Observation				**13**	**3.54**	**0.50**				**13**	**3.65**	**0.32**	**13**	**3.96**	**0.13**			
Fall 2022 - 15:293:526:01				5	3.00	0.00				5	3.35	0.30	5	4.00	0.00			
Summer 2023 - 15:293:526:C6				8	3.88	0.33				8	3.83	0.14	8	3.94	0.17			
Professional LDTC Portfolio - Spring 2023 - 15:293:636:01										**21**	**3.97**	**0.07**	**21**	**3.99**	**0.05**	**21**	**3.95**	**0.09**

* Data is suppressed when N < 5

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	**RA.1.1.a. Applications of data literacy**			**RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies**			**RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments**			**RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**			**RA.1.1.e. Supporting appropriate applications of technology for their field of specialization**			**RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
P-3				**18**	**2.13**	**0.51**				**55**	**3.95**	**0.23**						
Arts Integrated Lesson Plan										**55**	**3.95**	**0.23**						
Spring 2023										39	4.00	0.00						
05:300:304:01										*22*	*4.00*	*0.00*						
05:300:304:02										*17*	*4.00*	*0.00*						
Summer 2023 - 05:300:304:A6										16	3.81	0.39						
Family/Community Involvement Plan - Spring 2023 - 15:295:521:90				**18**	**2.13**	**0.51**												
Principal										**9**	**3.30**	**0.61**	**9**	**3.00**	**0.82**	**9**	**3.29**	**0.59**
Final Report and Self-Evaluation of Leadership Knowledge and Skills										**9**	**3.30**	**0.61**	**9**	**3.00**	**0.82**	**9**	**3.29**	**0.59**
Fall 2022 - 15:230:530:01										4	*	*	4	*	*	4	*	*
Spring 2023 - 15:230:531:01										5	3.77	0.39	5	3.60	0.49	5	3.74	0.38

* Data is suppressed when N < 5

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	RA.1.1.a. Applications of data literacy			RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies			RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments			RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents			RA.1.1.e. Supporting appropriate applications of technology for their field of specialization			RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
Reading Specialist	**66**	**3.90**	**0.16**	**84**	**3.92**	**0.15**	**66**	**3.90**	**0.16**									
Action Research Project - Spring 2023 - 15:299:566:90	**15**	**3.92**	**0.12**	**15**	**3.92**	**0.12**	**15**	**3.92**	**0.12**									
Case Study of an Individual Learner - Spring 2023 - 15:299:565:90	**16**	**3.88**	**0.13**	**16**	**3.88**	**0.13**	**16**	**3.88**	**0.13**									
Curriculum Assignment - Fall 2022 - 15:299:564:90				**18**	**4.00**	**0.00**												
Presentation of Diagnostic Assessment - Fall 2022 - 15:299:564:90	**18**	**3.85**	**0.12**	**18**	**3.85**	**0.12**	**18**	**3.85**	**0.12**									
Professional Development Webinar - Fall 2022 - 15:299:561:90	**17**	**3.94**	**0.24**	**17**	**3.94**	**0.24**	**17**	**3.94**	**0.24**									
School Administrator										**2**	*	*	**2**	*	*	**2**	*	*
Final Report and Self-Evaluation of Leadership Knowledge and Skills										**2**	*	*	**2**	*	*	**2**	*	*
Fall 2022 - 15:230:532:90										1	*	*	1	*	*	1	*	*
Spring 2023 - 15:230:532:01										1	*	*	1	*	*	1	*	*

* Data is suppressed when N < 5

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	**RA.1.1.a. Applications of data literacy**			**RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies**			**RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments**			**RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**			**RA.1.1.e. Supporting appropriate applications of technology for their field of specialization**			**RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
Supervisor				**50**	**3.35**	**0.84**	**75**	**3.70**	**0.31**	**75**	**3.39**	**0.49**	**75**	**3.39**	**0.49**	**75**	**3.70**	**0.31**
Professional Development Plan				**50**	**3.35**	**0.84**	**75**	**3.70**	**0.31**	**75**	**3.39**	**0.49**	**75**	**3.39**	**0.49**	**75**	**3.70**	**0.31**
Fall 2022 - 15:230:521:90				22	2.82	0.92	22	3.61	0.29	22	3.15	0.30	22	3.15	0.30	22	3.61	0.29
Spring 2023 - 15:230:521:91				27	3.77	0.43	27	3.93	0.21	27	3.58	0.50	27	3.58	0.50	27	3.93	0.21
Summer 2023				1	*	*	26	3.53	0.25	26	3.38	0.53	26	3.38	0.53	26	3.53	0.25
15:230:521:B1				*1*	*	*	*13*	*3.42*	*0.18*	*13*	*3.13*	*0.52*	*13*	*3.13*	*0.52*	*13*	*3.42*	*0.18*
15:230:521:E1							*13*	*3.63*	*0.27*	*13*	*3.64*	*0.40*	*13*	*3.64*	*0.40*	*13*	*3.63*	*0.27*
Teacher Leadership	**2**	*	*	**2**	*	*	**2**	*	*									
Teacher Research Project - Fall 2022 - 15:255:538:90	**2**	*	*	**2**	*	*	**2**	*	*									
TOSD	**92**	**3.54**	**0.34**	**191**	**3.60**	**0.40**	**191**	**3.58**	**0.45**				**191**	**3.59**	**0.40**			
IEP Case Study				**49**	**3.71**	**0.33**	**49**	**3.71**	**0.33**				**49**	**3.68**	**0.39**			
Fall 2022 - 15:293:533:90				19	3.75	0.26	19	3.75	0.26				19	3.84	0.28			
Spring 2023 - 15:293:533:90				17	3.57	0.44	17	3.57	0.44				17	3.44	0.45			
Summer 2023 - 15:293:533:E1				13	3.82	0.17	13	3.82	0.17				13	3.77	0.25			

* Data is suppressed when N < 5

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

GSE Advanced Certification Program Key Assignments Aligned to CAEP Advanced Standard RA.1.1																		
CAEP Standards	**RA.1.1.a. Applications of data literacy**			**RA.1.1.b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies**			**RA.1.1.c. Employment of data analysis and evidence to develop supportive school environments**			**RA.1.1.d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents**			**RA.1.1.e. Supporting appropriate applications of technology for their field of specialization**			**RA.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 Total	**173**	**3.68**	**0.36**	**499**	**3.54**	**0.59**	**475**	**3.60**	**0.48**	**181**	**3.65**	**0.47**	**317**	**3.57**	**0.46**	**241**	**3.53**	**0.57**
TOSD, Continued	**92**	**3.54**	**0.34**	**191**	**3.60**	**0.40**	**191**	**3.58**	**0.45**				**191**	**3.59**	**0.40**			
Professional Learning Community Paper	**92**	**3.54**	**0.34**	**92**	**3.52**	**0.40**	**92**	**3.54**	**0.37**				**92**	**3.54**	**0.37**			
Fall 2022 - 05:300:480:90	13	3.09	0.34	13	3.31	0.31	13	3.10	0.38				13	3.10	0.38			
Spring 2023	29	3.43	0.16	29	3.15	0.22	29	3.43	0.25				29	3.43	0.25			
05:300:480:90	*24*	*3.43*	*0.17*	*24*	*3.17*	*0.24*	*24*	*3.43*	*0.26*				*24*	*3.43*	*0.26*			
05:300:480:91	*5*	*3.44*	*0.08*	*5*	*3.07*	*0.13*	*5*	*3.40*	*0.13*				*5*	*3.40*	*0.13*			
Summer 2023	50	3.72	0.28	50	3.79	0.29	50	3.73	0.30				50	3.73	0.30			
05:300:480:B1	*20*	*3.89*	*0.28*	*20*	*3.97*	*0.10*	*20*	*3.93*	*0.20*				*20*	*3.93*	*0.20*			
05:300:480:E1	*15*	*3.77*	*0.10*	*15*	*3.96*	*0.11*	*15*	*3.82*	*0.17*				*15*	*3.82*	*0.17*			
05:300:480:H1	*15*	*3.44*	*0.18*	*15*	*3.38*	*0.11*	*15*	*3.36*	*0.15*				*15*	*3.36*	*0.15*			
Response to Intervention Proposal				**50**	**3.66**	**0.43**	**50**	**3.52**	**0.61**				**50**	**3.59**	**0.43**			
Fall 2022 - 15:293:533:90				19	3.84	0.28	19	3.84	0.36				19	3.74	0.41			
Spring 2023 - 15:293:533:90				18	3.50	0.55	18	3.11	0.66				18	3.36	0.43			
Summer 2023 - 15:293:533:E1				13	3.62	0.29	13	3.62	0.49				13	3.69	0.31			

* Data is suppressed when N < 5

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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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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.

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**

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 Table of Contents)

The most current available EPP data are presented. Updated information will be posted as soon as it becomes available.

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**

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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