RUTGERS – NEW BRUNSWICK

EDUCATOR PREPARATION PROGRAMS:
Initial Teacher Licensure and
Advanced Certification

CAEP Accountability Measures
APRIL 2025, revised JULY 2025

RUTGERS–NEW BRUNSWICK
Graduate School of Education

AND

RUTGERS–NEW BRUNSWICK
Mason Gross School of the Arts

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Introduction

Through Rutgers University – New Brunswick, candidates may seek initial teacher licensure through one of three pathways. First, candidates may seek licensure along with a master's degree in education through the Rutgers Graduate School of Education (GSE), either in the 5-year program (for Rutgers undergraduates) or the post-baccalaureate program. Teacher preparation programs at the GSE include the following disciplines: Agriculture (in conjunction with the School of Environmental and Biological Sciences), Biology, Dance (in conjunction with Mason Gross School of the Arts), Elementary (with options for P-3, 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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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

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%**

*   *   *   *   *   *

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Principal and Supervisor Surveys *– Annually, RUEPP administers two Employer Surveys – one for Principals and one for professional Supervisors. These are sent to Principals/Supervisors of traditional and alternate route initial licensure program completers and advanced certification program completers. The survey distribution lists are generated based the employment of RUEPP completers from two years prior. The Principal Survey distribution list is generated using employment data provided by the NJDOE and the list of professional Supervisors is generated based on the RUEPP Alumni Survey, where completers are asked to provide their supervisor's name and email, and grant permission for that person to be contacted by RUEPP.* (Back to Table of Contents)

Based on the data collected through the 2024 Employer Surveys, sent to employers of RUEPP completers from 2021-2022, both principals and professional supervisors – important stakeholders – are generally very satisfied with the RUEPP completers they employ and supervise. Principals and 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, where an average and standard deviation are provided below, used a 1-4 response option scale where 1 = Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, and 4 = Agree.

Principal Survey
- The distribution list for this survey – 476 principals – was generated based on employment data provided by the NJDOE. Employment data was requested about RUEPP's 664 completers who finished their initial or advanced certification program in 2021-2022. The NJDOE can provide this data for completers employed in New Jersey public schools, which in 2024 was 565 completers. In 67 instances, two or more completers were employed at the same school, and the principals were only contacted once, making the distribution list smaller than the number of completers employed in New Jersey.
- Overall, the survey response rate was 6.7% (32/476). Removing 55 emails that bounced back, the response rate is 7.6% (32/421). Of the 32 responses, 25 were complete responses and 7 were partial responses. There were 16 employers who indicated they knew they employed at least one Rutgers completer, and 16 who were unsure who they employed who was a Rutgers completer.
- 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 they employed. Those who did not were directed to a subset of survey questions not tied to their experience with Rutgers-prepared employees. Four employers checked multiple boxes.

What is your role?	N
Superintendent	2
Principal	30

In the past year, I have employed Rutgers program completers from (select all that apply): (*data aggregated by respondent*)	N
Traditional Initial Licensure Programs	7
Alternate Route Initial Licensure	3
Advanced Certificate Programs	2
Traditional Initial Licensure Programs **&** Alternate Route Initial Licensure	2
Alternate Route Initial Licensure **&** Advanced Certificate Programs	1

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

- Elementary
- Middle School Social Studies
- Elementary Special Education
- Music
- Preschool – Grade 3

In the job categories for which you've employed <u>Rutgers Traditional Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Traditional Initial Licensure Program completers I've employed...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	4.00	0.00	5
Effectively differentiate instruction for diverse learners.	3.80	0.40	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.	4.00	0.00	5
Build positive and collaborative relationships with families and communities.	3.80	0.40	5
Meet employment milestones for advancement and tenure.	4.00	0.00	5

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

- Elementary
- Elementary Special Education
- ESL
- Middle School Special Education
- Preschool – Grade 3
- World Language

In the job categories for which you've employed <u>Rutgers Alternate Route Initial Licensure Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Alternate Route Initial Licensure Program completers that I've employed...*	Average	SD	N
Meet the standards set by national professional organizations in the content area.	3.75	0.43	4
Effectively differentiate instruction for diverse learners.	3.50	0.87	4
Support and build upon the cultural competencies of diverse learners.	3.75	0.43	4
Use technology effectively to enhance P-12 student learning.	3.25	1.30	4
Build positive and collaborative relationships with colleagues.	3.75	0.43	4
Build positive relationships with students.	3.75	0.43	4
Build positive and collaborative relationships with families and communities.	3.75	0.43	4
Meet employment milestones for advancement and tenure.	3.75	0.43	4

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Rutgers University – New Brunswick

Employers indicated employing Rutgers advanced certification completers in the following areas:
- Learning Disabilities Teacher Consultant (LDTC)
- Preschool – Grade 3
- Principal
- Teacher Leadership
- Teacher of Students with Disabilities (TOSD)

In the job categories for which you've employed <u>Rutgers Advanced Certification Program</u> completers, please rate the degree to which you agree or disagree with the following statements: *The Rutgers Advanced Certification Program completers that I've employed...*	Average	SD	N
Are able to use data to inform their practice.	3.67	0.47	3
Use and understand research related to their job.	3.33	0.94	3
Employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.33	0.94	3
Lead and/or participate in collaborative activities with peers, parents, and other stakeholders.	3.67	0.47	3
Support appropriate applications of technology for their area of specialization.	3.33	0.94	3
Apply professional dispositions, laws and policies, codes of ethics and professional standards.	3.67	0.47	3
Build positive and collaborative relationships with families and communities.	3.67	0.47	3

I am satisfied with the preparation my Rutgers-trained employees received, as it relates to:	Average	SD	N
Working with diverse P-12 students.	3.70	0.64	10
Working with families of diverse P-12 students.	3.80	0.60	10
Improving diverse P-12 students' learning outcomes.	3.50	0.81	10
Utilizing technology to advance diverse P-12 student learning.	3.56	0.83	9

Question	Average	SD	N
My overall experience with the Rutgers-trained employees working in my school/district was positive.	3.80	0.60	10

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?	25	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. The 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	3
Supporting school- and university-based clinical educators who mentor teacher candidates	4.00	0.00	3
Determining expectations of teacher candidates throughout the teacher preparation process	4.00	0.00	3
Teacher candidate outcomes	3.67	0.47	3

Question	Average	SD	N
The GSE teacher candidates I have observed were prepared to perform their role as student teachers.	3.67	0.47	3

Supervisor Survey
- In spring 2024, the RUEPP Alumni Survey was sent to people who completed licensure programs in 2021-2022. They were asked to provide the name and email address of their professional supervisor and gave permission for their supervisors to be contacted. The distribution list for the Supervisor Survey had a response rate of 41% (15/37), including 13 complete responses and two partial responses. Two emails bounced and likely did not reach the intended recipients.
- The survey embedded the name of the RUEPP completer who listed them as their supervisor, and also provided the program category completed (Traditional Initial Licensure, Alternate Route Initial Licensure, or Advanced Certification), and 93% (14/15) of supervisors indicated knowing the person who named them. The survey directed the person who indicated *not* knowing the RUEPP completer only to generic feedback questions.
- Supervisors could indicate that they supervised additional RUEPP completers beyond the one who provided their name, and three selected that they supervised RUEPP completers from multiple program categories.

What is your role?	N
Principal	2
Supervisor	10
Other	3

"Other" write-in responses included: "Vice Principal," "Director of Curriculum and Instruction," and Director.

In the past year, I have supervised Rutgers program completers from (select all that apply): (*data aggregated by respondent*)	N
Traditional Initial Licensure Programs	3
Alternate Route Initial Licensure	4
Advanced Certificate Programs	4
Traditional Initial Licensure Programs **&** Alternate Route Initial Licensure	2
Traditional Initial Licensure **&** Advanced Certificate Programs	1

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

- Middle School Science
- Middle School Math
- Dance
- World Language

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	5
Effectively differentiate instruction for diverse learners.	4.00	0.00	5
Support and build upon the cultural competencies of diverse learners.	4.00	0.00	5
Use technology effectively to enhance P-12 student learning.	4.00	0.00	5
Build positive and collaborative relationships with colleagues.	4.00	0.00	5
Build positive relationships with students.	4.00	0.00	5
Build positive and collaborative relationships with families and communities.	4.00	0.00	5
Meet employment milestones for advancement and tenure.	4.00	0.00	5

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

- Art
- Elementary
- Middle School Science
- Middle School Math
- Middle School ELA
- High School ELA

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.	4.00	0.00	6
Effectively differentiate instruction for diverse learners.	4.00	0.00	6
Support and build upon the cultural competencies of diverse learners.	4.00	0.00	6
Use technology effectively to enhance P-12 student learning.	3.83	0.37	6
Build positive and collaborative relationships with colleagues.	4.00	0.00	6
Build positive relationships with students.	3.83	0.37	6
Build positive and collaborative relationships with families and communities.	4.00	0.00	6
Meet employment milestones for advancement and tenure.	4.00	0.00	6

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

- Bilingual Bicultural Teacher
- ESL
- Learning Disabilities Teacher Consultant (LDTC)
- Reading Specialist
- Supervisor
- Teacher Leadership

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.	3.75	0.43	4
Use and understand research related to their job.	3.75	0.43	4
Employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.50	0.87	4
Lead and/or participate in collaborative activities with peers, parents, and other stakeholders.	3.75	0.43	4
Support appropriate applications of technology for their area of specialization.	3.75	0.43	4
Apply professional dispositions, laws and policies, codes of ethics and professional standards.	3.75	0.43	4
Build positive and collaborative relationships with families and communities.	4.00	0.00	4

I am satisfied with the preparation my Rutgers-trained supervisees received, as it relates to:	Average	SD	N
Working with diverse P-12 students.	3.92	0.28	12
Working with families of diverse P-12 students.	3.92	0.28	12
Improving diverse P-12 students' learning outcomes.	3.92	0.28	12
Utilizing technology to advance diverse P-12 student learning.	3.83	0.55	12

Question	Average	SD	N
My overall experience with my Rutgers-trained supervisees was positive.	4.00	0.00	12

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?	13	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. The 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	3.00	1.00	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	2

Employer Satisfaction: Continued Employment of Rutgers Completers – *Upon request the NJDOE provides employment data for Rutgers completers in their first and second year of teaching if they are employed in a public school in New Jersey, and makes state-level comparison data publicly available in its annual EPP Performance Reports.* (Back to Table of Contents)

Rutgers initial licensure completers secure employment in New Jersey upon program completion and maintain employment for a second year in their schools, districts and the state. They achieve these milestones at a higher rate than comparative completers across the state (CEAS and CE completers). The following table summarizes employment retention and persistence data presented in the NJDOE EPP Performance Reports and data directly provided to RUEPP. These employment milestones – particularly remaining employed in the same school for two years in a row after completing the program, highlighted in green below – indicate employers are satisfied with Rutgers completers.

		2021-2022 School Year		**2022-2023 School Year**					
Cohort	**2020-2021 Certified Completers**	**# Employed 2020-2021 Certified Completers**	**Employment Rate**	**# Maintained Employment: Same School**	**Same School Employment Rate**	**# Maintained Employment: Same District**	**Same District Employment Rate**	**# Maintained Employment: NJ**	**NJ Employment Rate**
Rutgers Degree Program Graduates (CEAS)	158	133	84%	95	71%	101	76%	113	85%
Completers Statewide (CEAS)	*2141*	*1704*	*80%*	*1116*	*65%*	*1175*	*69%*	*1341*	*79%*
Rutgers Alternate Route Completers (CE)	214	186	87%	148	80%	155	83%	170	91%
Completers Statewide (CE)	*1097*	*738*	*67%*	*495*	*67%*	*526*	*71%*	*589*	*80%*

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 ▇▇▇▇▇ To Everyone: Absolutely! We have a shortage of WL, Bilingual, and ESL teachers
16:57:13 From ▇▇▇▇▇ 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 ▇▇▇▇▇ To Everyone: And ESL
17:08:44 From ▇▇▇▇▇ To Everyone: Flexibility of courses virtual and in person
17:47:21 From ▇▇▇▇▇ 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 ▇▇▇ 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 ▇▇▇▇▇ To Everyone: Strengthening the partnership to support the growth of new teachers to prepare them to enter the profession.
17:47:29 From ▇▇▇▇▇ 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 ▇▇▇▇▇ 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 ▇▇▇ 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

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.

Problem of Practice Overview

Teacher Education Redesign Rationale

1. Economize our programs to combat a national teacher shortage while upholding a strong Graduate School of Education (GSE) mission and rigorous teacher preparation programming
2. Address updated New Jersey Department of Education (NJDOE) codes that encourage the integration of literacy across programs and increase math and literacy course requirements
3. Redesign courses maintaining necessary teacher preparation knowledge, skills, and pedagogies with competitive course load requirements
4. Innovate structures to facilitate an effective 15-month program for post-baccalaureate (PB) with competitive courseload requirements
5. Mirror the new P-3 and Elem K-6 code in an hours-based CE Program
6. Create a new Ed.M. pathway option for CE candidates

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)

RUEPP worked diligently to collect working, personal email addresses for an important stakeholder group, 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 2024 Initial Licensure Alumni Survey, of 379 completers in 2021-2022, RUEPP was able to identify non-Rutgers University email addresses, which may have been expired, for all but 33 completers. Despite primarily using personal email addresses, 51 emails bounced and in 25 cases, the survey request was sent to an alternate email address on file. Therefore, though the survey was initially sent to 379 completers it was not received by at least 26 completers (6.9%). There were 86 responses, for a response rate of 22.7% (86/379). This includes partial (34) and complete (52) 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 higher than the previous year.

Survey Question	N	Ave.	SD
My RUEPP coursework was helpful to my development as a teacher.	84	3.24 / 4.00	0.96
As a result of my program, I was prepared to use technology as an instructional tool to enhance P-12 student learning.	84	3.26 / 4.00	0.97
The preparation I received through RUEPP to be a teacher was very effective.	84	3.20 / 4.00	0.94
How would you rate your overall experience at RUEPP?	84	4.02 / 5.00	1.11

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)

RUEPP worked diligently to collect working, personal email addresses for another important stakeholder group, 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 2024 Advanced Certification Alumni Survey, of 275 completers in 2022, RUEPP was able to identify email addresses for all but one completer. (Rutgers email addresses only remain active for one year after graduation, and some were included on the distribution list as they were what was available.) A total of 2.6% (7/274) of 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 23.7% (65/274). This includes partial (26) and complete (39) 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 are slightly higher than the previous year.

Survey Question	N	Ave.	SD
The preparation / education I received in my licensure area(s) was very effective.	61	3.74 / 4.00	0.62
The preparation / education I received in my licensure area(s) was relevant to the responsibilities I encounter on the job.	60	3.70 / 4.00	0.64
My coursework was helpful to my growth as a professional in my licensure area(s).	61	3.72 / 4.00	0.72
My program(s) advanced my skills in supporting historically marginalized students.	60	3.45 / 4.00	0.68
How would you rate your overall experience at Rutgers GSE?	63	4.17 / 5.00	0.94

*   *   *   *   *   *

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)

In 2023-2024, in addition to the 103 candidates who graduated from master's degree programs who began in fall 2022, another 5 GSE candidates also graduated during this year who began in fall 2019 (1) and fall 2021 (4), for a total of 108 graduates. In the bachelor's degree (music) program, in addition to the 7 candidates who graduated who began their junior year in fall 2022 (following official program acceptance), 7 candidates graduated who had begun the previous year, for a total of 14 graduates. There were 220 teacher candidates who completed the alternate route program after beginning the program in 2022-2023, and 23 who completed who began in 18-19 (2), 19-20 (3), 20-21 (2), or 21-22 (16), for a total of 243 alternate route completers. Thus, the grand total of graduates and completers for Rutgers – New Brunswick in 2023-2024 is 365. The charts below follow the cohorts that began each of the two-year programs in 2022-2023 by pathway and in aggregate.

Graduation Rate for Initial Licensure Programs – GSE Master's Degree Programs	
Total Cohort (Phase 1 in Fall 2022)	131
Completed w/in 2 Years	103
Completed w/in 3 Years	6
Expected Completion in May/August 2025	4
Currently Enrolled or Leave of Absence	2
Left Program (Withdrew or Dismissed)	16
2-Year Graduation Rate	**78.6%**
3-Year Graduation Rate (inc. Expected May/August 2025)	**86.3%**

Graduation Rate for Initial Licensure Programs – Music Bachelor's Degree Program	
Total Cohort (Junior in Fall 2022)	16
Completed w/in 2 Years	7
Completed w/in 3 Years	0
Expected Completion in May 2025	6
Currently Enrolled or Leave of Absence	0
Left Program (Withdrew or Dismissed)	3
2-Year Graduation Rate	**43.8%**
3-Year Graduation Rate (inc. Expected May 2025)	**81.3%**

Completion Rate for Initial Licensure Program – GSE Alternate Route	
Total Cohort (Year 1 in 22-23)	354
Completed w/in 2 Years	220
Completed w/in 3 Years	53
Expected Completion by May/August 2025	4
Currently Enrolled or Leave of Absence	50
Left Program (Withdrew or Dismissed)	27
2-Year Completion Rate	**62.1%**
3-Year Completion Rate (inc. Expected August 2025)	**78.2%**

Graduation/Completion Rate for All Initial Licensure Programs	
Total Cohort	501
Completed w/in 2 Years	330
Completed w/in 3 Years	59
Expected Completion in May/August 2025	14
Currently Enrolled or Leave of Absence	52
Left Program (Withdrew or Dismissed)	46
2-Year Graduation/Completion Rate	**65.9%**
3-Year Graduation/Completion Rate (inc. Expected May/August 2025)	**80.4%**

Candidates who reach graduation and certification milestones have met rigorous standards and are prepared for the teaching profession. Of degree program graduates, 95.9% (117/122) were issued their licenses by August 2024, and 3 were issued their licenses in AY24-25 for a certification rate of 98.4%. As of April 2025, two graduates had not applied/completed the process to obtain their certification from the NJ Department of Education (NJDOE) despite meeting all criteria.

Certification Rate for Traditional Initial Licensure Programs	
Number of Graduates	122
Number Issued License by August 2024	117
Number Issued License in AY24-25	3
No Cert as of April 2025	2
Certification Rate	**98.4%**

In 2023-2024, there were 243 alternate route program completers who met the program's requirements and were eligible for a VOPC (Verification of Program Completion). Eligibility for the VOPC marks successful completion of the alternate route program and indicates the candidate has met all licensure requirements that the program is responsible for monitoring. Beginning in 2024, the NJDOE shifted the VOPC process. In order for program completers to be issued a standard teaching certificate, now school districts first verify that the candidate has met certain licensure requirements under their purview (related to mentoring and earning effective ratings on their teacher performance evaluations). They then initiate the certification process with the NJDOE, and the NJDOE requests the VOPC from the alternate route program. As a result, the program will continue to determine eligibility for a VOPC which was previously issued immediately upon meeting program requirements, but now will only issue them upon receiving the official NJDOE 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 Praxis II data below is representative of RUEPP completers from 2023-2024. 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. Those seeking certification in a foreign language must pass the OPI in their target language, while those seeking certification in ESL must pass the OPI English and WPT English exams. 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 some 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 in order to earn their license from the state, so typically they all pass all required Praxis II tests. Of degree program graduates, 94.8% (110/116) passed all required exams. Of the six who received flexibility, three passed three of four required exams, and three did not pass the only exam required for their licensure area. One agricultural science and five dance education graduates were not required to take any exams. In total, 299 Praxis II, OPI, and WPT exams were taken (not including retakes), presented in the following tables. In the Language program, graduates may pursue certification in ESL, a foreign language, or both. For four graduates who pursued ESL and a foreign language, data for both licensure areas are included. Otherwise, data from only one licensure area is included. Though not represented in the table, 30 completers from the Elementary program also passed another Praxis II exam, making them eligible for a co-certificate in P-3 early childhood education (15), or the following middle school subject areas: ELA (2), math (10), science (2), and social studies (1) as part their program.

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. Rutgers has also begun collecting scores as part of the application and admission process. However, 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 and internally by Rutgers. There were 243 completers from the alternate route program in 2023-2024. Of those, three dance completers and one psychology completer were not required to take a Praxis II exam. Exam scores were unavailable for four elementary completers. One took advantage of an option in NJ to receive a Limited CE and waive the Praxis II requirement, and two received their CEs in the early 1990s and test scores are unavailable. There was one completer for whom scores could not be found. English as a Second Language completers are required to take both an

OPI and WPT exam, however one candidate waived the WPT exam after passing the Basic Skills requirement. For Spanish, completers must pass a Praxis II exam as well as an OPI exam, and two OPI Spanish scores were not available. 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 were unable to be shared with Rutgers. As a result, Rutgers may continue to have difficulty collecting these scores for candidates who took and passed the exams before summer 2022 or for completers who changed their names between the time of testing and the end of their program. 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. Praxis II and language proficiency data is presented for 235 completers. Of them, 93% (219/235) passed all required exams based solely on their score(s) though as discussed above, for two completers only one of two exam scores was available and included in this analysis. The remaining 7% (16/235) passed through a combination of their score(s) and their high undergraduate GPA, taking advantage of the Flexibility option. In total, 235 alternate route completers took 501 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 for RUEPP is disaggregated by exam. Second, data is disaggregated by licensure area for the alternate route program and the degree programs. The National Median and Average Performance Range are calculated from the records of test takers who took the test between August 2020 and July 2023 according to ETS's *Understanding Your Praxis Scores 2023-24*.

2025 CAEP Accountability Measures
Rutgers University – New Brunswick

Praxis II Test	# Pass	N	Pass Rate	RUEPP Average Score	NJ Passing Score	National Median	Average Performance Range
RUEPP Total	**776**	**800**	**97.0%**				
0191 Spanish Content Knowledge (old)	2	2	100.0%	*	159		
5002 Elem Ed: MS Reading & Language Arts Subtest	122	125	97.6%	173.2	157	169	161-178
5003 Elem Ed: MS Mathematics Subtest	124	125	99.2%	181.2	157	171	160-185
5004 Elem Ed: MS Social Studies Subtest	120	125	96.0%	171.5	155	165	157-177
5005 Elem Ed: MS Science Subtest	121	125	96.8%	173.8	159	169	161-179
5014 Elementary Education (old)	13	14	92.9%	159.1	141		
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	4	4	100.0%	*	165		
5033 Elem Ed: MS Mathematics Subtest (old)	3	4	75.0%	*	164		
5034 Elem Ed: MS Social Studies Subtest (old)	4	4	100.0%	*	155		
5035 Elem Ed: MS Science Subtest (old)	4	4	100.0%	*	159		
5038 English Language Arts: Content Knowledge	15	16	93.8%	178.9	167	178	170-185
5041 English Language, Literature And Composition Content Knowledge (old)	3	3	100.0%	*	162		
5061 Mathematics: Content Knowledge (old)	3	4	75.0%	*	137		
5081 Social Studies: Content Knowledge	42	47	89.4%	173.1	157	166	157-177
5101 Business Education: Content Knowledge	6	6	100.0%	178.2	154	171	160-179
5113 Music: Content Knowledge	24	24	100.0%	173.0	153	166	158-174
5134 Art: Content Knowledge	12	12	100.0%	169.1	158	163	156-172
5161 Mathematics: Content Knowledge (old)	7	7	100.0%	182.3	160		
5165 Mathematics	10	12	83.3%	184.8	159	167	147-182
5174 French: World Language	4	4	100.0%	*	162	170	157-184
5195 Spanish: World Language	11	11	100.0%	182.8	168	176	160-187
5235 Biology: Content Knowledge	13	13	100.0%	172.5	152	162	153-172
5245 Chemistry: Content Knowledge	7	7	100.0%	175.4	152	159	147-172
5265 Physics: Content Knowledge (old)	8	8	100.0%	166.4	141	152	138-166
5266 Physics	2	2	100.0%	*	145	158	136-175
5435 General Science: Content Knowledge (old)	28	28	100.0%	178.1	152		
5436 General Science	1	1	100.0%	*	141	151	132-172
5641 Theatre	3	3	100.0%	*	153	168	160-176
5856 Health and Phys Ed: Content Knowledge (old)	1	1	100.0%	*	151		
5857 Health and Phys Ed: Content Knowledge	11	11	100.0%	164.5	160	164	157-172
OPI English	14	14	100.0%	9.5	7		
OPI French	4	4	100.0%	*	7		
OPI Italian	2	2	100.0%	*	7		
OPI Mandarin	4	4	100.0%	*	6		
OPI Spanish	11	11	100.0%	8.5	7		
WPT English	13	13	100.0%	9.3	7		

* Data is suppressed when N < 5.

2025 CAEP Accountability Measures
Rutgers University – New Brunswick

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	**776**	**800**	**97.0%**				
Alternate Route Licensure Areas	**483**	**501**	**96.4%**				
1001 – Elementary School Teacher in Grades K – 6							
5002 Elem Ed: MS Reading & Language Arts Subtest	68	70	97.1%	172.6	157	169	161-178
5003 Elem Ed: MS Mathematics Subtest	69	70	98.6%	178.7	157	171	160-185
5004 Elem Ed: MS Social Studies Subtest	67	70	95.7%	173.0	155	165	157-177
5005 Elem Ed: MS Science Subtest	66	70	94.3%	174.0	159	169	161-179
5014 Elementary Education (old)	13	14	92.9%	159.1	141		
5032 Elem Ed: MS Reading & Language Arts Subtest (old)	4	4	100.0%	*	165		
5033 Elem Ed: MS Mathematics Subtest (old)	3	4	75.0%	*	164		
5034 Elem Ed: MS Social Studies Subtest (old)	4	4	100.0%	*	155		
5035 Elem Ed: MS Science Subtest (old)	4	4	100.0%	*	159		
1200 – Teacher of Art							
5134 Art: Content Knowledge	12	12	100.0%	169.1	158	163	156-172
1300 – Teacher of Comprehensive Business							
5101 Business Education: Content Knowledge	3	3	100.0%	*	154	171	160-179
1302 – Business: Finance/Economics/Law							
5101 Business Education: Content Knowledge	3	3	100.0%	*	154	171	160-179
1410 – Teacher of English							
5038 English Language Arts: Content Knowledge	6	7	85.7%	178.6	167	178	170-185
5041 English Language, Literature And Composition Content Knowledge (old)	3	3	100.0%	*	162		
1451 – Teacher of Theater							
5641 Theatre	3	3	100.0%	164.7	153	168	160-176
1475 – English as a Second Language							
OPI English	7	7	100.0%	9.3			
WPT English	6	6	100.0%	9.0			
1510 – Teacher of French							
5174 French: World Language	4	4	100.0%	*	162	170	157-184
OPI French	4	4	100.0%	*			
1530 – Teacher of Italian							
OPI Italian	2	2	100.0%	*			
1550 – Teacher of Spanish							
0191 Spanish Content Knowledge (old)	2	2	100.0%	*	159		
5195 Spanish: World Language	9	9	100.0%	185.9	168	176	160-187
OPI Spanish	9	9	100.0%	8.6			
1572 – Teacher of Chinese							
OPI Mandarin	2	2	100.0%	*			
1605 – Teacher of Health and Physical Education							
5856 Health and Phys Ed: Content Knowledge (old)	1	1	100.0%	*	151		
5857 Health and Phys Ed: Content Knowledge	10	10	100.0%	164.4	160	164	157-172
1630 – Teacher of Physical Education							
5857 Health and Phys Ed: Content Knowledge	1	1	100.0%	*	160	164	157-172

RUEPP Program, Licensure Area, and *Praxis II Exams*, CONTINUED	# Pass	N	Pass Rate	RUEPP Average Score	NJ Passing Score	National Median	Average Performance Range
1900 – Teacher of Mathematics							
5061 Mathematics: Content Knowledge (old)	3	4	75.0%	*	137		
5161 Mathematics: Content Knowledge (old)	7	7	100.0%	182.3	160		
5165 Mathematics	6	8	75.0%	181.5	159	167	147-182
2100 – Teacher of Music							
5113 Music: Content Knowledge	10	10	100.0%	170.5	153	166	158-174
2210 – Teacher of Biological Science							
5235 Biology: Content Knowledge	12	12	100.0%	171.5	152	162	153-172
5435 General Science: Content Knowledge (old)	12	12	100.0%	176.3	152		
2240 – Teacher of Physical Science							
5245 Chemistry: Content Knowledge	1	1	100.0%	*	152	159	147-172
5265 Physics: Content Knowledge (old)	1	1	100.0%	*	141	152	138-166
5435 General Science: Content Knowledge (old)	1	1	100.0%	*	152		
2260 – Teacher of Physics							
5265 Physics: Content Knowledge (old)	5	5	100.0%	171.6	141	152	138-166
5435 General Science: Content Knowledge (old)	5	5	100.0%	180.4	152		
2270 – Teacher of Chemistry							
5245 Chemistry: Content Knowledge	6	6	100.0%	173.7	152	159	147-172
5435 General Science: Content Knowledge (old)	6	6	100.0%	181.5	152		
2300 – Teacher of Social Studies							
5081 Social Studies: Content Knowledge	23	25	92.0%	175.9	157	166	157-177
Degree Programs	**293**	**299**	**98.0%**				
Biology (2210 – Teacher of Biological Science)							
5235 Biology: Content Knowledge	1	1	100.0%	*	152	162	153-172
5435 General Science: Content Knowledge (old)	1	1	100.0%	*	152		
Elementary (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	34	34	100.0%	173.4	157	169	161-178
5003 Elem Ed: MS Mathematics Subtest	34	34	100.0%	186.1	157	171	160-185
5004 Elem Ed: MS Social Studies Subtest	33	34	97.1%	167.1	155	165	157-177
5005 Elem Ed: MS Science Subtest	34	34	100.0%	173.7	159	169	161-179
English (1410 – Teacher of English)							
5038 English Language Arts: Content Knowledge	9	9	100.0%	179.1	167	178	170-185
Language							
1475 – English as a Second Language							
OPI English	7	7	100.0%	9.7			
WPT English	7	7	100.0%	9.6			
1550 – Teacher of Spanish							
5195 Spanish: World Language	2	2	100.0%	*	168	176	160-187
OPI Spanish	2	2	100.0%	*			
1572 – Teacher of Chinese							
OPI Mandarin	2	2	100.0%	*			

RUEPP Program, Licensure Area, and *Praxis II Exams*, CONTINUED	# Pass	N	Pass Rate	RUEPP Average Score	NJ Passing Score	National Median	Average Performance Range
Mathematics (1900 – Teacher of Mathematics)							
5165 Mathematics	4	4	100.0%	*	159	167	147-182
Music (2100 – Teacher of Music)							
5113 Music: Content Knowledge	14	14	100.0%	174.9	153	166	158-174
Physics (2260 – Teacher of Physics)							
5265 Physics: Content Knowledge (old)	2	2	100.0%	*	141	152	138-166
5266 Physics	2	2	100.0%	*	145	158	136-175
5435 General Science: Content Knowledge (old)	3	3	100.0%	*	152		
5436 General Science	1	1	100.0%	*	141	151	132-172
Social Studies (2300 – Teacher of Social Studies)							
5081 Social Studies: Content Knowledge	19	22	86.4%	169.9	157	166	157-177
Special Education (1001 – Elementary School Teacher in Grades K–6)							
5002 Elem Ed: MS Reading & Language Arts Subtest	20	21	95.2%	174.6	157	169	161-178
5003 Elem Ed: MS Mathematics Subtest	21	21	100.0%	181.6	157	171	160-185
5004 Elem Ed: MS Social Studies Subtest	20	21	95.2%	173.7	155	165	157-177
5005 Elem Ed: MS Science Subtest	21	21	100.0%	173.1	159	169	161-179

* Data is suppressed when N < 5.

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 educator preparation programs beginning in 2024-2025.* (Back to Table of Contents)

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. Clinical supervisors and cooperating teachers must also attest to the readiness of the teacher candidates they mentor. In 2023-2024, there were 122 Rutgers traditional initial licensure program graduates, all of whom met the benchmarks for their temporary performance measure.

While individual candidate data was reviewed to ensure they each met the benchmark score for each Danielson Domain, the data table below provides an aggregate review of performance across all traditional initial licensure graduates 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.

Evaluations	N	Average of Danielson Domain 1	SD of Danielson Domain 1	Average of Danielson Domain 2	SD of Danielson Domain 2	Average of Danielson Domain 3	SD of Danielson Domain 3	Average of Danielson Domain 4	SD of Danielson Domain 4
Supervisor Evaluation 5	122	3.03	0.33	3.10	0.31	2.97	0.32	N/A	N/A
Supervisor Evaluation 6	122	3.11	0.36	3.25	0.38	3.07	0.35	N/A	N/A
Supervisor Evaluation Final	122	3.24	0.42	3.36	0.43	3.17	0.40	3.43	0.47
Cooperating Teacher Evaluation Final	121*	N/A	N/A	N/A	N/A	N/A	N/A	3.41	0.47

* One cooperating teacher did not submit the final evaluation.

For alternate route candidates, the temporary performance measure is a locally scored Mini edTPA assignment, scored using the 15 edTPA rubrics, with three parts – Planning, Instruction, and Assessment. The edTPA is aligned to the InTASC / NJ Professional Standards for Teachers 1-9. The benchmark average score for this assignment is 3.00/5. Candidates who do not meet the measure have the opportunity to resubmit their assignment. For one candidate who completed in 2022-2023, the Mini edTPA assignments were completed in 2020-2021, before the temporary measure was in place, and the scores are not available. But, the candidate met the requirements for the Mini edTPA at the time. All 242 other candidates met the 3.00/5 benchmark.

While individual candidate data was reviewed to ensure they each met the overall benchmark score for the mini-edTPA assignment, the data table below provides an aggregate review of performance across all alternate route completers overall and for each section of the Mini edTPA assignment (Planning, Instruction, and Assessment). By and large, Rutgers alternate route completers are able to meet this temporary licensure requirement, indicating they are at the expected performance level at the time they finish their program.

N	Mini edTPA Average	Mini edTPA SD	Planning Average	Planning SD	Instruction Average	Instruction SD	Assessment Average	Assessment SD
242	3.45	0.57	3.42	0.63	3.47	0.63	3.47	0.70

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)

Rutgers GSE offers both degree and non-degree programs that lead to advanced certificates. 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, and with or without earning a master's degree. Additionally, candidates may complete some 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 chart presents the number of candidates enrolled in advanced programs during academic year 2023-2024, the number of completers during that time period, and the number of completers who were issued their certificates. The first chart highlights data by certificate area and the second chart combines this data by completer. Of 646 candidates enrolled in advanced certificate programs, 263 completed their programs and 231 were issued certificates from NJDOE. Since many completers wrap up their coursework in the summer, they may be issued their certificate during the next (current) academic year, as was the case for 42 completers across the programs whose certificates were issued in 2024-2025. Sometimes, they are issued their certificates prior to program completion, as was the case for 21 completers – who met requirements for the certificate from NJDOE before completing their program. While the vast majority of completers are ultimately issued their certificates, sometimes completers enroll in programs to earn a degree or credits to advance their careers that do not require obtaining the certificate from NJDOE. Additionally, sometimes completers receive their certificates, but the GSE cannot verify it, and thus the actual certification rates may be slightly higher than presented.

Advanced Certification	Number of Enrolled Candidates	Number of Completers	Number of Certificates Issued by NJDOE	Certification Rate
Bilingual / Bicultural Education (BBE)	24	13	10	77%
English as a Second Language (ESL)	111	45	44	98%
Learning Disabilities Teacher Consultant (LDTC)	44	17	16	94%
Preschool through Grade 3 (P-3)	11	2	2	100%
Principal	22	9	6	67%
Reading Specialist	58	15	12	80%
School Administrator	8	8	3	38%
Supervisor	149	63	57	90%
Teacher Leader	1	1	1	100%
Teacher of Students with Disabilities (TOSD)	218	90	80	89%
TOTAL	**646**	**263**	**231**	**88%**

2025 CAEP Accountability Measures

Rutgers University – New Brunswick

Advanced Certification Rate - By Completer	
Number of Completers *	228
Number Issued All Certifications Sought	201
Certification Rate (All Certificates)	**88%**

* This does not double-count the 35 completers who completed programs leading to two certifications.

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)

For the Principal and School Administrator state certificates, program completers can apply for their license with support from Rutgers GSE for one year and afterward must apply directly to the NJDOE. When they apply independently, they send exam scores to the NJDOE and NJDOE confirms that required exams were passed. Rutgers GSE must then fill out a verification of program completion form for the NJDOE, and we request program completers provide a copy of their exam results to us at that time. As a result, while exam scores are not required to be sent to Rutgers, we are working to collect all School Leadership Series exam scores as part of the certification process.

In 2023-2024, there were nine candidates who completed coursework for the Principal endorsement program. Eight took, and seven passed, the School Leaders Licensure Assessment – 6990 School Leadership Series exam administered by ETS as of April 2025, and six have been issued their license by the state. (One completer who passed the exam has not applied for their license.) The average score for the Principal exam is well above the state pass score, indicating a high level of content knowledge in this area of school leadership. This data is presented in the table below. One completer has not applied for their certificate yet 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.

In 2023-2024 there were eight School Administrator endorsement program completers. Five took, and four passed, the School Superintendent Assessment – 6991 School Leadership Series exam administered by ETS, and three have been issued their license by the state. (One completer who passed the exam has not applied for their license.) The average score for the School Administrator / Superintendent exam is above the state pass score, indicating a high level of content knowledge in this area of school leadership. This data is presented in the table below. Three completers have not applied for their certificate yet 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.

School Leadership Series Exam, 2023-2024	N	Pass Rate	Ave	SD	State Pass Score
6990 School Leaders Licensure Assessment (Principal)	8	87.5%	167.00	9.19	151
6991 School Superintendent Assessment (School Administrator)	5	80.0%	167.20	7.44	162*

* The state pass score changed from 160 to 162 on this exam in 2018.

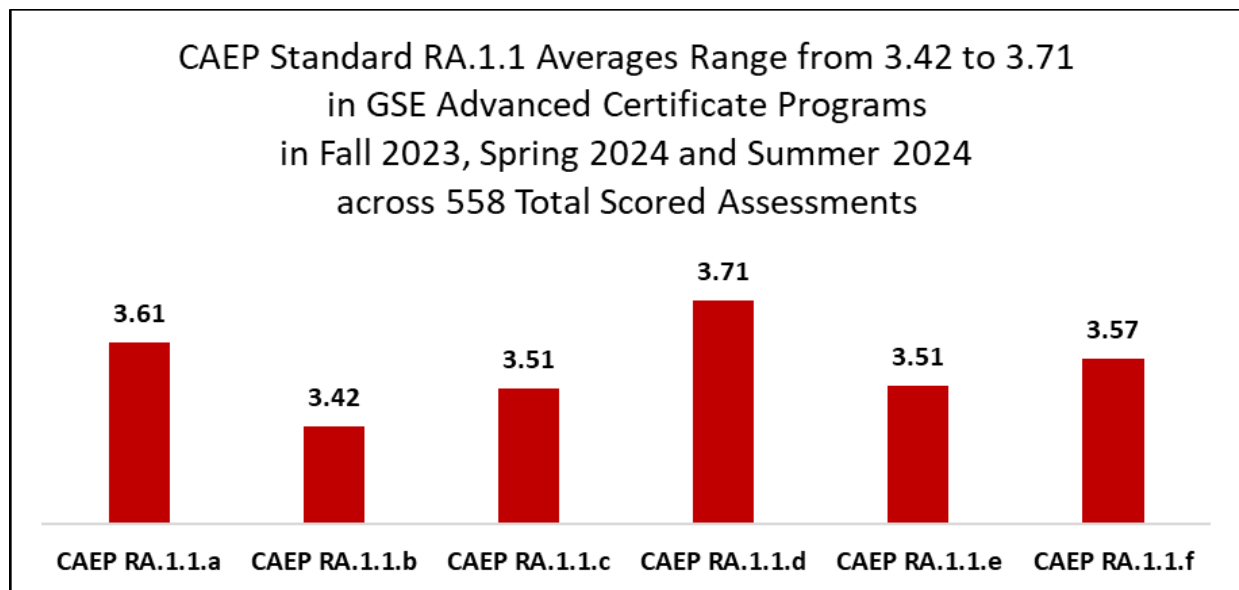**Advanced Programs: EPP-Created Key Assignment Data** – *Beginning in spring 2021, Rutgers GSE began aggregating advanced certification program key assignment data aligned to CAEP Standard A.1.1, now RA.1.1, into a report for review by the Advanced Program Coordinator Committee (APCC). This committee is comprised of GSE faculty and staff supporting advanced certification programs.* (Back to Table of Contents)

**Data Overview: Fall 2023, Spring 2024, and Summer 2024 Key Assignments
for GSE Advanced Certification Programs aligned to CAEP Standard RA.1.1**

Advanced certification candidates across seven programs completed 15 key assignments across 30 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 is available to program coordinators, who review it with their faculty colleagues. Scores are generally high across programs. RUEPP interprets this to mean that candidates are proficient in the areas in which they are being assessed. As a result of this data and as programs have been undergoing both validity and reliability studies, they have modified assignments and/or rubrics to best capture information about their candidates that will be useful for the program.

CAEP Standard RA.1.1 Averages Range from 3.42 to 3.71 in GSE Advanced Certificate Programs in Fall 2023, Spring 2024 and Summer 2024 across 558 Total Scored Assessments

CAEP RA.1.1.a	CAEP RA.1.1.b	CAEP RA.1.1.c	CAEP RA.1.1.d	CAEP RA.1.1.e	CAEP RA.1.1.f
3.61	3.42	3.51	3.71	3.51	3.57

	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, diverse, equitable, and inclusive 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	196	3.61	0.59	443	3.42	0.66	406	3.51	0.57	248	3.71	0.52	347	3.51	0.61	179	3.57	0.56
ESL/BBE	75	3.44	0.75	169	3.34	0.75	170	3.54	0.56	102	3.67	0.54	67	3.87	0.42	118	3.47	0.62
Analysis of Language Demands Assignment - Spring 2024				51	2.61	0.74	52	3.36	0.62									
15:253:510:90				29	2.76	0.73	30	3.45	0.54									
15:253:510:91				22	2.41	0.72	22	3.23	0.69									
Classroom Observation Assignment				43	3.39	0.61	43	3.38	0.69	27	3.15	0.59				43	3.11	0.69
Fall 2023 - 15:253:539:90				16	2.80	0.43	16	2.71	0.39							16	2.55	0.48
Spring 2024 - 15:253:539:91				27	3.74	0.39	27	3.78	0.50	27	3.15	0.59				27	3.44	0.57
PD Workshop Proposal	8	3.88	0.33	8	4.00	0.00	8	4.00	0.00	8	3.75	0.43				8	3.88	0.33
Summer 2024 - 15:253:522:F2	8	3.88	0.33	8	4.00	0.00	8	4.00	0.00	8	3.75	0.43				8	3.88	0.33
Portfolio of Language Structures	67	3.39	0.77	67	3.79	0.31	67	3.73	0.30	67	3.87	0.36	67	3.87	0.42	67	3.66	0.47
Fall 2023	8	3.25	0.83	8	3.69	0.37	8	3.60	0.39	8	3.88	0.22	8	3.75	0.43	8	3.88	0.33
05:300:434:01	*2*	***	***	*2*	***	***	*2*	***	***	*2*	***	***	*2*	***	***	*2*	***	***
15:253:530:01	*6*	*3.00*	*0.82*	*6*	*3.63*	*0.40*	*6*	*3.53*	*0.41*	*6*	*3.83*	*0.24*	*6*	*3.83*	*0.37*	*6*	*3.83*	*0.37*
Summer 2024	59	3.41	0.76	59	3.81	0.30	59	3.75	0.29	59	3.86	0.38	59	3.88	0.42	59	3.63	0.48
15:253:530:B1	*29*	*3.38*	*0.72*	*29*	*3.82*	*0.28*	*29*	*3.74*	*0.26*	*29*	*3.88*	*0.34*	*29*	*3.86*	*0.43*	*29*	*3.83*	*0.38*
15:253:530:B2	*30*	*3.43*	*0.80*	*30*	*3.80*	*0.31*	*30*	*3.76*	*0.31*	*30*	*3.85*	*0.41*	*30*	*3.90*	*0.40*	*30*	*3.43*	*0.50*

* Data is suppressed when N < 5

| 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, diverse, equitable, and inclusive 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	196	3.61	0.59	443	3.42	0.66	406	3.51	0.57	248	3.71	0.52	347	3.51	0.61	179	3.57	0.56
LDTC	15	3.86	0.14	30	3.93	0.12	15	3.86	0.14	47	3.90	0.18	47	3.81	0.24	32	3.91	0.16
Classroom Observation Assignment - Summer 2024 - 15:293:526:B6	15	3.86	0.14	15	3.86	0.14	15	3.86	0.14									
Independent Research Synthesis Paper - Fall 2023 - 15:293:527:90										14	3.75	0.25	14	3.64	0.29	14	3.93	0.17
Initial Assmt Portfolio - Test Admin Report & Obs - Summer 2024 - 15:293:526:B6				15	4.00	0.00				15	4.00	0.00	15	3.87	0.22			
Professional LDTC Portfolio - Spring 2024 - 15:293:636:01										18	3.93	0.09	18	3.89	0.12	18	3.89	0.14
P-3				23	3.41	0.61				53	3.57	0.69						
Arts Integrated Lesson Plan										53	3.57	0.69						
Spring 2024										37	3.38	0.75						
05:300:304:01										20	3.15	0.85						
05:300:304:02										17	3.65	0.48						
Summer 2024 - 05:300:304:A6										16	4.00	0.00						
Family/Community Involvement Plan - Spring 2024 - 15:295:521:90				23	3.41	0.61												

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, diverse, equitable, and inclusive 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	196	3.61	0.59	443	3.42	0.66	406	3.51	0.57	248	3.71	0.52	347	3.51	0.61	179	3.57	0.56
Principal										20	3.69	0.40	20	3.70	0.46	20	3.68	0.41
Final Report and Self-Evaluation of Leadership Knowledge and Skills										20	3.69	0.40	20	3.70	0.46	20	3.68	0.41
Fall 2023 - 15:230:530:90										10	3.79	0.31	10	3.80	0.40	10	3.76	0.33
Spring 2024 - 15:230:531:01										10	3.60	0.45	10	3.60	0.49	10	3.60	0.46
School Administrator										9	3.46	0.48	9	3.33	0.67	9	3.50	0.46
Final Report and Self-Evaluation of Leadership Knowledge and Skills										9	3.46	0.48	9	3.33	0.67	9	3.50	0.46
Fall 2023 - 15:230:532:01										6	3.57	0.40	6	3.50	0.50	6	3.60	0.39
Spring 2024 - 15:230:532:01										3	*	*	3	*	*	3	*	*
Reading Specialist	17	4.00	0.00	17	4.00	0.00	17	4.00	0.00	17	4.00	0.00						
Action Research Project - Spring 2024 - 15:299:566:90	17	4.00	0.00	17	4.00	0.00	17	4.00	0.00	17	4.00	0.00						

Data is suppressed when N < 5

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, diverse, equitable, and inclusive 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	196	3.61	0.59	443	3.42	0.66	406	3.51	0.57	248	3.71	0.52	347	3.51	0.61	179	3.57	0.56
TOSD	89	3.64	0.46	204	3.37	0.60	204	3.41	0.59				204	3.32	0.65			
IEP Case Study - Summer 2024				57	3.13	0.59	57	3.13	0.59				57	3.13	0.57			
15:293:533:B3				32	2.74	0.40	32	2.74	0.40				32	2.81	0.39			
15:293:533:H1				25	3.63	0.39	25	3.63	0.39				25	3.54	0.49			
Professional Learning Community Paper	89	3.64	0.46	89	3.62	0.52	89	3.68	0.46				89	3.68	0.46			
Fall 2023 - 05:300:480:92	20	3.53	0.48	20	3.93	0.17	20	3.83	0.25				20	3.83	0.25			
Spring 2024 - 05:300:480:90	28	3.72	0.49	28	3.32	0.69	28	3.60	0.61				28	3.60	0.61			
Summer 2024	41	3.64	0.42	41	3.67	0.39	41	3.67	0.40				41	3.67	0.40			
05:300:480:B1	*19*	*3.68*	*0.50*	*19*	*3.77*	*0.39*	*19*	*3.74*	*0.44*				*19*	*3.74*	*0.44*			
05:300:480:H1	*22*	*3.60*	*0.34*	*22*	*3.59*	*0.36*	*22*	*3.61*	*0.34*				*22*	*3.61*	*0.34*			
Response to Intervention Proposal - Summer 2024				58	3.21	0.58	58	3.28	0.58				58	2.95	0.69			
15:293:533:B3				33	2.77	0.30	33	2.88	0.33				33	2.47	0.39			
15:293:533:H1				25	3.78	0.29	25	3.80	0.40				25	3.58	0.46			

*   *   *   *   *   *

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 2024 Initial Licensure Alumni Survey received 86 responses, for a response rate of 22.7% (86/379). 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 2022 were employed as full-time teachers in New Jersey during the 2023-2024 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	47.7%	41
Rutgers MGSA Music Education Program	5.8%	5
Rutgers Alternate Route Program	46.5%	40
TOTAL		**86**

Which of the following describes your CURRENT PRIMARY activity:	%	N
Employed	95.3%	81
Graduate or professional school	1.2%	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	3.5%	3
Not employed, and not seeking employment, admission to graduate school, or other opportunity	0.0%	0
TOTAL		**85**

Are you working as a full-time teacher?	%	N
Yes	91.4%	74
No	8.6%	7
TOTAL		**81**

While seven completers indicated they are employed but not working as a full-time teacher, two are working in positions connected to education, in higher education.

Where do you teach?	%	N
New Jersey	93.2%	68
Pennsylvania	0.0%	0
New York	1.4%	1
Another place in the US	5.5%	4
Internationally	0.0%	0
TOTAL		**73**

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 2024 Advanced Certification Program Alumni Survey received 65 responses, for a response rate of 23.7% (65/274). 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 2023-2024 academic year, 96.7% (58/60) of Rutgers advanced certification program completers from 2022 were employed. 62.1% (36/58) indicated working in the professional area of the advanced certification program they completed in 2022. RUEPP asked a follow-up question to better understand why completers were not working in their area of preparation, and learned that 63.2% (12/19) 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 36.8% (7/19) hope to be in new roles using their certification soon or are looking for positions but haven't secured them yet. (Three people skipped the follow-up question.) Overall, 82.8% (48/58) were either in positions using their new certifications or were happy with their current employment. 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	90.0%	54
Graduate or professional school	1.7%	1
Employed **&** Graduate or professional school	6.7%	4
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%	1
Not employed, and not seeking employment, admission to graduate school, or other opportunity	0.0%	0
TOTAL		**60**

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 2022	37.9%	22
I am working as a classroom teacher	29.3%	17
I am working in the professional area of the advanced certification program I completed in 2022 **&** I am working as a classroom teacher	24.1%	14
I am working in a school-based job, but it's neither in the area of my advanced certification nor as a classroom teacher	5.2%	3
I am working, but not in a school-based job. Optional – I am working...	3.4%	2
TOTAL		**58**

You indicated that you are not working in the professional area of the advanced certification program you completed in 2022. 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	52.6%	10
I completed a certification program but I am not currently / no longer interested in going into that area of work	0.0%	0
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	5.3%	1
I have looked for jobs that use my new certification but I have not secured a position yet	36.8%	7
Other	5.3%	1
TOTAL		**19**

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	55	3.84	0.50	48	6	0	1
My work is meaningful	55	3.82	0.51	47	7	0	1
My work allows me to continue to grow and learn	55	3.67	0.66	42	9	3	1

State Hiring Data *– Upon request, the NJDOE provides employment data for Rutgers completers if they are employed in a public school in NJ and makes state-level comparison data publicly available in its annual EPP Performance Reports.* (Back to Table of Contents)

Rutgers initial licensure completers get hired in jobs for which they have prepared, and they achieve this milestone at a higher rate than CEAS (traditional) and CE (alternate route) completers across the state, as summarized below with Rutgers rates highlighted in green.

Cohort	2020-2021 Certified Completers	2021-2022 School Year	
		# Employed 2020-2021 Certified Completers	Employment Rate
Rutgers Degree Program Graduates (CEAS)	**158**	**133**	**84%**
Completers Statewide (CEAS)	*2141*	*1704*	*80%*
Rutgers Alternate Route Completers (CE)	**214**	**186**	**87%**
Completers Statewide (CE)	*1097*	*738*	*67%*

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