

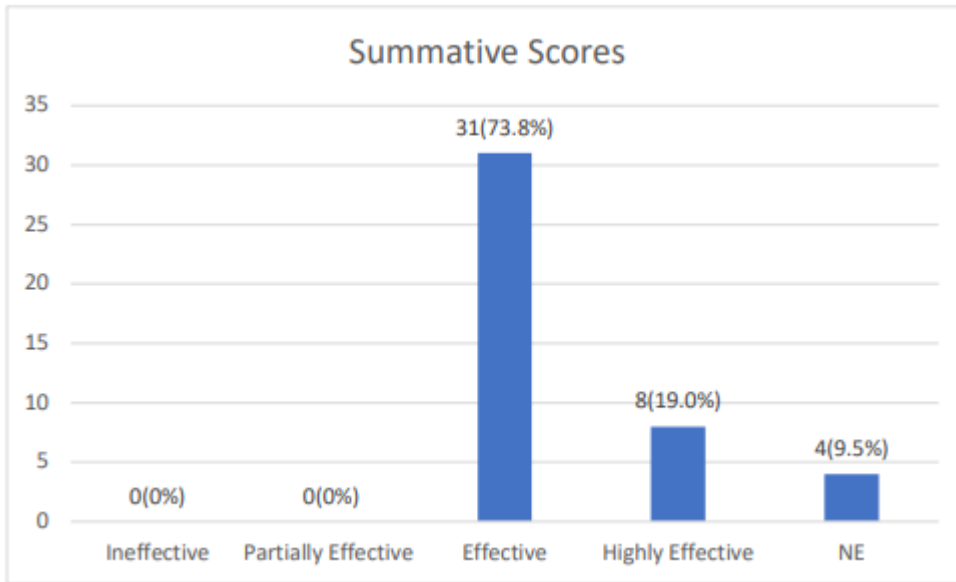
CAEP Accountability Measures (Initial Programs) AY 2022-2023

Measure 1: Completer Impact and Effectiveness

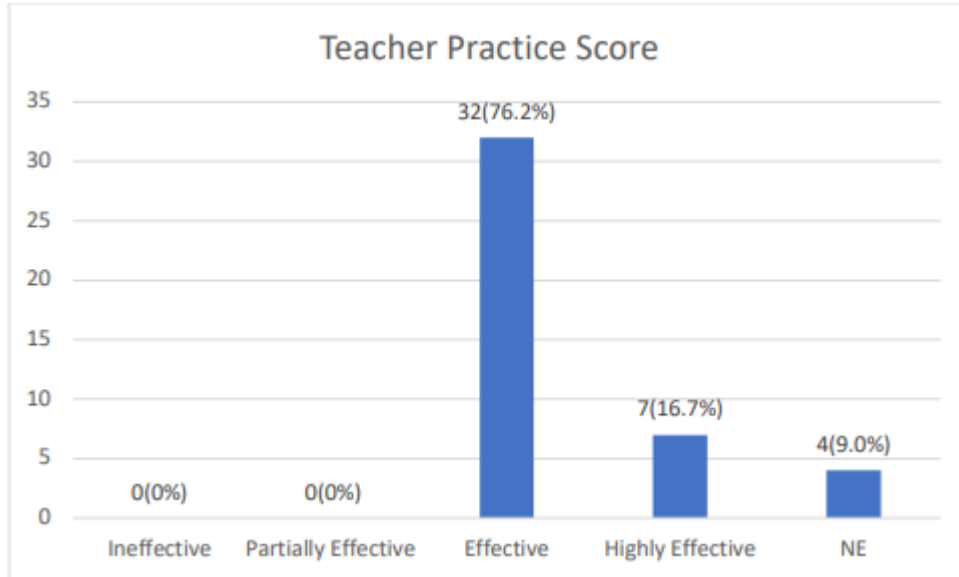
Georgian Court University shares its Annual Performance data with Council for the Accreditation of Educator Preparation (CAEP) and with our stakeholders including the public through our web page. The New Jersey Department of Education publishes an Annual Report that includes CAEP measures 1 and 4 for Initial Programs.

Summative Scores, Teacher Practice Scores, Median Student Growth Percentile Scores, and Teacher Student Growth Objectives scores have not been collected since AY 2019-2020 due to the circumstances related to the COVID-19 public health emergency. Therefore, the following are the last collected scores from AY 2019-2020.

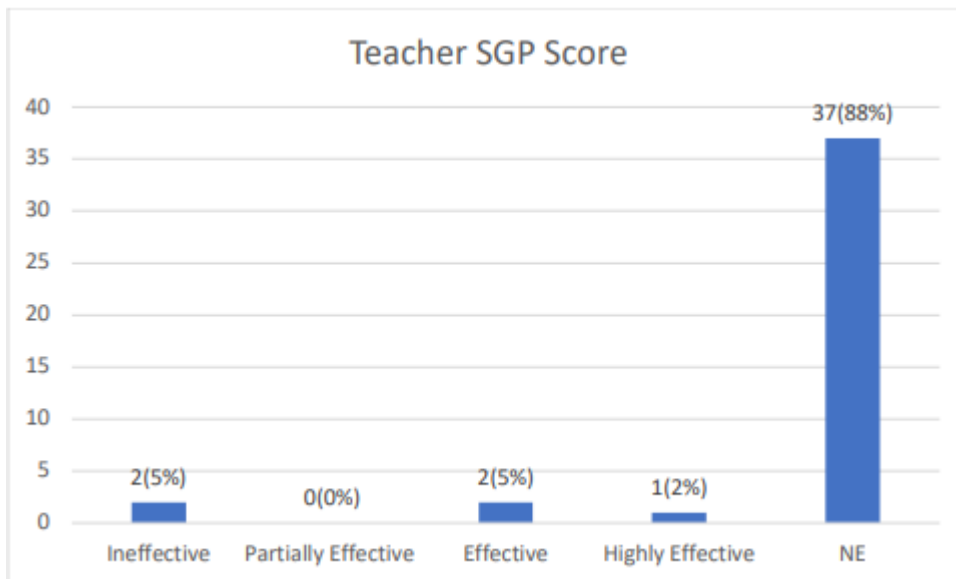
Summative scores are based on multiple measures of student achievement and teacher practice. All eligible completers (100%) received the ratings for 'effective' or 'highly effective' in the summative score.



Teacher Practice Score is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments. All eligible completers (100%) received the ratings for 'effective' or 'highly effective' in the teacher practice score.

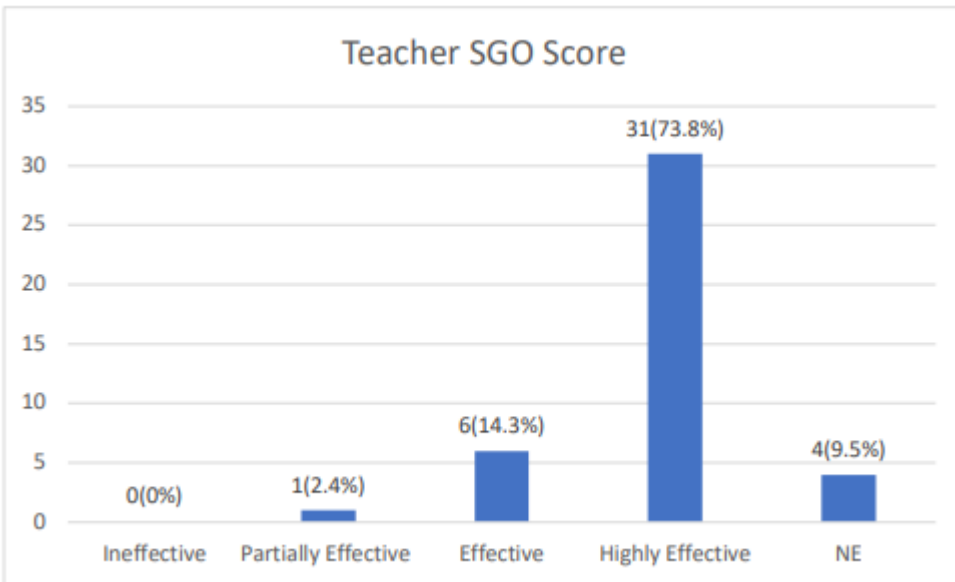


Median Student Growth Percentile (MSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math. Only 5 completers received the Teacher SGP Score. Sixty percentage of eligible completers received the ratings for 'effective' or 'highly effective' in the teacher SGP score.



Note: Only 5 completers have the Teacher SGP score because the scores are calculated for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.

Teacher's Student Growth Objectives score are assessed by the district's evaluation system for assigning teacher or principal performance ratings. 73.8% of completers received the rating of 'Highly Effective' in Teacher SGO score.



Measure 2: Satisfaction of Employers and Stakeholder Involvement

In the past for Measure 2, Georgian Court University has conducted focus groups with representatives from local school districts in order to gauge employer's satisfaction. However, due to changes in leadership and restructuring in Georgian Court and the School of Education, the focus groups were not held during the 2022-2023 AY.

The plan moving forward is to continue these focus groups in order to assess employer satisfaction. An Advisory Council will be formed and will meet once a semester starting in Spring 2024 and continue thereafter. The planned topics include:

1. Updates to GCU program curriculum and department leadership
2. Accreditation (CAEP) updates
3. Discussion of what is happening in the schools
4. Discussion on how GCU completers are performing in the schools
5. Any additional suggestions to improve educators outcomes upon program completion and any upcoming trends that should be brought to light for GCU candidates before program completion.

Measure 3: Completer Competency at Completion

PRAXIS II

All candidates in the initial program are required to pass the Praxis II exam before entering student teaching. The following is a representation of the Praxis II pass rates of all attempts made from September 2022 to August 2023. Areas with N<5 do not yield data.

| PRAXIS Test Code | PRAXIS Test Name | N | GCU Average Pass Rate | State Average Pass Rate | Passing Score |
|------------------|------------------------------------|----|-----------------------|-------------------------|---------------|
| 5134 | Art: Content Knowledge | 2 | * | 47.37% | 158 |
| 5236 | Biology: Content Knowledge | 2 | * | 70.45% | 154 |
| 5025 | Early Childhood Education | 27 | 88.89% | 74.42% | 156 |
| 5002 | Elm Ed: Reading Lang Arts Subtest | 24 | 87.50% | 79.45% | 157 |
| 5003 | Elm Ed: Mathematics Subtest | 21 | 66.67% | 80.24% | 157 |
| 5004 | Elm Ed: Social Studies Subtest | 33 | 48.48% | 68.63% | 155 |
| 5004 | Elm Ed: Science Subtest | 27 | 55.56% | 72% | 159 |
| 5038 | English: Content Knowledge | 4 | * | 75.08% | 167 |
| 5436 | General Science: Content Knowledge | 4 | * | 72.73% | 141 |
| 5857 | Health & PhysEd: Content Knowledge | 3 | * | 66.26% | 160 |
| 5081 | Social Studies: Content Knowledge | 6 | 50% | 63.87% | 157 |

Clinical Practice Evaluation

Clinical interns were evaluated twice during their full-time student teaching. The following represents averages from the second evaluation and show a dual evaluation from both a supervisor and cooperating teacher, so the N is approximately doubled from the actual number of clinical interns.

Fall 2022 (n= 14; EC: 1, Elementary: 5, Secondary: 3, Post-bac: 5)

| Standard | | Below Proficient | Proficient | Advanced Proficient |
|--------------------------|---------------|------------------|------------|---------------------|
| I. Learner Development | Frequency (%) | 0 (0%) | 1 (4%) | 24 (96%) |
| II. Learning Differences | Frequency (%) | 0 (0%) | 2 (8%) | 23 (92%) |

| | | | | | |
|-------|-----------------------------|---------------|--------|----------|----------|
| III. | The Learning Environment | Frequency (%) | 0 (0%) | 4 (16%) | 21 (84%) |
| IV. | Content Knowledge | Frequency (%) | 0 (0%) | 3 (12%) | 22 (88%) |
| V. | Application of Content | Frequency (%) | 0 (0%) | 3 (12%) | 22 (88%) |
| VI. | Assessment | Frequency (%) | 0 (0%) | 6 (24%) | 19 (76%) |
| VII. | Planning for Instruction | Frequency (%) | 0 (0%) | 6 (24%) | 19 (76%) |
| VIII. | Instructional Strategies | Frequency (%) | 0 (0%) | 6 (24%) | 19 (76%) |
| IX. | Professional Learning | Frequency (%) | 0 (0%) | 5 (20%) | 20 (80%) |
| X. | Leadership & Collaboration* | Frequency (%) | 0 (0%) | 10 (40%) | 11 (44%) |
| XI. | Ethical Practice | Frequency (%) | 0 (0%) | 5 (20%) | 20 (80%) |

*Not observed/not applicable was indicated 4 times for this standard

Spring 2023 (n= 27; EC: 1, Elementary: 14, Secondary: 4, Post-bac: 8)

| Standard | | | Below Proficient | Proficient | Advanced Proficient |
|----------|-----------------------------|---------------|------------------|------------|---------------------|
| I. | Learner Development | Frequency (%) | 0 (0%) | 13 (26%) | 37 (74%) |
| II. | Learning Differences | Frequency (%) | 0 (0%) | 13 (26%) | 37 (74%) |
| III. | The Learning Environment | Frequency (%) | 1 (2%) | 13 (26%) | 36 (72%) |
| IV. | Content Knowledge | Frequency (%) | 0 (0%) | 13 (26%) | 37 (74%) |
| V. | Application of Content | Frequency (%) | 0 (0%) | 13 (26%) | 37 (74%) |
| VI. | Assessment | Frequency (%) | 0 (0%) | 15 (30%) | 35 (70%) |
| VII. | Planning for Instruction | Frequency (%) | 0 (0%) | 15 (30%) | 35 (70%) |
| VIII. | Instructional Strategies | Frequency (%) | 0 (0%) | 16 (32%) | 34 (68%) |
| IX. | Professional Learning | Frequency (%) | 0 (0%) | 16 (32%) | 34 (68%) |
| X. | Leadership & Collaboration* | Frequency (%) | 2 (4%) | 21 (42%) | 26 (52%) |
| XI. | Ethical Practice | Frequency (%) | 0 (0%) | 16 (32%) | 34 (68%) |

*Not observed/not applicable was indicated 1 time for this standard

Observation Evaluation

Clinical interns were observed seven times during their full-time student teaching. The following represents results from the final evaluation done by their supervisors.

Fall 2022 (n= 14; EC: 1, Elementary: 5, Secondary: 3, Post-bac: 5)

| Standard | | Below Proficient | Proficient | Advanced Proficient |
|---|---------------|------------------|------------|---------------------|
| I. Universal Design for Learning | Frequency (%) | 0 (0%) | 2 (13%) | 13 (87%) |
| II. Culturally Responsive Instruction*+ | Frequency (%) | 0 (0%) | 6 (40%) | 8 (53%) |
| III. Differentiated Instruction** | Frequency (%) | 0 (0%) | 2 (13%) | 11 (73%) |
| IV. Accommodations for Students with Disabilities* | Frequency (%) | 0 (0%) | 2 (13%) | 12 (80%) |
| V. Modifications for Students with Disabilities*** | Frequency (%) | 0 (0%) | 3 (20%) | 6 (40%) |
| VI. Content Knowledge | Frequency (%) | 0 (0%) | 3 (20%) | 12 (80%) |
| VII. Content Application* | Frequency (%) | 0 (0%) | 2 (13%) | 12 (80%) |
| VIII. Lesson Introduction | Frequency (%) | 0 (0%) | 5 (33%) | 10 (67%) |
| IX. Lesson Delivery | Frequency (%) | 0 (0%) | 2 (13%) | 13 (87%) |
| X. Lesson Closure | Frequency (%) | 0 (0%) | 8 (53%) | 7 (47%) |
| XI. Instructional Strategies and Questioning Techniques | Frequency (%) | 0 (0%) | 4 (27%) | 11 (73%) |
| XII. Technology Integration* | Frequency (%) | 0 (0%) | 8 (53%) | 6 (40%) |
| XIII. Assessment | Frequency (%) | 0 (0%) | 5 (33%) | 10 (67%) |

*Not observed/not applicable was indicated 1 time for this standard

**Not observed/not applicable was indicated 2 times for this standard

***Not observed/not applicable was indicated 6 times for this standard

+This standard had multiple indicators, so the results were averaged

Spring 2023 (n= 27; EC: 1, Elementary: 14, Secondary: 4, Post-bac: 8)

| Standard | | Below Proficient | Proficient | Advanced Proficient |
|---|---------------|------------------|------------|---------------------|
| I. Universal Design for Learning | Frequency (%) | 0 (0%) | 4 (15%) | 22 (85%) |
| II. Culturally Responsive Instruction***+ | Frequency (%) | 0 (0%) | 4 (15%) | 17 (65%) |
| III. Differentiated Instruction* | Frequency (%) | 0 (0%) | 10 (38%) | 15 (58%) |

| | | | | | |
|-------|---|---------------|--------|----------|----------|
| IV. | Accommodations for Students with Disabilities | Frequency (%) | 0 (0%) | 5 (19%) | 21 (81%) |
| V. | Modifications for Students with Disabilities**** | Frequency (%) | 0 (0%) | 3 (12%) | 13 (50%) |
| VI. | Content Knowledge | Frequency (%) | 1 (4%) | 2 (8%) | 23 (88%) |
| VII. | Content Application** | Frequency (%) | 1 (4%) | 3 (12%) | 20 (77%) |
| VIII. | Lesson Introduction | Frequency (%) | 0 (0%) | 4 (15%) | 22 (85%) |
| IX. | Lesson Delivery | Frequency (%) | 1 (4%) | 3 (12%) | 22 (85%) |
| X. | Lesson Closure | Frequency (%) | 1 (4%) | 9 (35%) | 16 (62%) |
| XI. | Instructional Strategies and Questioning Techniques | Frequency (%) | 0 (0%) | 7 (27%) | 19 (73%) |
| XII. | Technology Integration** | Frequency (%) | 0 (0%) | 10 (38%) | 14 (54%) |
| XIII. | Assessment | Frequency (%) | 0 (0%) | 11 (42%) | 15 (58%) |

*Not observed/not applicable was indicated 1 time for this standard

**Not observed/not applicable was indicated 2 times for this standard

***Not observed/not applicable was indicated 5 times for this standard

****Not observed/not applicable was indicated 10 times for this standard

+This standard had multiple indicators, so the results were averaged

Lesson Plan Evaluation

Clinical interns' lesson plans were evaluated seven times during their full-time student teaching. The following represents averages from the final evaluation done by their supervisors. For the standards in which multiple indicators were used, the results were averaged.

Fall 2022 (n= 14; EC: 1, Elementary: 5, Secondary: 3, Post-bac: 5)

| Standard | | Below Proficient | Proficient | Advanced Proficient | |
|----------|---|------------------|------------|---------------------|----------|
| I. | Standards & Central Focus | Frequency (%) | 0 (0%) | 2 (12%) | 14 (88%) |
| II. | Lesson Objective | Frequency (%) | 0 (0%) | 2 (12%) | 14 (88%) |
| III. | Academic Language | Frequency (%) | 0 (0%) | 3 (19%) | 13 (81%) |
| IV. | Prior Knowledge and Misconceptions | Frequency (%) | 0 (0%) | 3 (19%) | 13 (81%) |
| V. | Instructional Strategies and Questioning Techniques | Frequency (%) | 0 (0%) | 5 (31%) | 11 (69%) |
| VI. | Technology Integration** | Frequency (%) | 0 (0%) | 5 (31%) | 9 (56%) |

| | | | | | |
|-------|---|---------------|--------|---------|----------|
| VII. | Learning Theory | Frequency (%) | 0 (0%) | 9 (56%) | 7 (44%) |
| VIII. | Assessment | Frequency (%) | 0 (0%) | 4 (25%) | 12 (75%) |
| IX. | Universal Design for Learning | Frequency (%) | 0 (0%) | 2 (12%) | 14 (88%) |
| X. | Culturally Responsive Planning* | Frequency (%) | 0 (0%) | 7 (44%) | 8 (50%) |
| XI. | Differentiated Instruction* | Frequency (%) | 0 (0%) | 3 (19%) | 12 (75%) |
| XII. | Accommodations for Students with Disabilities | Frequency (%) | 0 (0%) | 1 (6%) | 15 (94%) |
| XIII. | Modifications for Students with Disabilities*** | Frequency (%) | 0 (0%) | 1 (6%) | 10 (63%) |
| XIV. | Lesson Introduction | Frequency (%) | 0 (0%) | 3 (19%) | 13 (81%) |
| XV. | Lesson Body | Frequency (%) | 0 (0%) | 2 (12%) | 14 (88%) |
| XVI. | Lesson Closure | Frequency (%) | 0 (0%) | 4 (25%) | 12 (75%) |
| XVII. | Reflective Practice | Frequency (%) | 0 (0%) | 2 (12%) | 14 (88%) |

*Not observed/not applicable was indicated 1 time for this standard

**Not observed/not applicable was indicated 2 times for this standard

***Not observed/not applicable was indicated 5 times for this standard

Spring 2023 (n= 27; EC: 1, Elementary: 14, Secondary: 4, Post-bac: 8)

| Standard | | | Below Proficient | Proficient | Advanced Proficient |
|----------|---|---------------|------------------|------------|---------------------|
| I. | Standards & Central Focus | Frequency (%) | 1 (3%) | 4 (14%) | 24 (83%) |
| II. | Lesson Objective | Frequency (%) | 0 (0%) | 7 (24%) | 22 (76%) |
| III. | Academic Language | Frequency (%) | 0 (0%) | 4 (14%) | 25 (86%) |
| IV. | Prior Knowledge and Misconceptions | Frequency (%) | 0 (0%) | 3 (10%) | 26 (90%) |
| V. | Instructional Strategies and Questioning Techniques | Frequency (%) | 0 (0%) | 7 (24%) | 22 (76%) |
| VI. | Technology Integration** | Frequency (%) | 0 (0%) | 9 (31%) | 18 (62%) |
| VII. | Learning Theory* | Frequency (%) | 0 (0%) | 4 (14%) | 24 (83%) |
| VIII. | Assessment | Frequency (%) | 0 (0%) | 8 (28%) | 21 (72%) |
| IX. | Universal Design for Learning | Frequency (%) | 0 (0%) | 4 (14%) | 25 (86%) |
| X. | Culturally Responsive Planning*** | Frequency (%) | 0 (0%) | 7 (24%) | 19 (66%) |

| | | | | |
|--|---------------|--------|---------|----------|
| XI. Differentiated Instruction** | Frequency (%) | 0 (0%) | 5 (17%) | 22 (76%) |
| XII. Accommodations for Students with Disabilities* | Frequency (%) | 0 (0%) | 2 (7%) | 26 (90%) |
| XIII. Modifications for Students with Disabilities**** | Frequency (%) | 0 (0%) | 2 (7%) | 16 (55%) |
| XIV. Lesson Introduction | Frequency (%) | 0 (0%) | 3 (10%) | 26 (90%) |
| XV. Lesson Body | Frequency (%) | 0 (0%) | 4 (14%) | 25 (86%) |
| XVI. Lesson Closure | Frequency (%) | 1 (3%) | 5 (17%) | 23 (79%) |
| XVII. Reflective Practice | Frequency (%) | 0 (0%) | 5 (17%) | 22 (76%) |

*Not observed/not applicable was indicated 1 time for this standard

**Not observed/not applicable was indicated 2 times for this standard

***Not observed/not applicable was indicated 3 times for this standard

****Not observed/not applicable was indicated 11 times for this standard

Professional Disposition

Clinical interns were evaluated twice during their full-time student teaching. The following represents averages from the second evaluation and show a dual evaluation from both a supervisor and cooperating teacher, so the N is approximately doubled from the actual number of clinical interns. For the standards in which multiple indicators were used, the results were averaged.

Fall 2022 (n= 14; EC: 1, Elementary: 5, Secondary: 3, Post-bac: 5)

| Standard | | Below Proficient | Proficient | Advanced Proficient |
|---|---------------|------------------|------------|---------------------|
| I. Communication (Verbal and Nonverbal) | Frequency (%) | 0 (0%) | 3 (12%) | 23 (88%) |
| II. Interpersonal Interactions (Respect, Compassion, Collaboration) | Frequency (%) | 0 (0%) | 2 (8%) | 24 (92%) |
| III. Professional Conduct (Integrity, Responsibility) | Frequency (%) | 0 (0%) | 3 (12%) | 23 (88%) |
| IV. Ethical Practice (Justice) | Frequency (%) | 0 (0%) | 6 (23%) | 20 (77%) |
| V. Leadership and Service | Frequency (%) | 0 (0%) | 10 (38%) | 16 (62%) |
| VI. Problem Solving (Analytical and Divergent) | Frequency (%) | 0 (0%) | 5 (19%) | 21 (81%) |

Spring 2023 (n= 27; EC: 1, Elementary: 14, Secondary: 4, Post-bac: 8)

| Standard | | Below Proficient | Proficient | Advanced Proficient |
|---|---------------|------------------|------------|---------------------|
| I. Communication (Verbal and Nonverbal) | Frequency (%) | 1 (2%) | 11 (22%) | 38 (75%) |
| II. Interpersonal Interactions (Respect, Compassion, Collaboration) | Frequency (%) | 0 (0%) | 11 (22%) | 40 (78%) |
| III. Professional Conduct (Integrity, Responsibility) | Frequency (%) | 0 (0%) | 11 (22%) | 40 (78%) |
| IV. Ethical Practice (Justice) | Frequency (%) | 0 (0%) | 19 (37%) | 32 (63%) |
| V. Leadership and Service | Frequency (%) | 2 (4%) | 19 (37%) | 30 (59%) |
| VI. Problem Solving (Analytical and Divergent)* | Frequency (%) | 1 (2%) | 14 (27%) | 35 (68%) |

*Not observed/not applicable was indicated 1 time for this standard

Exit Survey

Clinical interns were surveyed at the end of their full-time student teaching. Interns were asked how well they felt Georgian Court University prepared them in the following areas.

Data was not available for Fall 2022 so only Spring 2023 will be reported here.

Spring 2023 (n= 27; EC: 1, Elementary: 14, Secondary: 4, Post-bac: 8) *4 missing from data

| Standard | | Extremely well | Very well | Moderately well | Slightly well | Not well at all |
|--|---------------|----------------|-----------|-----------------|---------------|-----------------|
| I. Content knowledge needed to address NJCLS | Frequency (%) | 10 (43%) | 10 (43%) | 3 (13%) | 0 (0%) | 0 (0%) |
| II. Designing developmentally appropriate learning experiences | Frequency (%) | 9 (39%) | 13 (57%) | 1 (4%) | 0 (0%) | 0 (0%) |
| III. Knowledge of child/adolescent development | Frequency (%) | 5 (22%) | 14 (61%) | 4 (17%) | 0 (0%) | 0 (0%) |
| IV. Cultural responsiveness | Frequency (%) | 9 (39%) | 8 (35%) | 4 (17%) | 2 (9%) | 0 (0%) |
| V. Classroom management | Frequency (%) | 1 (4%) | 10 (43%) | 10 (43%) | 2 (9%) | 0 (0%) |
| VI. Foster positive classroom environment | Frequency (%) | 12 (12%) | 8 (35%) | 2 (9%) | 1 (4%) | 0 (0%) |

| | | | | | | | |
|-------|--|---------------|----------|----------|---------|--------|--------|
| VII. | Develop skills to be caring, ethical, and respectful | Frequency (%) | 11 (48%) | 10 (43%) | 2 (9%) | 0 (0%) | 0 (0%) |
| VIII. | Collaborative work | Frequency (%) | 10 (43%) | 11 (48%) | 1 (4%) | 1 (4%) | 0 (0%) |
| IX. | Knowledge needed to promote critical thinking, problem solving, and student learning | Frequency (%) | 13 (57%) | 9 (39%) | 1 (4%) | 0 (0%) | 0 (0%) |
| X. | Technology integration | Frequency (%) | 11 (48%) | 9 (39%) | 3 (13%) | 0 (0%) | 0 (0%) |
| XI. | Multiple assessment strategies | Frequency (%) | 8 (35%) | 13 (57%) | 1 (4%) | 1 (4%) | 0 (0%) |
| XII. | Differentiated instruction for special learning needs | Frequency (%) | 10 (43%) | 10 (43%) | 2 (9%) | 1 (4%) | 0 (0%) |
| XIII. | Communication and information literacy to foster inquiry, collaboration, and communication | Frequency (%) | 5 (22%) | 15 (65%) | 3 (13%) | 0 (0%) | 0 (0%) |
| XIV. | Engage in reflective practice | Frequency (%) | 11 (48%) | 11 (48%) | 1 (4%) | 0 (0%) | 0 (0%) |
| XV. | Connect with colleagues/organizations for lifelong learning | Frequency (%) | 6 (26%) | 13 (57%) | 4 (17%) | 0 (0%) | 0 (0%) |
| XVI. | In general, how well did GCU prepare you as a teacher? | Frequency (%) | 8 (35%) | 14 (61%) | 1 (4%) | 0 (0%) | 0 (0%) |

Measure 4: Ability of completers to be hired in education positions for which they have been prepared

According to the New Jersey Department of Education Performance Reports for Educator Preparation, out of the 41 certified completers from the 2019-2020 SY, 37 (90%) were employed as of the 2020-2021 SY.

Employment by Certification Area:

| Category | Count of Certified Individuals | Employed as of October 15, 2021 | Percent Employed as Teachers |
|-------------------|--------------------------------|---------------------------------|------------------------------|
| All Programs | 44 | 39 | 88.6% |
| Elementary School | 34 | 31 | 91.2% |

| | | | |
|---|----|----|-------|
| Elementary School Teacher with Mathematics Specialization: in Grades 5-8 | 1 | 1 | 100% |
| Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5-8 | 1 | 1 | 100% |
| Teacher of English | 2 | 1 | 50% |
| Teacher of Mathematics | 3 | 3 | 100% |
| Teacher of Social Studies | 2 | 2 | 100% |
| Teacher of Students with Disabilities | 41 | 37 | 90.2% |