

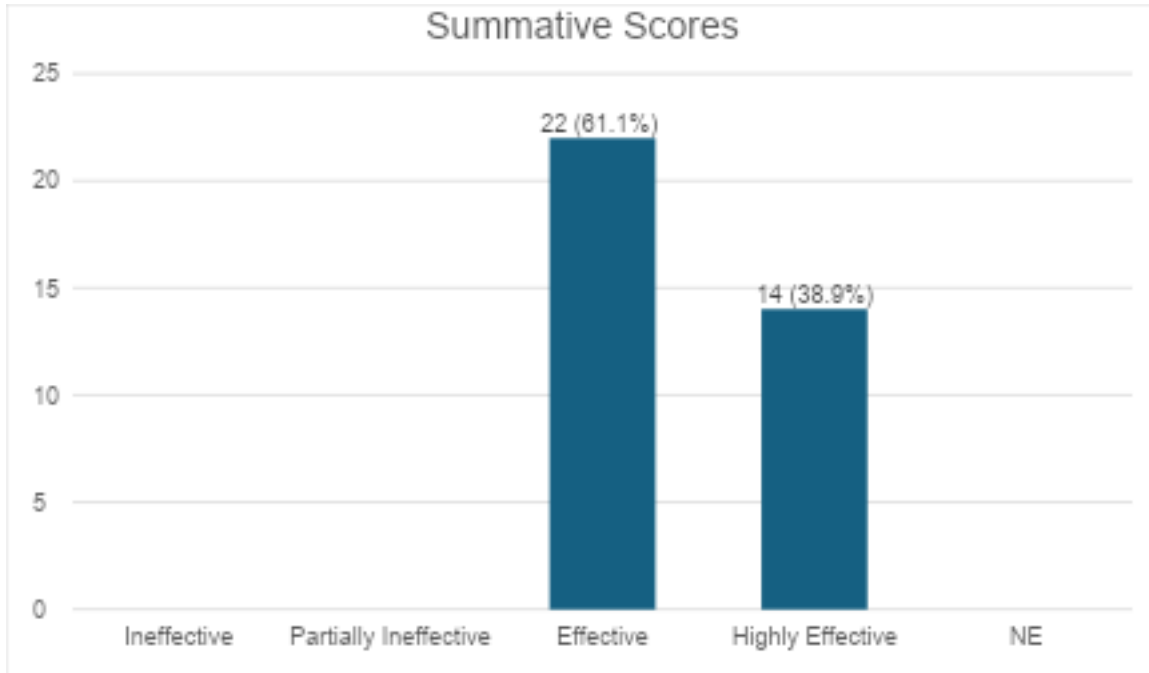
## CAEP Accountability Measures (Initial Programs) AY 2024-2025

### **Measure 1: Completer Impact and Effectiveness**

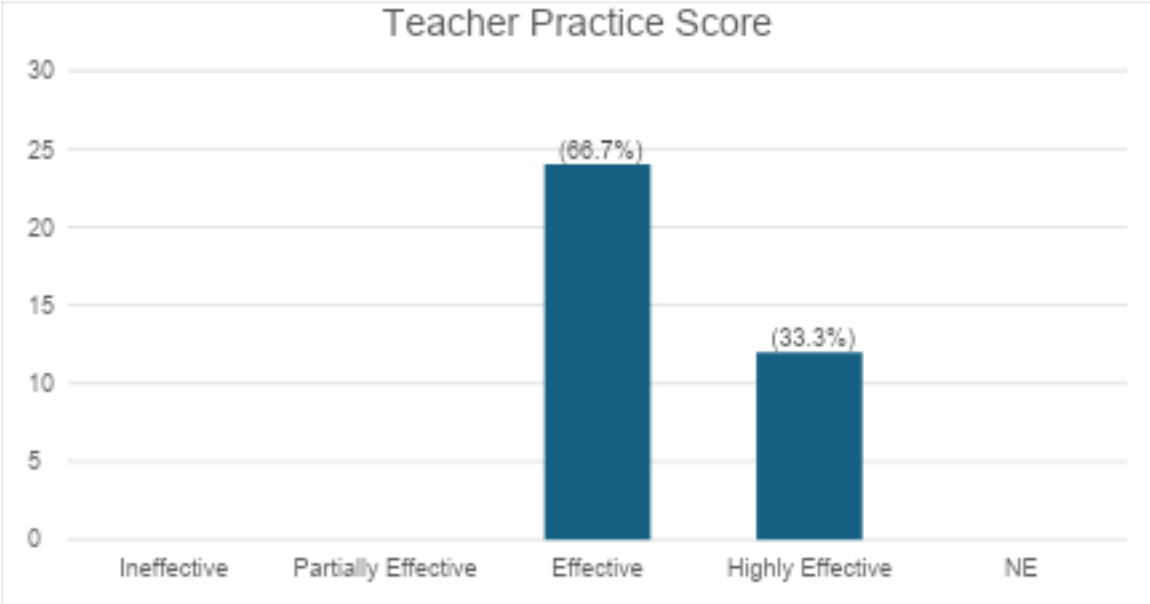
Georgian Court University shares its Annual Performance data with Council for the Accreditation of Educator Preparation (CAEP) and with our stakeholders including the public through our web page. The New Jersey Department of Education publishes an Annual Report that includes CAEP measures 1 and 4 for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

Summative Scores, Teacher Practice Scores, Median Student Growth Percentile Scores, and Teacher Student Growth Objectives scores have been collected from certified program completers from the 2020-2021 school year employed in the 2021-2022 school year.

Summative scores are based on multiple measures of student achievement and teacher practice. While all teachers receive an annual summative evaluation, the components used to determine the summative score vary depending on the grades and subjects that educators teach. All eligible completers (100%) received the ratings of 'Highly Effective' or 'Effective' in the summative score.

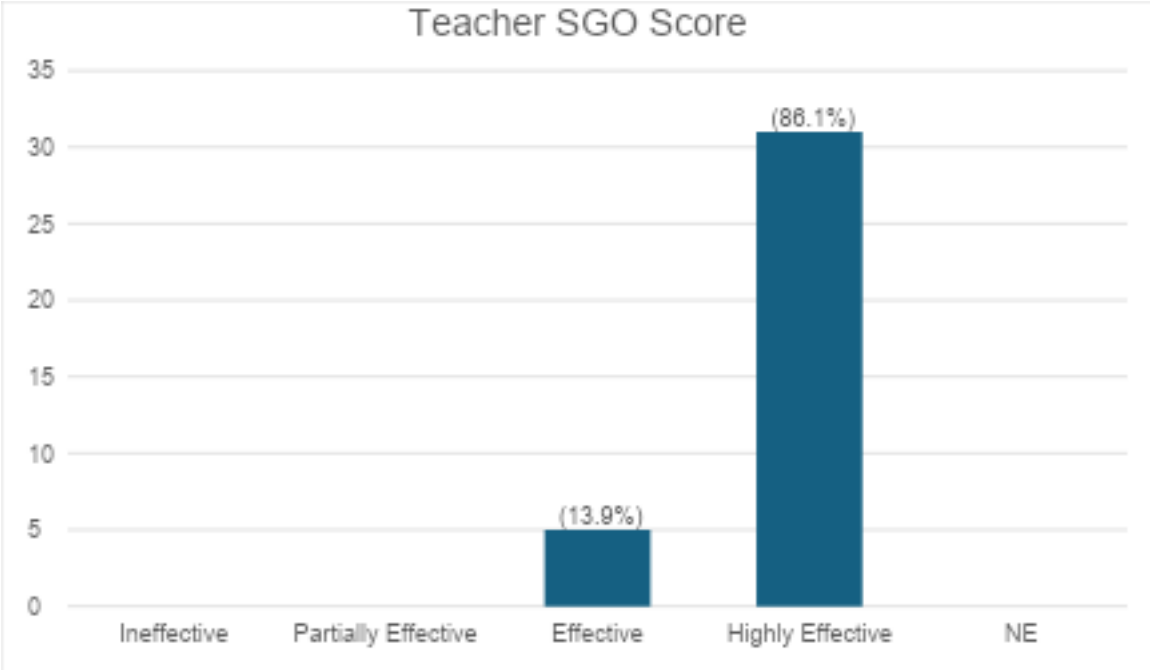


Teacher Practice Score is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments. All eligible completers (100%) received the ratings of 'Highly Effective' or '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. There is currently no data available as the data is suppressed where the number of teachers is fewer than 10 to ensure the privacy of individual teachers.

Teacher’s Student Growth Objectives score is the combined score for a teacher’s Student Growth Objectives as assessed by the district’s evaluation system for assigning teacher or principal performance ratings. 100% of completers received the rating of ‘Highly Effective’ or ‘Effective’ in Teacher SGO score.



## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

Georgian Court University Education Department has conducted focus groups with representatives from local school districts to gauge employee and employer satisfaction. In addition, these focus groups were a way for teachers and administrators to give their opinions on what they view as the most pressing matters for educators today and how these items can help shape the way new teachers are prepared for the field.

On November 21, 2024, a focus group was held via Zoom. 19 teachers and administrators were in attendance and the topics of discussion included:

- Characteristics that are the most helpful in a clinical supervisor
  - Someone who has recent classroom experience
  - Connecting with resources
  - Give feedback in digestible sections
- Characteristics that are helpful in a cooperating teacher
  - Have tough conversations in a constructive way
- What was something you found most helpful from your CT or supervisor?
  - CT involved the intern with things outside the classroom
  - Helped teach balance between classroom and extracurricular activities
- What is something you wish was done differently in your internship?
  - CTs should be willing to give up control to an extent of their classroom in order to let the intern be the lead
  - Could be a requirement that interns be required to participate in service activities with their placement school
- Tutoring in schools
  - It is very prevalent in schools, although it can sometimes be a challenge to get students to show up.
  - Would be nice to have interns involved with tutoring as well
- Other topics and ideas
  - Educating on the administrative end of being a teacher. Like SGOs and PDPs
  - Build strong relationships with CT and Supervisor early to set intern up for success
  - Emphasize professionalism post-COVID
  - Self-advocacy in new teachers is key

### 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 best attempts made from September 2024 to August 2025. Areas with N<5 do not yield data and are not included in this report.

PRAXIS Test Code	PRAXIS Test Name	N	GCU Average Pass Rate	State Average Pass Rate	Passing Score
5025	Early Childhood Education	11	81.82%	65.78%	156
5002	Elm Ed: Reading Lang Arts Subtest	15	66.67%	73.14%	157
5003	Elm Ed: Mathematics Subtest	8	87.5%	72.15%	157
5004	Elm Ed: Social Studies Subtest	15	53.33%	63.5%	155
5005	Elm Ed: Science Subtest	11	81.82%	65.56%	159

#### 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. The N represents the actual number of clinical interns.

Fall 2024 (n= 10; EC: 1, Elementary: 6, Secondary: 3, ESL: 0)

Standard	Advanced Proficient	Proficient	Novice	Emergent
I. Learner Development	18	3	1	0
II. Learning Differences	16	4	1	0
III. The Learning Environment	17	4	1	1
IV. Content Knowledge	14	6	1	1

V.	Application of Content	14	6	1	0
VI.	Assessment	15	5	1	0
VII.	Planning for Instruction	17	3	1	0
VIII.	Instructional Strategies	15	6	1	0
IX.	Professional Learning & Ethical Practice	18	3	1	0
X.	Leadership & Collaboration	17	4	0	0
XI.	Professional Responsibility	18	3	0	0

Spring 2025 (n= 34; EC: 15, Elementary: 13, Secondary: 5, ESL: 1)

	Standard	Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	51	15	1	0
II.	Learning Differences	42	23	1	0
III.	The Learning Environment	50	16	1	0
IV.	Content Knowledge	38	26	1	0
V.	Application of Content	38	28	0	0
VI.	Assessment	41	24	1	0
VII.	Planning for Instruction	48	17	1	0
VIII.	Instructional Strategies	42	22	1	0

IX.	Professional Learning & Ethical Practice	44	21	1	0
X.	Leadership & Collaboration	39	24	3	0
XI.	Professional Responsibility	55	10	1	0

**Observation and Conference Report**

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 2024 (n= 10; EC: 1, Elementary: 6, Secondary: 3, ESL: 0)

	Standard	Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	8	2	0	0
II.	Learning Differences	7	2	0	0
III.	Learning Environment	7	3	0	0
IV.	Content Knowledge	7	3	0	0
V.	Content Application	4	6	0	0
VI.	Assessment	6	3	0	0
VII.	Planning for Instruction	6	4	0	0
VIII.	Instructional Strategies	8	2	0	0
IX.	Professional Learning and Ethical Practice	8	2	0	0
X.	Leadership and Collaboration	6	4	0	0

XI. Professional Responsibility	10	0	0	0
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Spring 2025 (n= 34; EC: 15, Elementary: 13, Secondary: 5, ESL: 1)

Standard	Advanced Proficient	Proficient	Novice	Emergent
I. Learner Development	22	14	0	0
II. Learning Differences	23	12	1	0
III. Learning Environment	27	8	1	0
IV. Content Knowledge	21	15	0	0
V. Content Application	16	20	0	0
VI. Assessment	14	22	0	0
VII. Planning for Instruction	24	12	0	0
VIII. Instructional Strategies	23	12	0	0
IX. Professional Learning and Ethical Practice	26	10	0	0
X. Leadership and Collaboration	20	14	2	0
XI. Professional Responsibility	27	8	1	0
XII. Reflective Practice	24	11	1	0

### 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 2024 (n= 10; EC: 1, Elementary: 6, Secondary: 3, ESL: 0)

Standard	Advanced Proficient	Proficient	Novice	Emergent
I. Learning Standards & Central Focus	8	2	0	0
II. Learning Objectives	8	2	0	0
III. Prior Knowledge	7	2	0	0
IV. Misconceptions and Action Plan	7	2	0	0
V. Instructional Strategies	7	2	0	0
VI. Questioning Strategies	4	5	0	0
VII. Academic Vocabulary	7	2	0	0
VIII. Technology Integration	5	4	0	0
IX. Assessment	6	3	0	0
X. Learning Theory	5	4	0	0
XI. Universal Design for Learning	7	2	0	0
XII. Culturally Responsive Planning	6	2	0	0
XIII. Differentiated Instruction	6	2	0	0
XIV. Accommodations for Students with Disabilities	3	2	0	0
XV. Modifications for Students with Disabilities	5	2	0	0
XVI. Lesson Introduction	7	2	0	0
XVII. Lesson Body	7	2	0	0
XVIII. Lesson Closure	7	2	0	0

Spring 2025 (n= 34; EC: 15, Elementary: 13, Secondary: 5, ESL: 1)

Standard	Advanced Proficient	Proficient	Novice	Emergent
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I.	Learning Standards & Central Focus	18	15	1	0
II.	Lesson Objective	25	8	1	0
III.	Prior Knowledge	16	17		0
IV.	Misconceptions & Action Plan	21	11	1	0
V.	Instructional Strategies	26	5	1	0
VI.	Questioning Techniques	20	13	0	0
VII.	Academic Vocabulary	17	15	1	0
VIII.	Technology Integration	17	13	2	0
IX.	Assessment	14	16	2	0
X.	Learning Theory	24	9	0	0
XI.	Universal Design for Learning	27	6	0	0
XII.	Culturally Responsive Planning	16	14	2	1
XIII.	Differentiated Instruction	23	10	0	0
XIV.	Accommodations for Students with Disabilities	17	13	0	0
XV.	Modifications for Students with Disabilities	15	9	2	0
XVI.	Lesson Introduction	20	11	0	1
XVII.	Lesson Body	24	9	1	0
XVIII.	Lesson Closure	23	10	1	0

### 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.

Fall 2024 (n= 10; EC: 1, Elementary: 6, Secondary: 3, ESL: 0)

Standard	Extremely well	Very well	Moderately well	Slightly well	Not well at all
I. Content knowledge needed to address NJCLS	4	6	0	0	0
II. Designing developmentally appropriate learning experiences	2	4	4	0	0
III. Knowledge of child/adolescent development	1	4	5	0	0
IV. Cultural responsiveness	0	1	6	3	0
V. Classroom management	2	4	3	1	0
VI. Foster positive classroom environment	6	4	0	0	0
VII. Develop skills to be caring, ethical, and respectful	4	5	1	0	0
VIII. Collaborative work	2	7	1	0	0
IX. Knowledge needed to promote critical thinking, problem solving, and student learning	0	9	1	0	0

X.	Technology integration	6	2	2	0	0
XI.	Multiple assessment strategies	1	6	3	0	0
XII.	Differentiated instruction for special learning needs	0	5	4	1	0
XIII.	Communication and information literacy to foster inquiry, collaboration, and communication	0	3	6	1	0
XIV.	Engage in reflective practice	5	4	0	1	0
XV.	Connect with colleagues/organizations for lifelong learning	1	7	2	0	0
XVI.	In general, how well did GCU prepare you as a teacher?	0	6	3	1	0

Spring 2025 (n= 34; EC: 15, Elementary: 13, Secondary: 5, ESL: 1)

Standard		Extremely well	Very well	Moderately well	Slightly well	Not well at all
I.	Content knowledge needed to address NJSLs	12	13	7	1	1
II.	Designing developmentall	16	13	4	1	0

	y appropriate learning experiences					
III.	Knowledge of child/adolescent development	12	13	7	2	0
IV.	Cultural responsiveness	16	11	6	0	1
V.	Classroom management	13	12	5	3	1
VI.	Foster positive classroom environment	17	14	3	0	0
VII.	Develop skills to be caring, ethical, and respectful	12	14	8	0	0
VIII.	Collaborative work	14	7	12	1	0
IX.	Knowledge needed to promote critical thinking, problem solving, and student learning	12	19	3	0	0
X.	Technology integration	11	16	3	4	0
XI.	Multiple assessment strategies	13	14	3	4	0
XII.	Differentiated instruction for special learning needs	13	16	3	2	0
XIII.	Communication and information	10	17	6	1	0

literacy to foster inquiry, collaboration, and communication					
XIV. Engage in reflective practice	14	16	3	0	1
XV. Connect with colleagues/organizations for lifelong learning	14	9	6	4	1
XVI. In general, how well did GCU prepare you as a teacher?	13	10	7	3	1

**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 2020-2021 SY, 36 (88%) were employed as of the 2021-2022 SY.

**Employment by Certification Area:**

Category	Count of Certified Individuals	Employed as of October 15, 2021	Percent Employed as Teachers
All Programs	41	36	87.8%
Elementary School	24	20	83.3%
Elementary School Teacher with Mathematics Specialization: in Grades 5-8	1	1	100%
Teacher of Chemistry	1	1	100%
Teacher of Dance, Art, Music, or Theater	1	1	100%
Teacher of English	4	4	100%
Teacher of Mathematics	1	1	100%

Teacher of Preschool through Grade 3	7	6	85.7%
Teacher of Social Studies	3	3	100%
Teacher of Students with Disabilities	38	33	86.8%