

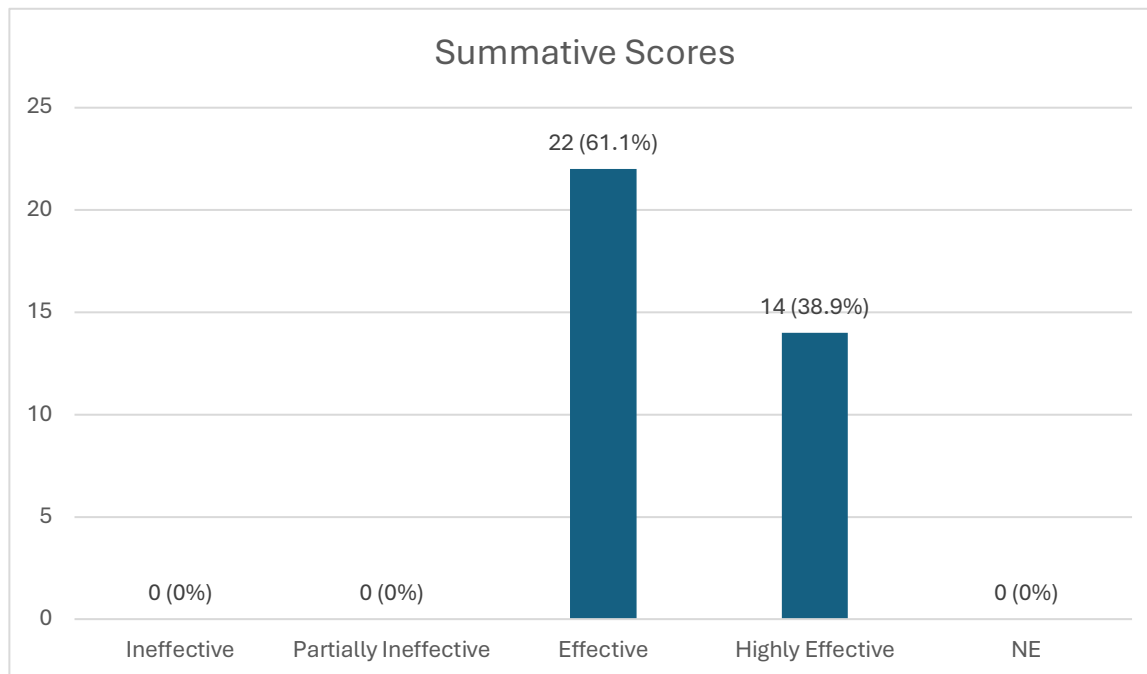
## CAEP Accountability Measures (Initial Programs) AY 2023-2024

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

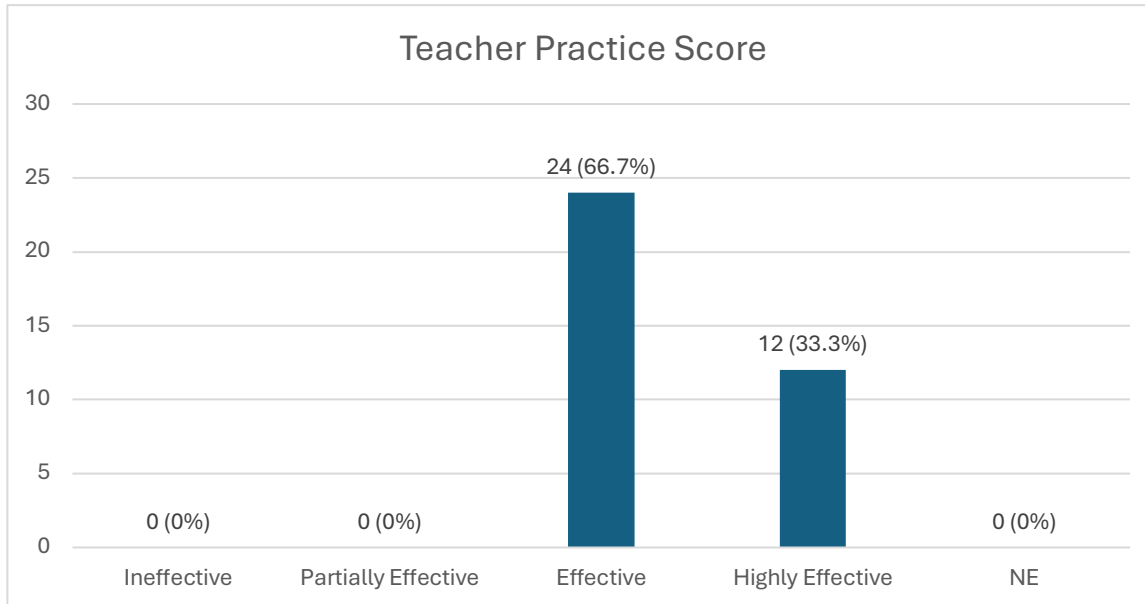
Georgian Court University shares its Annual Performance data with Council for the Accreditation of Educator Preparation (CAEP) and with our stakeholders including the public through our web page. The New Jersey Department of Education publishes an Annual Report that includes CAEP measures 1 and 4 for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

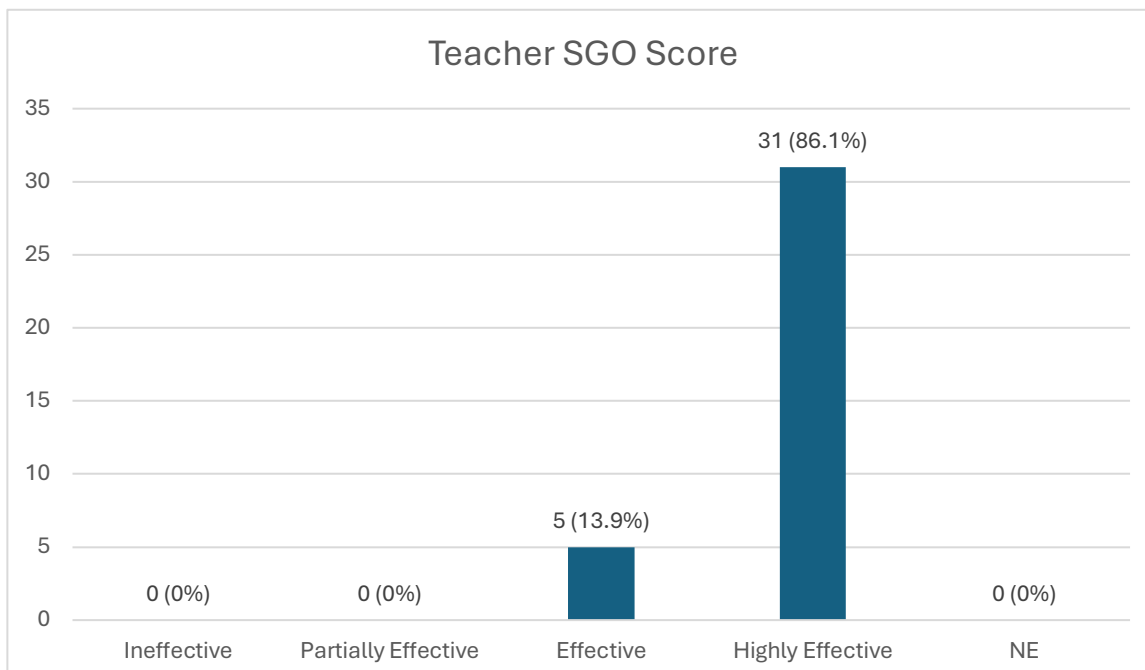


Teacher Practice Score is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments. All eligible completers (100%) 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 combines 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 2023 to August 2024. 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	15	66.67%	66.41%	156
5002	Elm Ed: Reading Lang Arts Subtest	14	57.14%	77.97%	157
5003	Elm Ed: Mathematics Subtest	14	71.43%	76.28%	157
5004	Elm Ed: Social Studies Subtest	19	31.58%	62.24%	155
5005	Elm Ed: Science Subtest	16	56.25%	66.82%	159
5038	English Language Arts: Content Knowledge	6	33.33%	71.72%	167

#### **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 2023 (n= 16; EC: 4, Elementary: 8, Secondary: 3, ESL: 1)

Standard			Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	Frequency (%)	26 (63%)	12 (29%)	3 (7%)	0 (0%)
II.	Learning Differences	Frequency (%)	19 (49%)	17 (44%)	3 (8%)	0 (0%)
III.	The Learning Environment	Frequency (%)	24 (62%)	13 (33%)	2 (5%)	0 (0%)

IV.	Content Knowledge	Frequency (%)	18 (47%)	17 (45%)	3 (8%)	0 (0%)
V.	Application of Content	Frequency (%)	18 (46%)	19 (49%)	2 (5%)	0 (0%)
VI.	Assessment	Frequency (%)	19 (46%)	16 (39%)	4 (10%)	2 (5%)
VII.	Planning for Instruction	Frequency (%)	21 (54%)	17 (44%)	1 (3%)	0 (0%)
VIII.	Instructional Strategies	Frequency (%)	20 (51%)	17 (44%)	2 (5%)	0 (0%)
IX.	Professional Learning & Ethical Practice	Frequency (%)	22 (55%)	15 (38%)	2 (5%)	1 (3%)
X.	Leadership & Collaboration	Frequency (%)	17 (44%)	22 (56%)	0 (0%)	0 (0%)
XI.	Professional Responsibility	Frequency (%)	25 (64%)	13 (33%)	1 (3%)	0 (0%)

Spring 2024 (n= 22; EC: 3, Elementary: 11, Secondary: 8)

Standard			Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	Frequency (%)	38 (81%)	9 (19%)	0 (0%)	0 (0%)
II.	Learning Differences	Frequency (%)	26 (57%)	20 (43%)	0 (0%)	0 (0%)
III.	The Learning Environment	Frequency (%)	35 (76%)	10 (22%)	1 (2%)	0 (0%)
IV.	Content Knowledge	Frequency (%)	29 (64%)	16 (36%)	0 (0%)	0 (0%)
V.	Application of Content	Frequency (%)	29 (62%)	18 (38%)	0 (0%)	0 (0%)
VI.	Assessment	Frequency (%)	28 (60%)	18 (38%)	1 (2%)	0 (0%)
VII.	Planning for Instruction	Frequency (%)	34 (72%)	12 (26%)	1 (2%)	0 (0%)
VIII.	Instructional Strategies	Frequency (%)	31 (67%)	15 (33%)	0 (0%)	0 (0%)
IX.	Professional Learning & Ethical Practice	Frequency (%)	31 (66%)	15 (32%)	1 (2%)	0 (0%)

X.	Leadership & Collaboration	Frequency (%)	34 (74%)	12 (26%)	0 (0%)	0 (0%)
XI.	Professional Responsibility	Frequency (%)	42 (91%)	4 (9%)	0 (0%)	0 (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 2023 (n= 16; EC: 4, Elementary: 8, Secondary: 3, ESL: 1)

Standard			Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	Frequency (%)	12 (63%)	7 (37%)	0 (0%)	0 (0%)
II.	Learning Differences	Frequency (%)	9 (50%)	6 (33%)	3 (17%)	0 (0%)
III.	Learning Environment	Frequency (%)	11 (58%)	7 (37%)	1 (5%)	0 (0%)
IV.	Content Knowledge	Frequency (%)	12 (63%)	6 (32%)	1 (5%)	0 (0%)
V.	Content Application	Frequency (%)	7 (39%)	9 (50%)	2 (11%)	0 (0%)
VI.	Assessment	Frequency (%)	8 (42%)	8 (42%)	3 (16%)	0 (0%)
VII.	Planning for Instruction	Frequency (%)	12 (63%)	7 (37%)	0 (0%)	0 (0%)
VIII.	Instructional Strategies	Frequency (%)	10 (53%)	6 (32%)	1 (5%)	2 (11%)
IX.	Professional Learning and Ethical Practice	Frequency (%)	11 (58%)	8 (42%)	0 (0%)	0 (0%)
X.	Leadership and Collaboration	Frequency (%)	5 (28%)	13 (72%)	0 (0%)	0 (0%)
XI.	Professional Responsibility	Frequency (%)	13 (68%)	6 (32%)	0 (0%)	0 (0%)

Spring 2024 (n= 22; EC: 3, Elementary: 11, Secondary: 8)

Standard			Advanced Proficient	Proficient	Novice	Emergent
I.	Learner Development	Frequency (%)	21 (91%)	2 (9%)	0 (0%)	0 (0%)
II.	Learning Differences	Frequency (%)	16 (70%)	7 (30%)	0 (0%)	0 (0%)
III.	Learning Environment	Frequency (%)	16 (70%)	7 (30%)	0 (0%)	0 (0%)
IV.	Content Knowledge	Frequency (%)	17 (74%)	6 (26%)	0 (0%)	0 (0%)
V.	Content Application	Frequency (%)	12 (52%)	11 (48%)	0 (0%)	0 (0%)
VI.	Assessment	Frequency (%)	12 (52%)	11 (48%)	0 (0%)	0 (0%)
VII.	Instructional Strategies	Frequency (%)	19 (83%)	4 (17%)	0 (0%)	0 (0%)
VIII.	Professional Learning and Ethical Practice	Frequency (%)	21 (91%)	2 (9%)	0 (0%)	0 (0%)
IX.	Professional Responsibility	Frequency (%)	21 (91%)	2 (9%)	0 (0%)	0 (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 2023 (n= 16; EC: 4, Elementary: 8, Secondary: 3, ESL: 1)

Standard			Advanced Proficient	Proficient	Novice
I.	Learning Standards & Central Focus	Frequency (%)	14 (78%)	4 (22%)	0 (0%)
II.	Learning Objectives	Frequency (%)	10 (59%)	5 (29%)	2 (12%)
III.	Prior Knowledge	Frequency (%)	11 (65%)	6 (35%)	0 (0%)
IV.	Misconceptions and Action Plan	Frequency (%)	12 (71%)	5 (29%)	0 (0%)
V.	Instructional Strategies	Frequency (%)	10 (59%)	7 (41%)	0 (0%)
VI.	Questioning Strategies	Frequency (%)	8 (47%)	9 (53%)	0 (0%)

VII.	Academic Vocabulary	Frequency (%)	10 (59%)	7 (41%)	0 (0%)
VIII.	Technology Integration	Frequency (%)	7 (44%)	9 (56%)	0 (0%)
IX.	Assessment	Frequency (%)	8 (50%)	7 (44%)	1 (6%)
X.	Learning Theory	Frequency (%)	7 (41%)	10 (59%)	0 (0%)
XI.	Universal Design for Learning	Frequency (%)	13 (76%)	4 (24%)	0 (0%)
XII.	Culturally Responsive Planning	Frequency (%)	7 (41%)	10 (59%)	0 (0%)
XIII.	Differentiated Instruction	Frequency (%)	11 (69%)	5 (31%)	0 (0%)
XIV.	Accommodations for Students with Disabilities	Frequency (%)	10 (63%)	6 (38%)	0 (0%)
XV.	Modifications for Students with Disabilities	Frequency (%)	6 (46%)	7 (54%)	0 (0%)
XVI.	Lesson Introduction	Frequency (%)	11 (65%)	6 (35%)	0 (0%)
XVII.	Lesson Body	Frequency (%)	11 (65%)	5 (29%)	1 (6%)
XVIII.	Lesson Closure	Frequency (%)	9 (56%)	7 (44%)	0 (0%)
XIX.	Reflective Practice	Frequency (%)	10 (67%)	5 (33%)	0 (0%)

Spring 2024 (n= 22; EC: 3, Elementary: 11, Secondary: 8)

Standard			Advanced Proficient	Proficient	Novice	Emergent
I.	Learning Standards & Central Focus	Frequency (%)	13 (59%)	8 (36%)	1 (5%)	0 (0%)
II.	Lesson Objective	Frequency (%)	16 (76%)	4 (19%)	1 (5%)	0 (0%)
III.	Prior Knowledge	Frequency (%)	14 (67%)	7 (33%)	0 (0%)	0 (0%)
IV.	Misconceptions & Action Plan	Frequency (%)	14 (67%)	7 (33%)	0 (0%)	0 (0%)
V.	Instructional Strategies	Frequency (%)	18 (86%)	3 (14%)	0 (0%)	0 (0%)
VI.	Questioning Techniques	Frequency (%)	11 (52%)	8 (38%)	1 (5%)	1 (5%)
VII.	Academic Vocabulary	Frequency (%)	15 (71%)	6 (29%)	0 (0%)	0 (0%)
VIII.	Technology Integration	Frequency (%)	11 (52%)	10 (28%)	0 (0%)	0 (0%)



IX.	Assessment	Frequency (%)	9 (43%)	11 (52%)	1 (5%)	0 (0%)
X.	Learning Theory	Frequency (%)	14 (67%)	7 (33%)	0 (0%)	0 (0%)
XI.	Universal Design for Learning	Frequency (%)	19 (90%)	2 (10%)	0 (0%)	0 (0%)
XII.	Culturally Responsive Planning	Frequency (%)	13 (62%)	8 (38%)	0 (0%)	0 (0%)
XIII.	Differentiated Instruction	Frequency (%)	11 (52%)	10 (28%)	0 (0%)	0 (0%)
XIV.	Accommodations for Students with Disabilities	Frequency (%)	9 (45%)	11 (55%)	0 (0%)	0 (0%)
XV.	Modifications for Students with Disabilities	Frequency (%)	6 (46%)	7 (54%)	0 (0%)	0 (0%)
XVI.	Lesson Introduction	Frequency (%)	15 (71%)	5 (24%)	1 (5%)	0 (0%)
XVII.	Lesson Body	Frequency (%)	15 (71%)	6 (29%)	0 (0%)	0 (0%)
XVIII.	Lesson Closure	Frequency (%)	11 (50%)	10 (45%)	1 (5%)	0 (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 2023 (n= 16; EC: 4, Elementary: 8, Secondary: 3, ESL: 1)

Standard			Extremely well	Very well	Moderately well	Slightly well	Not well at all
I.	Content knowledge needed to address NJSLS	Frequency (%)	5 (31%)	9 (56%)	2 (13%)	0 (0%)	0 (0%)
II.	Designing developmentally appropriate learning experiences	Frequency (%)	6 (38%)	8 (50%)	2 (13%)	0 (0%)	0 (0%)
III.	Knowledge of child/adolescent development	Frequency (%)	5 (31%)	9 (56%)	2 (13%)	0 (0%)	0 (0%)
IV.	Cultural responsiveness	Frequency (%)	6 (38%)	8 (50%)	1 (6%)	1 (6%)	0 (0%)

V.	Classroom management	Frequency (%)	5 (31%)	9 (56%)	1 (6%)	1 (6%)	0 (0%)
VI.	Foster positive classroom environment	Frequency (%)	7 (44%)	9 (56%)	0 (0%)	0 (0%)	0 (0%)
VII.	Develop skills to be caring, ethical, and respectful	Frequency (%)	7 (44%)	7 (44%)	2 (13%)	0 (0%)	0 (0%)
VIII.	Collaborative work	Frequency (%)	6 (38%)	7 (44%)	2 (13%)	1 (6%)	0 (0%)
IX.	Knowledge needed to promote critical thinking, problem solving, and student learning	Frequency (%)	6 (38%)	8 (50%)	1 (6%)	1 (6%)	0 (0%)
X.	Technology integration	Frequency (%)	6 (38%)	8 (50%)	1 (6%)	1 (6%)	0 (0%)
XI.	Multiple assessment strategies	Frequency (%)	4 (25%)	8 (50%)	3 (19%)	1 (6%)	0 (0%)
XII.	Differentiated instruction for special learning needs	Frequency (%)	6 (38%)	6 (38%)	3 (19%)	1 (6%)	0 (0%)
XIII.	Communication and information literacy to foster inquiry, collaboration, and communication	Frequency (%)	5 (31%)	10	1 (6%)	0 (0%)	0 (0%)
XIV.	Engage in reflective practice	Frequency (%)	9 (56%)	6 (38%)	1 (6%)	0 (0%)	0 (0%)
XV.	Connect with colleagues/organizations for lifelong learning	Frequency (%)	5 (31%)	8 (50%)	3 (19%)	0 (0%)	0 (0%)
XVI.	In general, how well did GCU prepare you as a teacher?	Frequency (%)	6 (38%)	6 (38%)	3 (19%)	1 (6%)	0 (0%)

Spring 2024 (n= 22; EC: 3, Elementary: 11, Secondary: 8)

Standard			Extreme ly well	Very well	Moderately well	Slightly well	Not well at all
I.	Content knowledge needed to address NJSLs	Frequency (%)	6 (30%)	11 (55%)	3 (15%)	0 (0%)	0 (0%)

II.	Designing developmentally appropriate learning experiences	Frequency (%)	7 (35%)	9 (45%)	4 (20%)	0 (0%)	0 (0%)
III.	Knowledge of child/adolescent development	Frequency (%)	11 (55%)	6 (30%)	2 (10%)	1 (5%)	0 (0%)
IV.	Cultural responsiveness	Frequency (%)	8 (40%)	9 (45%)	2 (10%)	1 (5%)	0 (0%)
V.	Classroom management	Frequency (%)	7 (35%)	7 (35%)	4 (20%)	1 (5%)	1 (5%)
VI.	Foster positive classroom environment	Frequency (%)	10 (50%)	7 (35%)	2 (10%)	1 (5%)	0 (0%)
VII.	Develop skills to be caring, ethical, and respectful	Frequency (%)	12 (60%)	5 (25%)	3 (15%)	0 (0%)	0 (0%)
VIII.	Collaborative work	Frequency (%)	10 (50%)	9 (45%)	1 (5%)	0 (0%)	0 (0%)
IX.	Knowledge needed to promote critical thinking, problem solving, and student learning	Frequency (%)	7 (35%)	11 (55%)	2 (10%)	0 (0%)	0 (0%)
X.	Technology integration	Frequency (%)	8 (40%)	4 (20%)	7 (35%)	1 (5%)	0 (0%)
XI.	Multiple assessment strategies	Frequency (%)	6 (30%)	9 (45%)	5 (25%)	0 (0%)	0 (0%)
XII.	Differentiated instruction for special learning needs	Frequency (%)	10 (50%)	9 (45%)	1 (5%)	0 (0%)	0 (0%)
XIII.	Communication and information literacy to foster inquiry, collaboration, and communication	Frequency (%)	8 (40%)	9 (45%)	2 (10%)	1 (5%)	0 (0%)
XIV.	Engage in reflective practice	Frequency (%)	13 (65%)	5 (25%)	2 (10%)	0 (0%)	0 (0%)
XV.	Connect with colleagues/organizations for lifelong learning	Frequency (%)	8 (40%)	10 (50%)	2 (10%)	0 (0%)	0 (0%)
XVI.	In general, how well did GCU prepare you as a teacher?	Frequency (%)	9 (45%)	6 (30%)	5 (25%)	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 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%