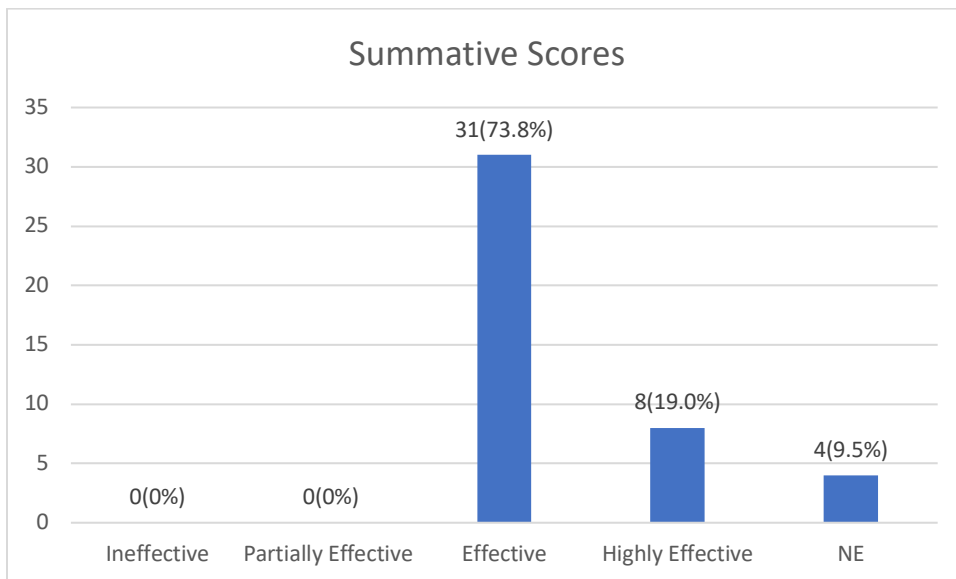


## CAEP Accountability Measures (Initial Programs)

### Measure 1: Completer Impact and Effectiveness

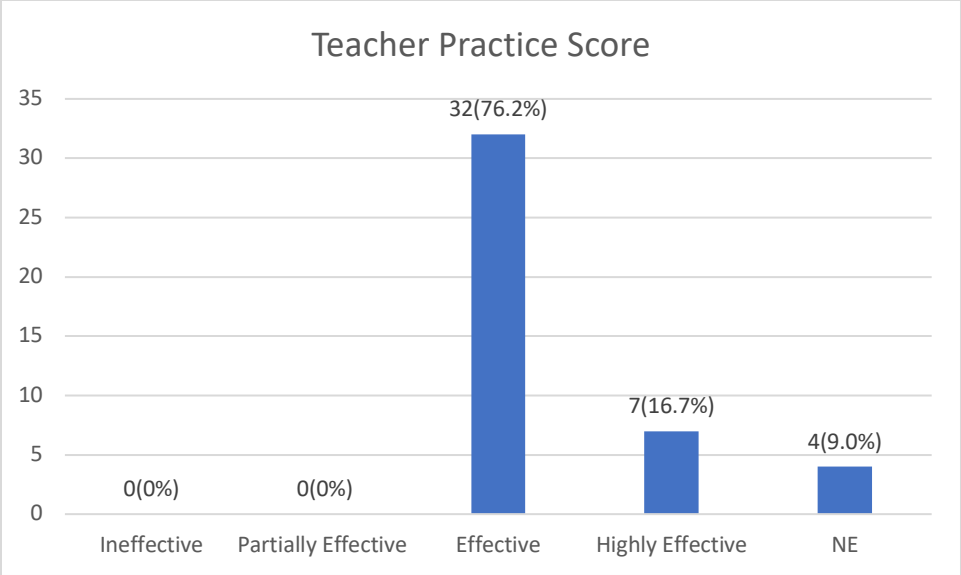
Georgian Court University shares its Annual Performance data with Council for the Accreditation of Educator Preparation (CAEP) and with our stakeholders including the public through our web page. The New Jersey Department of Education publishes an Annual Report that includes CAEP measures 1 and 4 for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

Summative scores 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.



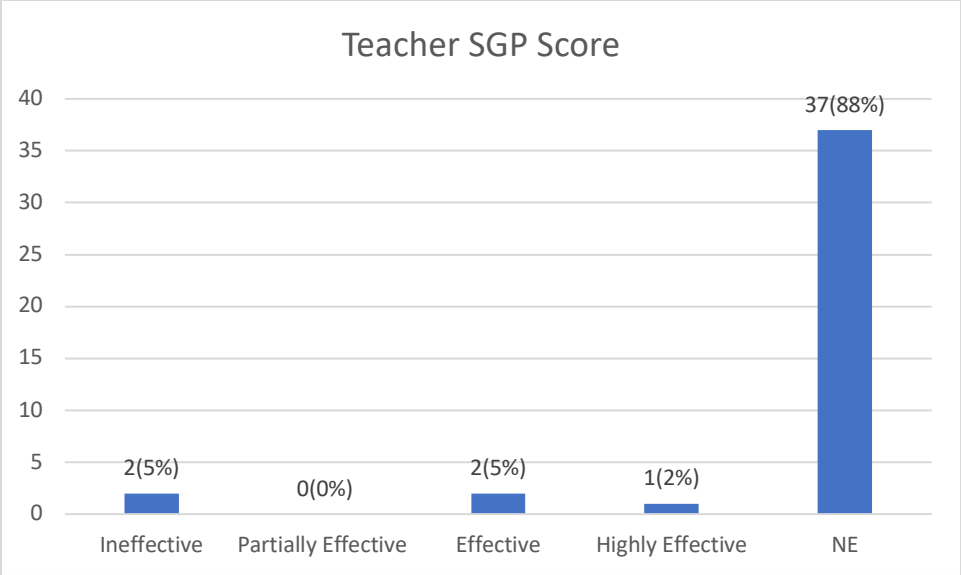
Sources: New Jersey Department of Education Performance Reports for Educator Preparation (2020)

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.



Sources: New Jersey Department of Education Performance Reports for Educator Preparation (2020)

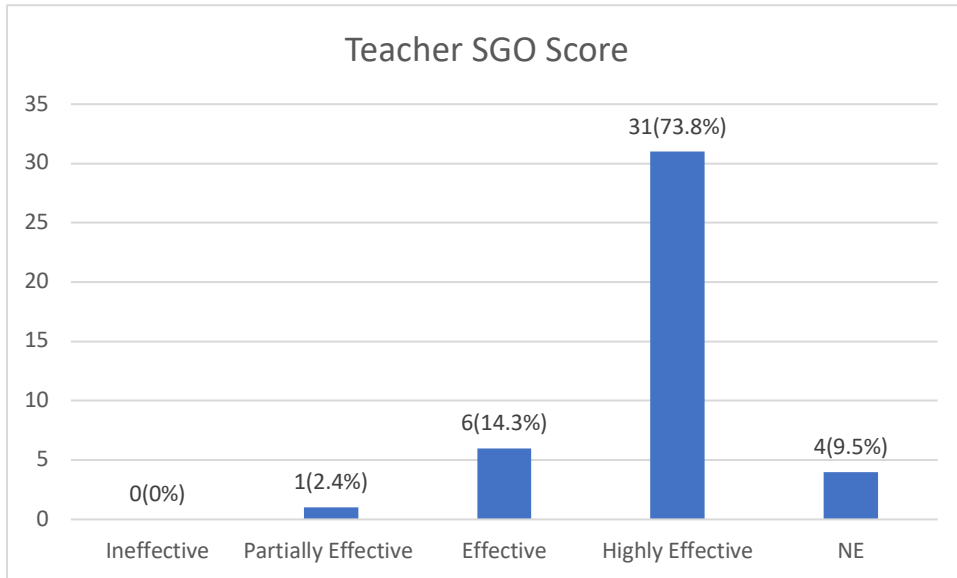
Median Student Growth Percentile (MSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math. Only 5 completers received the Teacher SGP Score. Sixty percentage of eligible completers received the ratings for ‘effective’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



Sources: New Jersey Department of Education Performance Reports for Educator Preparation (2020)

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.



Sources: New Jersey Department of Education Performance Reports for Educator Preparation (2020)

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

For CAEP Measure 2, our EPP conducted the Employer Satisfaction for Initial programs through a focus group. Below is a synopsis of the focus group;

Employers' satisfaction data for initial program completers were gathered through a focus group (February 16, 2021). The focus group was comprised of 13 school administrators who receive GCU students as student teachers and/or who have hired GCU graduates of the following programs: Elementary (PK-6), Early Childhood (P-3), English as a Second Language, Subject Specific (middle and high school). Overall, GCU graduates were noted to be well-prepared, had an advantage with the dual Special Education certification, and contributed to the school environment. They often volunteered to lead committees or take on new challenges. They also formed their own support system within the school. Administrators reported that our graduates were; generally respectful and open to growth/feedback, did not hesitate to collaborate with the more seasoned teachers in meeting challenges both within and outside of their classroom. Graduates were also reported to be acting in a professional manner at all times.

Furthermore, the EPP utilizes the advisory board to assess the relevance and authenticity of our programs. Georgian Court University School of Education Advisory Board consists of 12 school leaders and teachers from around Ocean, Monmouth and Middlesex counties in the state of New Jersey. The Advisory Board's role is to provide input from stakeholders to ensure that our programs promote our candidates' knowledge, skills, and dispositions that reflect the University's mission and core values. Furthermore, the Advisory Board's responsibility is to ensure that programs and candidates meet state

and professional standards. The EPP hold 2 meeting a years with the advisory board. The last advisory board meeting was November 1 2021. For the full meeting minutes, please see Appendix A.

**Measure 3: Candidate competency at completion**

Our EPP uses multiple measures for candidacy’s competency for initial completers.

Candidate competency at completion is measured by proprietary measures (edTPA, Praxis II) and EPP-created measures (clinical practice evaluation, lesson plan evaluation, and professional dispositions).

**edTPA**

All candidates in the initial programs completed and passed edTPA by exceeding the New Jersey Department of Education established passing standard in Fall 2020 and Spring 2021.

**Fall 2020 (n=8)**

Programs	N	GCU Average	Passing Score
Early Childhood	1	40.0	37
Elementary	5	56.2	44
ESL	1	47.0	37
Secondary ELA	1	39.0	37

**Spring 2021 (n=36)**

Programs	N	GCU Average	Passing Score
Early Childhood	5	41.8	37
Elementary	20	54.8	44
Secondary ELA	6	49.5	37
Secondary Social Studies	2	47.0	37
Secondary Science	2	44.5	37
Secondary Art	1	46.0	37

**Praxis II**

All candidates in the initial programs and advanced program (School Leaders Licensure Assessment) passed Praxis II Subject Assessment/Specialty Area tests.

PRAXIS Test Code	PRAXIS Test Name	N	GCU Average Score	State Average	Passing Score
5002	Elementary - Reading and Language Arts	45	164.18	165.90	157
5003	Elementary - Mathematics	49	168.94	171.13	157
5004	Elementary - Social Studies	45	160.31	162.71	155

5005	Elementary - Science	46	165.85	166.37	159
5038	English	12	175.67	172.14	167
5081	Social Studies	8	163.63	161.61	157
5134	Art	3	NA	159.83	158
5161 (prior to FA21)	Mathematics	3	NA	155.11	159
5235	Biology	2	NA	162.17	152
5435	General Science	1	NA	161.79	152

### Clinical Practice Evaluation

EPP created clinical practice evaluation measure for the candidates in the initial programs. Clinical supervisors collected clinical practice evaluation data during candidates' full-time clinical practice. All teacher candidates meet the expectation of proficiency in the 4 INTASC categories.

FALL 2020 (n= 6; Elem: 4, Secondary: 1, Post-bac:1)

		Below Proficient	Proficient	Advanced Proficient
I. The Learner & Learning	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.89(0.27)	
II. Content Knowledge	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.83(0.41)	
III. Instructional Practice	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.83(0.41)	
IV. Professional Responsibility	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.83(0.41)	

Spring 2021 (n= 29; ECE: 2, Elem: 11, Secondary: 7, Post-bac:9)

		Below Proficient	Proficient	Advanced Proficient
I. The Learner & Learning	Frequency (%)	0(0%)	1(3%)	28(97%)
	Mean(SD)		2.99(0.06)	
II. Content Knowledge	Frequency (%)	0(0%)	1(3%)	28(97%)
	Mean(SD)		2.97(0.19)	
III. Instructional Practice	Frequency (%)	0(0%)	3(10%)	26(90%)
	Mean(SD)		2.97(0.10)	

IV. Professional Responsibility	Frequency (%)	0(0%)	8(27%)	21(73%)
	Mean(SD)		2.79(0.37)	

### Lesson Plan Evaluation

Clinical supervisors collected clinical practice evaluation data during candidates' full-time clinical practice in Spring 2021 was rated as below proficient in the category of Learner and Learning, most teacher candidates meet the expectation of proficiency in the 4 INTASC categories

FALL 2020 (n= 6; Elem: 4, Secondary: 1, Post-bac:1)

		Below Proficient	Proficient	Advanced Proficient
I. The Learner & Learning	Frequency (%)	0(0%)	3(50%)	3(50%)
	Mean(SD)		2.60(0.50)	
II. Content Knowledge	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.85(0.32)	
III. Instructional Practice	Frequency (%)	0(0%)	1(17%)	5(83%)
	Mean(SD)		2.77(0.45)	
IV. Professional Responsibility	Frequency (%)	0(0%)	2(33%)	4(67%)
	Mean(SD)		2.67(0.52)	

Spring 2021 (n= 26; ECE: 2, Elem: 11, Secondary: 6, Post-bac:7)

		Below Proficient	Proficient	Advanced Proficient
I. The Learner & Learning	Frequency (%)	1(4%)	3(12%)	22(85%)
	Mean(SD)		2.77(0.37)	
II. Content Knowledge	Frequency (%)	0(0%)	2(8%)	24(92%)
	Mean(SD)		2.90(0.27)	
III. Instructional Practice	Frequency (%)	0(0%)	2(8%)	24(92%)
	Mean(SD)		2.90(0.22)	
IV. Professional Responsibility	Frequency (%)	0(0%)	5(19%)	21(81%)
	Mean(SD)		2.81(0.40)	

### Professional Dispositions

Clinical supervisors collected clinical practice evaluation data during candidates' full-time clinical practice. All teacher candidates meet the expectation of proficiency in all categories of professional dispositions (Communication, Interpersonal Interactions, Professional Conduct, Ethical Practice, Leadership and Service, and Problem Solving).

FALL 2020 (n= 6; Elem: 4, Secondary: 1, Post-bac:1)

INTASC	NJPST	CAEP	Competency Area	Below Proficient	Proficient	Advanced Proficient
--------	-------	------	-----------------	------------------	------------	---------------------

10	10	3.3 3.4 3.6	PD.1a	Frequency (%) Mean(SD)	0(0%) 1(17%) 5(83%) 2.83(0.41)
10	10	3.3 3.4 3.6	PD.1b	Frequency (%) Mean(SD)	0(0%) 1(17%) 5(83%) 2.83(0.41)
9,10	9,10,11	3.3 3.4 3.6	PD.2a	Frequency (%) Mean(SD)	0(0%) 0(0%) 6(100%) 3.00(0.00)
9,10	9,10,11	3.3 3.4 3.6	PD.2b	Frequency (%) Mean(SD)	0(0%) 1(17%) 5(83%) 2.83(0.41)
9,10	9,10,11	3.3 3.4 3.6	PD.2c	Frequency (%) Mean(SD)	0(0%) 1(17%) 5(83%) 2.83(0.41)
9	11	3.3 3.4 3.6	PD.3a	Frequency (%) Mean(SD)	0(0%) 0(0%) 6(100%) 3.00(0.00)
9	11	3.3 3.4 3.6	PD.3b	Frequency (%) Mean(SD)	0(0%) 0(0%) 6(100%) 3.00(0.00)
9	11	3.3 3.4 3.6	PD.4	Frequency (%) Mean(SD)	0(0%) 1(17%) 5(83%) 2.83(0.41)
10	10	3.3 3.4 3.6	PD.5a	Frequency (%) Mean(SD)	0(0%) 3(50%) 3(50%) 2.50(0.55)
10	10	3.3 3.4 3.6	PD.5b	Frequency (%) Mean(SD)	0(0%) 3(50%) 3(50%) 2.50(0.55)
9	9	3.3 3.4 3.6	PD.6a	Frequency (%) Mean(SD)	0(0%) 0(0%) 6(100%) 3.00(0.00)
9	9	3.3 3.4 3.6	PD.6b	Frequency (%) Mean(SD)	0(0%) 0(0%) 6(100%) 3.00(0.00)

Spring 2021 (n= 29; ECE:2, Elem: 11, Secondary:7, Post-bac:9)

INTASC	NJPST	CAEP	Competency Area		Below Proficient	Proficient	Advanced Proficient
10	10	3.3 3.4 3.6	PD.1a	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)		
10	10	3.3 3.4 3.6	PD.1b	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)		

9,10	9,10,11	3.3 3.4 3.6	PD.2a	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)
9,10	9,10,11	3.3 3.4 3.6	PD.2b	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)
9,10	9,10,11	3.3 3.4 3.6	PD.2c	Frequency (%) Mean(SD)	0(0%) 3(10%) 26(90%) 2.90(0.31)
9	11	3.3 3.4 3.6	PD.3a	Frequency (%) Mean(SD)	0(0%) 0(0%) 29(100%) 3.00(0.00)
9	11	3.3 3.4 3.6	PD.3b	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)
9	11	3.3 3.4 3.6	PD.4	Frequency (%) Mean(SD)	0(0%) 9(31%) 20(69%) 2.69(0.47)
10	10	3.3 3.4 3.6	PD.5a	Frequency (%) Mean(SD)	0(0%) 3(10%) 26(90%) 2.90(0.31)
10	10	3.3 3.4 3.6	PD.5b	Frequency (%) Mean(SD)	0(0%) 7(24%) 22(76%) 2.76(0.44)
9	9	3.3 3.4 3.6	PD.6a	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)
9	9	3.3 3.4 3.6	PD.6b	Frequency (%) Mean(SD)	0(0%) 1(3%) 28(97%) 2.97(0.19)

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

According to NJ Department of Education Performance Reports for Educator Preparation, out of the 65 certified completers from the 2017-2018 SY, 52 (80%) were employed as of the 2018-2019 SY. Out of 52 employed completers, 50 of them (96.2%) were hired in district schools.

**Employment by School Category**

Category	Employed as of October 15, 2019	Percent Employed as Teachers	Percentage Employed Statewide
Charter	1	1.9%	6.9%
District	50	96.2%	87.9%
Other	1	1.9%	3.3%
Vocational	0	0.0%	2.0%



100% of completers in the certain certification areas such as English, Mathematics, Dance, Art, Music, or Theater were employed.

**Employment by Certification Area:**

<b>Category</b>	<b>Count of Certified Individuals</b>	<b>Employed as of October 15, 2019</b>	<b>Percent Employed as Teachers</b>
All Programs	65	52	80.0%
Elementary School	35	28	80.0%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5-8	3	3	100.0%
Middle School with Subject Matter Specialization: Social Studies in Grades5-8	3	2	66.7%
Teacher of Biological Science	2	1	50.0%
Teacher of Dance, Art, Music, or Theater	1	1	100.0%
Teacher of English	7	7	100.0%
Teacher of English as a Second Language	1	1	100.0%
Teacher of Mathematics	1	1	100.0%
Teacher of Social Studies	6	1	16.7%
Teacher of Students with Disabilities	64	51	79.7%

## **School of Education Advisory Board Meeting Minutes**

**Fall 2021 - November 1, 2021**

### **13 Attendees**

The meeting began with a prayer from the Dean

#### **1. Accreditation - (CAEP) updates**

The Dean thanked everyone for their contribution to the SOE accreditation and gave an update. There was no area of improvement and no stipulations.

#### **Department Reorganization (2 chairs)**

The dean reported about the reorganization of the department from 3 chairs to two namely; Teacher Education/Initial and Advanced Programs (Graduate ).

There were originally 3 areas in the School of Education and now there are only 2 Chairs that consist of Undergraduate and Graduate programs.

#### **2. Continuous Improvement - keystones/internship activities/lesson plan models etc.**

The Dean is looking to continually improve the programs. We welcome any improvements the Advisory Board may have regarding our programs.

#### **3. Social Media Platform – School of Education is on Social Media**

We are creating a platform for School of Education on social media. We want to highlight our achievements as a School and those of our alumni.

#### **Data Retreat and Stakeholders**

Dean announced about the upcoming data retreat. Data from each program to be shared with each sub advisory board committee member (based on programs and expertise). Faculty and advisory board to analyze the data and come up with highlights and areas that need improvement.

#### **Updates:**

*Board members were asked to briefly share their thoughts on;*

*a) What is going on in the schools?*

*b) What do we need to be looking for?*

Director of Special Education in the Jackson school district provided insight regarding her belief that there will be long-term effects of COVID. Regarding big picture needs she feels that considering the pandemic we need to address the needs of all students regarding the effect of the pandemic.

In the Lakewood school district, an administrator provided insight regarding how in their district the School Counselors come into the class and teach the teachers about social emotional learning. The sciences of reading and they are working on better ways to help their students improve in language arts. Due to the past virtual learning due to the pandemic, they have learned that the students are behind approximately 4 to 6 months. What seems to be an issue with new staff and upcoming student teachers is that they are not truly prepared as English language learners. The new teachers coming into the field are having a problem with data analysis. they do not know how to take their data and drive their instruction from it.

The Chair for Advanced Programs asked about what is being done about social emotional learning. The teachers have training once a week on SEL. This should not be a separate part of the day it should be imbedded throughout the day. A conversation began regarding Social Emotional Learning and training.

Contributed from the Counselors point of view she would like them to focus on equity and bias as we can teach lesson in the elementary and middle school but she does not believe they are taking into account to consider the student that is in front of them.

The Chair for Advanced Programs spoke about the fact that he is an administrator and he is in the schools would it be possible for anyone to go to their administrator to see if any of the GCU faculty spend time in the school district with you to see what exactly is taking place in the schools. The Dean continued the conversation regarding the potential of faculty visiting the schools to learn more.

An administrator of Brick Township School District agreed that ELL and SEL is a very important and hot topic. At the secondary level it is not very mainstreamed into the day although. Each district has a different approach. She feels that teachers coming out of the program need to be educated more on revising curriculum as this is a huge task and new teachers are not prepared whether in their undergraduate or graduate program.

An administrator of Colt Neck shared that in the Freehold District one of the initiatives was to train the staff on restorative practices. This is a means to a different type of discipline to try to change behavior of the students. In the building that she works in they started to implement circles with some of the students. That they are finding they are manifesting certain behaviors. As opposed to finding students with anxiety they are finding students that are full of anger. The upper classmen want to get out of the building and ask for early release and the under classmen are in the fight mode where there are many fights and altercations. Therefore, they are trying to use certain skills to manage the aggression. They are also doing training on equity as well. She would like to see a bi-lingual school counselor.

The dean thanked the members and announced that the next meeting will be in tSpring 2022. The list below was shared with the advisory board

**List of School of Education Programs:**

- **Teacher Education Programs**
  - Early Childhood Education P-3
  - Elementary Education
  - Subject Specific Education (History, Art, Biology, Mathematics, Physics, Business, etc)
  - English as a Second Language (ESL)
  
- **Advanced Programs**
  - Administration and Leadership (ALP)
  - TOSD
  - English as a Second Language (ESL)
  - Reading Specialist
  - School Counseling
  - School Psychology (Psychology Department)

**Statement on Role and Responsibilities of the Advisory Board -**

Georgian Court University School of Education Advisory Board consists of 12 school leaders and teachers from around Ocean, Monmouth and Middlesex counties in the state of New Jersey. The Advisory Board's role is to provide input from stakeholders to ensure that our programs promote our candidates' knowledge, skills, and dispositions that reflect the University's mission and core values. Furthermore, the Advisory Board's responsibility is to ensure that programs and candidates meet state and professional standards.

**Membership of the Advisory Board consists of the following:**

- School Partners (e.g., Principal, Special Education Teacher, Counselor, etc.)

Each program within the School of Education has an Advisory Council which meets once each semester. Information from these meetings is considered when making modifications to existing programs. The purpose of the Advisory Council is to discuss the following:

1. Disseminate and discuss program data summaries with all constituents.
2. Discuss core assessments and make revisions as needed.
3. Assessments must be examined for accuracy, consistency, and fairness.
4. Discuss student outcomes and candidate success in the field.
5. Discuss program and course content.