# **Rowan University**

# **College of Education**

# **CAEP Annual Reporting Measure 4.1: Contribute to P-12 Student Learning Growth**

The following link provides EPP data issued from NJDOE: <https://eppdata.doe.state.nj.us/home/2023/Rowan%20University%20-%20CEAS/All%20Programs> from which much of the data for the Annual Report is derived.

2024-2025

# In 2024 EPPs in NJ were charged with developing Performance-based Assessments that helped to determine candidate impact on student learning and demonstration of teaching competencies. Rowan uses two key assessments to achieve this purpose: the Danielson Framework for Teaching and Learning and an Impact for Student Learning Assessment that was piloted in Spring 24 and instituted in Fall 25. The Impact for Student Learning Assessment is similar to the EdTPA, though scaled down; candidates still consider students’ backgrounds, academic and learning abilities as they plan, administer, and assess instruction. They are then required to analyze student assessment data and reflect on student learning as they consider “what next” based on their lesson and analysis. We look forward to providing data disaggregated by program and rubric indicator in our next Annual Report as we ramp up our implementation of this key assessment.

**Data reported by NJDOE of Evaluation data for certified completers**

**who were employed from the 2020-2021 school year in NJ**

# **Highly Effective Score: 3.50 – 4.00 Effective Score: 2.65- 3.49**

**Partially Effective Score: 1.85- 2.64 Ineffective Score: 1.00-1.84**

**Highly Effective: 21%**

**Effective: 76%**

**Partially Effective: 3%**

**Ineffective: 0**

**Highly Effective: 24%**

**Effective: 75%**

**Partially Effective: 1%**

**Highly Effective: 15%**

**Effective: 46%**

**Partially Effective: 19%**

**Ineffective: 19%**

**Highly Effective: 75%**

**Effective: 21%**

**Partially Effective: 4%**

**Ineffective: .6%**

# **CAEP Annual Reporting Measure 4.1: Apply professional knowledge, skills, and dispositions in the P-12 classroom**

Surveys from alumni/program completers in the field report strengths in the following areas:

* + Disciplinary Content Knowledge
  + Content / Disciplinary Specific Instructional Strategies
  + Knowing and Valuing Students, Understanding Student Diversity, Building Classroom Community
  + Applying knowledge of students’ race, culture, identity, and background to instructional planning/delivery
  + Developing, selecting, and using resources and materials effectively
  + Using formative assessments to monitor student progress and guide instruction
  + Encouraging confidence, resilience, persistence, and teamwork among students
  + Establishing routines and procedures that effectively manage student behavior, establish expectations, and promote responsibility
  + Convey application and relevance of content, information, material
  + Engage students in discussions, consider multiple perspectives, critical thinking
  + Apply universal design principles to lesson planning – to adapt instruction for different learners
  + Aligning outcomes to activities/learning experiences

Areas which are identified as needing additional support/coaching include:

* Adjusting lesson/activities/learning based on assessment data and students’ individual needs
* Finding alternatives when students experience difficulties
* Designing multiple assessments to determine student mastery of objectives/concepts-aligning objectives to assessments
* Using data to inform lesson planning
* Using technology to support student learning
* Using questioning effectively to stimulate students’ critical thinking
* Analyzing my practice accurately, determining the impact of my instruction on students’ learning
* Working with ELL students
* Providing feedback to students and families regarding student progress
* Engaging students in self and peer reflection
* Regularly and actively engaging in professional development and inquiry
* Deepening content and pedagogical knowledge – identifying collaborative, professional learning opportunities
* Working with a support teacher in my classroom
* Being an advocate for my students – engaging others when needed.
* Organization and time management
* Proactive, de-escalation of difficult behaviors in the classroom