# **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/2021/Rowan%20University%20-%20CEAS/All%20Programs> from which much of the data for the Annual Report is derived.

Data reported by NJDOE of Evaluation data for certified completers

who were employed as of the **2022-2023 SY in NJ**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating** | **Highly Effective**  **3.50-4.0** | **Effective**  **2.65-3.49** | **Partially Effective**  **1.85-2.64** | **Ineffective**  **1.0-1.84** | **Not Rated\***  **0** |
| **Summative Score** - multiple measures of student achievement and teacher practice. | The NJDOE reports on student growth using median student growth percentiles (mSGPs). The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022, 2022-2023. The 2022-2023 reports will not include any mSGP data.  The NJDOE received a federal waiver in March 2020 that removed the requirement to administer statewide assessments and report on statewide assessment results for the 2019-2020 school year. Statewide assessments, including NJSLA, DLM, and ACCESS for ELLs, were cancelled in spring 2020 as a result of this waiver. Additionally, the NJSLA was cancelled in spring 2021, 2022. The DLM and ACCESS for ELLs assessments were administered in spring 2021. As a result, statewide assessment results for the NJSLA and related accountability measures are not available and were not reported for the 2019-2020, 2020-2021, 2021-2022, 2022-2023 school years. | | | | |
| **Teacher Student Growth** - 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 grades 4-8 ELA and Math students/Teahers were assessed |

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

Data reported by NJDOE of Evaluation data for 2022-2023 all certified Completers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating** | **Highly Effective**  **3.50-4.0** | **Effective**  **2.65-3.49** | **Partially Effective**  **1.85-2.64** | **Ineffective**  **1.0-1.84** | **Not Rated\***  **0** |
| **Teacher Practice Score** - performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. | The NJDOE reports on student growth using median student growth percentiles (mSGPs). The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022, 2022-2023. The 2022-2023 reports will not include any mSGP data.  The NJDOE received a federal waiver in March 2020 that removed the requirement to administer statewide assessments and report on statewide assessment results for the 2019-2020 school year. Statewide assessments, including NJSLA, DLM, and ACCESS for ELLs, were cancelled in spring 2020, 2021, 2022 as a result of this waiver. Additionally, the NJSLA was cancelled in spring 2021. The DLM and ACCESS for ELLs assessments were administered in spring 2021. As a result, statewide assessment results for the NJSLA and related accountability measures are not available and were not reported for the 2019-2020 or 2020-2021, 2021-2022, 2022-2023 school years. | | | | |
| **Teacher Student Growth** - 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**.\* |
| **Teacher Student Growth Outcome -**combined score for a teacher’s Student Growth Objectives as assessed by the district’s evaluation system for assigning teacher or principal performance ratings. |

Note: Data has been excluded where the number of teachers is fewer than 10 to ensure the privacy of individual teachers.

Source: <https://eppdata.doe.state.nj.us/completer-demographics/2019/Rowan%20University%20-%20CEAS/All%20Programs>

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

Surveys from completers 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 evidence 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