



AAQEP Annual Report for 2023

Provider/Program Name:	New Jersey Center for Teaching and Learning
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	n/a

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The New Jersey Center for Teaching and Learning (NJCTL) is an independent, nonprofit charitable organization and NJ duly licensed institution of higher education offering masters degrees and graduate courses in the teaching and learning of science and mathematics. NJCTL’s mission is to empower communities of educators and families to lead school improvement so that all students have access to a high-quality education.

NJCTL is approved by the New Jersey Department of Education (NJDOE) to provide add-on endorsement programs for current NJ certified teachers, traditional alternate route programs, and shortage area alternate route programs.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

This report will be posted on the institution's graduate school of education website <https://www.njctl.org/AAQEP-annual-report/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
MSTL Physics-Traditional Alternate Route	Certificate of Eligibility	1	
MSTL Physics-Shortage Area Alternate Route	Certificate of Eligibility	3	
MSTL Chemistry-Traditional Alternate Route	Certificate of Eligibility	5	
MSTL Chemistry-Shortage Area Alternate Route	Certificate of Eligibility	2	
MSTL Biology-Traditional Alternate Route	Certificate of Eligibility	0	
MSTL Biology-Shortage Area Alternate Route	Certificate of Eligibility	10	
MSTL Mathematics-Traditional Alternate Route	Certificate of Eligibility	3	
MSTL Mathematics-Shortage Area Alternate Route	Certificate of Eligibility	23	
Total for programs that lead to initial credentials		47	
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
MSTL Physics	Add-On Endorsement	32	11

MSTL Chemistry	Add-On Endorsement	17	4
MSTL Biology	Add-On Endorsement	11	1
MSTL Mathematics	Add-On Endorsement	25	4
MSTL Elementary Mathematics	Add-On Endorsement (MS Math)	8	
Physical Science	Add-On Endorsement	2	3
Middle School Math	Add-On Endorsement	3	2
Middle School Science	Add-On Endorsement	6	1
Total for programs that lead to additional/advanced credentials		104	26
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A			
Total for additional programs			
TOTAL enrollment and productivity for all programs		151	26
Unduplicated total of all program candidates and completers		151	26

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

During the 2022-2023 academic year, NJCTL was approved by the New Jersey Department of Education to offer traditional and shortage-area alternate route programs.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
151
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
26
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
18
D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.
21 of the 26 completed during the 2022-23 academic year completed the program in the expected timeframe and 1.5 times the expected time frame.
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
18 of the 26 completers have passed the Praxis exam and been nominated for their add-on endorsement.
F. Narrative explanation of evidence available from program completers , with a characterization of findings.
Of the teachers who completed an online NJCTL master's degree and/or endorsement program, more than 90% have: Completed the program within 18 months Passed the required Praxis exams Would recommend the program to another teacher
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
NJCTL conducted surveys of administrators after each of the candidate’s two field experiences - one in the fall of 2022, and one in the spring of 2023. The results of these surveys revealed that all administrators believed that NJCTL candidates had achieved

mastery or were developing mastery of NJCTL pedagogical teaching methods. Respondents unanimously agreed that they would recommend NJCTL programs to another teacher or district.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

All program completers during the 2022-2023 academic year were currently certified teachers who were seeking an add-on endorsement to their current teaching certificate. To the best of our knowledge, these candidates continue to be employed in NJ schools. NJCTL has requested assistance from the NJDOE tracking the current employment of these graduates, including the jobs they currently hold.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Analysis of Candidates Enrolled in 2022-2023 Academic Year

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Course Grades/Key Assessments	Candidates will earn an 80% or above in each course	Achieved
Modules/Key Assessments	Candidates will earn an 80% or above for each module/key assessment	Achieved
GPA	Candidates will earn a GPA of B or above to graduate	Achieved
Praxis II exams (Licensure Tests)	State cut scores which differs by content area/exam; 90% of candidates will pass the state required exams	Achieved

Field Experience Rubric Scores	90% of candidates rated as meeting or approaching expectations for each item in the rubric by the end of the second field experience	Achieved
End of Course Surveys – content and teaching methods	80% Strongly Agree or Agree	Achieved
Program Completer Surveys	80% Strongly Agree or Agree	Achieved
Administrator Field Experience Survey	90% of candidates will be assigned a rating of “achieved mastery” or “developing mastery” by the end of the second field experience	Achieved
Administrator Program Completer Survey	90% of completers will be assigned rating of “achieved mastery” or developing mastery” at least 1 year after completing the program	Achieved

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Analysis of Candidates Enrolled in 2022-2023 Academic Year

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Course Grades/Key Assessments	Candidates will earn an 80% or above in each course	Achieved
Modules/Key Assessments	Candidates will earn an 80% or above for each module/key assessment	Achieved

GPA	Candidates will earn a GPA of B or above to graduate	Achieved
Praxis II exams (Licensure Tests)	State cut scores which differs by content area/exam; 90% of candidates will pass the state required exams	Achieved
Field Experience Rubric Scores	90% of candidates rated as meeting or approaching expectations for each item in the rubric by the end of the second field experience	Achieved
End of Course Surveys – content and teaching methods	80% Strongly Agree or Agree	Achieved
Program Completer Surveys	80% Strongly Agree or Agree	Achieved
Administrator Field Experience Survey	90% of candidates will be assigned a rating of “achieved mastery” or “developing mastery” by the end of the second field experience	Achieved
Administrator Program Completer Survey	90% of completers will be assigned rating of “achieved mastery” or developing mastery” at least 1 year after completing the program	Achieved

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

During the last year, NJCTL has:

1. Submitted its first application to AAQEP for initial accreditation and completed our first site visit.
2. Launched 8 new alternate route programs to address the critical shortage of STEM teachers in NJ.
3. Redesigned all of our surveys, and created new surveys to expand to provide additional data to support our application for AAQEP accreditation application.
4. Established procedures to analyze all performance data for cohorts by program, ethnicity and gender.
5. Created an alternate route workgroup with 11 institutions to discuss challenges and best practices.
6. Created a new module in our teaching methods course designed to support alternate route teachers in navigating the first days of school.
7. Created surveys for the administrators of candidates to provide feedback on our candidates and programs.
8. Conducted a survey of alumni to identify additional career needs, suggestions for program improvements, and whether they would recommend the program they completed to other teachers.
9. Formed a Program Advisory Committee (PAC) of employers, foundations and graduates was created to seek input regarding NJCTL programs.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	Assess performance of candidates for each measure identified above for each cohort ny program, ethnicity and gender.
Actions	Performance of candidates is monitored on an ongoing basis to ensure individual student success. Cohort Data will be tallied in the summer of 2024.
Expected outcomes	Achieve expected outcomes as defined above.
Reflections or comments	Data will inform program improvements.
	Standard 2
Goals for the 2023-24 year	Assess performance of candidates for each measure identified above for each cohort ny program, ethnicity and gender.
Actions	Performance of candidates is monitored on an ongoing basis to ensure individual student success. Cohort Data will be tallied in the summer of 2023.
Expected outcomes	Achieve expected outcomes as defined above.
Reflections or comments	Data will inform program improvements
	Standard 3
Goals for the 2023-24 year	NJCTL is currently determining how we will address standard 3 as we prepare to write our QAR.
Actions	The development of the QAR will include a review of how NJCTL meets all content and professional developments standards, a review of our clinical practices to address AAQEP standards, analysis of candidate and administrator surveys, a review of faculty involvement in program design and development, a review of admission and support services of candidates, the continuation of our ongoing review of all policies and procedures of the institution to ensure success, a review of institutional resources to ensure continued success and program expansion.

Expected outcomes	Identity data needs to support Standard 3
Reflections or comments	Data will inform program improvements
	Standard 4
Goals for the 2023-24 year	NJCTL is currently determining how we will address standard 4 as we prepare to write our QAR.
Actions	The development of the QAR will include a description of our commitment to high poverty districts, analysis of local workforce needs, continue to follow up with graduates to assess their needs for professional growth, review state mandates to assure ongoing compliance with current and new regulations, continue ongoing analysis for program improvement as per NJCTLs Policy on program design development and evaluation procedures, and review and update our strategic plan.
Expected outcomes	Ongoing Program Improvements
Reflections or comments	Data will inform program improvements

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Innovations: NJCTL is now providing courses for middle school science and mathematics teachers to earn the companion endorsement, and for secondary level science teachers to earn an endorsement to teach another science.

A significant obstacle for NJCTL is the lack of accreditation, which is a top priority for NJCTL. Accreditation will provide more opportunities for teachers to earn credit for taking our courses as some districts do not count these credits for advancement on the salary guide. Accreditation will also provide additional opportunities to NJCTL to expand partnerships with other states.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

NJDOE will launch a new endorsement for computer science teachers in 2027. NJCTL plans to submit an application to the NJDOE to submit an application for approval to offer courses leading to the endorsement.

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Rosemary Knab	Advisor

Date sent to AAQEP:	12/20/2023
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