



## AAQEP Annual Report for 2025

Provider/Program Name:	New Jersey Center for Teaching and Learning
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	February 2027

### 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.

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. Our focus is on reducing the teacher shortages in science, mathematics, computer science, special education, and early childhood education.

## 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):

<https://njctl.org/teacher-education/graduate-school/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Alternate Route in Physics - Masters	Physics	9	1
Alternate Route in Chemistry - Masters	Chemistry	10	3
Alternate Route in Biology - Masters	Biological Science	17	1
Alternate Route in K12 Mathematics - Masters	Mathematics	14	2
Alternate Route in Physics – Nonmajors - Masters	Physics	4	0
Alternate Route in Chemistry – Nonmajors - Masters	Chemistry	3	0
Alternate Route in Biology – Nonmajors - Masters	Biology	16	0

Alternate Route in K12 Mathematics - Nonmajors	Mathematics	54	0
Alternate Route in Early Childhood (P-3)	Pre-School through Grade 3	0 – Program to be launched in early 2026	
Preservice Program (CEAS) Early Childhood (P-3)	Pre-school through Grade 3	0 – Program to be launched in early 2026	
Total for programs that lead to initial credentials		127	7
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Add-on Endorsement in Physics for teachers with any certification - Masters	Physics	22	6
Add-on Endorsement in Chemistry for teachers with any certification – Masters	Chemistry	12	2
Add-on Endorsement in Biology for teachers with any certification – Masters	Biological Science	5	4
Add-on Endorsement in K12 Mathematics – Masters	Mathematics	20	3
Add-on Endorsement in MS Mathematics – Masters	Elementary Mathematics	13	3
Add-on Endorsement in Computer Science – Masters	Computer Science	14	4
Add-on Endorsement for current science teachers – Physics (15 credits)	Physics	6	2
Add-on Endorsement for current science teachers – Chemistry (15 credits)	Chemistry	4	1
Add-on Endorsement for current science teachers – Biology (15 credits)	Biological Science	5	1
Add-on Endorsement in Physical Science for current physics or chemistry teachers	Physical Science	1	0

Add-on Endorsement in Middle School Mathematics	Middle School Mathematics	4	0
Add-on Endorsement in Middle Science	Middle School Science	3	1
Add-on Endorsement in Special Education	Teacher of Students with Disabilities	325	11
Total for programs that lead to additional/advanced credentials		436	38
<b><i>Programs that lead to P-12 leader credentials</i></b>			
Total for programs that lead to P-12 leader credentials		0	
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
Total for programs that lead to specialized professional or no specific credentials		0	
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

### 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.)

None

## 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. <b>Total enrollment</b> 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.
B. <b>Total number of unique completers</b> (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.
45
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
30
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
85%
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<p>The 11 Program Completers who completed the Teachers of Students with Disabilities (TOSD) program did not need to pass a Praxis exam. They needed to complete the eight courses in the program with a GPA of 3.0 or higher.</p> <p>The 7 who completed the Traditional Alternate Route Program passed the Praxis exam in order to earn their Certificate of Eligibility and enroll in the program.</p> <p>The remaining 27 Program Completers need to pass the appropriate Praxis exams. Of those 20 have passed the Praxis exams and been nominated for the new endorsement which is a 74% passage rate. The 7 who have not yet passed are actively working towards passing the Praxis and we are waiting the official Praxis scores from ETS.</p>
F. Explanation of <b>evidence available from program completers</b> , with a characterization of findings.
GPA, Praxis Passage Rates, Course Survey and Program Completer surveys
G. Explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings.
Administrator and Field Experience and Program Completer surveys

H. Explanation of how the program investigates <b>employment rates for program completers</b> , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
With the exception of the P3 CEAS program (which is a new program to be launched in 2026), all candidates are employed in education at the beginning and completion of their program. We do not track them beyond where they are employed when they complete the program.
I. Explanation of how the <b>staffing capacity</b> for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.
Staffing capacity and faculty load (number of students assigned) are monitored on a quarterly basis. For example, 2 additional faculty were hired this year for a total of 7 faculty to accommodate the dramatic increase in enrollment in our special education program. The program was introduced in October 2024, and now has 325 teachers enrolled. In addition, grading reports are checked weekly to monitor faculty work load.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Praxis II Exams	90% of candidates will pass the state required praxis exams	This cohort currently has a 74% Praxis passage rate. We expect that to
Course grades and GPA	Candidates will earn an 80% or above in each content course and final GPA of 3.0 or higher.	100% of the completers have an 80% or above in each content course and a final GPA of 3.5 or higher.

Student and Program Completer Surveys	Cumulative ratings must be 80% or more positive for each course	More than 90% of current student assigned a positive rating to presentation slides, mastery exercises and assessments. More than 93% would recommend they course they completed to another teachers.
Administrator Field Experience Ratings	90% of candidates will be assigned a rating of “achieved mastery” or “developing mastery” by the end of the second field experience. Ratings assigned to formative assessment, social constructionism, student t engagement, use of technology and content knowledge.	More than 90% of students were assigned a rating of “achieved mastery” or “developing mastery” in the spring 2025 survey.

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

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
Course grades and GPA	Candidates will earn an 80 or above in each course and final GPA	Met
Modules/Key Assessments in Teaching Methods Course	Candidates will earn an 80% or above in each module and final grade	Met
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	Met
Student and Program Completer Surveys	Cumulative ratings must be 80% or more positive for each course	Met

## 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.

NJCTL has experienced remarkable growth in student enrollment since the launch of our new special education teacher endorsement program in October 2024. More than 325 current teachers have enrolled in this program. NJCTL achieved candidacy status with our institutional accreditor (WASC) in February 2025.



## 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 and recent activities related to investigating data quality. Table 5 may focus 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**

<b>Standard 1</b>	
<b>Goals for the 2025-26 year</b>	Increase the number of administrators who provide feedback to NJCTL about the classroom performance of our candidates.
<b>Actions</b>	Reach out to administrators early in the school year to solicit their help in completing a questionnaire about their candidate's mastery of teaching practices after they complete the NJCTL field experience course.
<b>Expected outcomes</b>	Increase response rate to administrator survey to at least 50%.
<b>Reflections or comments</b>	Response rate in 2024 was less than 33%.
<b>Standard 2</b>	
<b>Goals for the 2025-26 year</b>	Engage graduates, faculty and current students in open conversation webinars led by NJCTL faculty and/or experts in the field.
<b>Actions</b>	Hold 6 open conversations on current topics in education. Send invites to all current students, graduates and faculty to attend.
<b>Expected outcomes</b>	100 current students, alumni and faculty will attend at least 1 event.
<b>Reflections or comments</b>	NJCTL held two events in spring 2025 which were well attended. Positive feedback on post-event surveys has indicated that we should hold more of these events.

<b>Standard 3</b>	
<b>Goals for the 2025-26 year</b>	Increase faculty and advisors use of data and available reports to increase the pace of students through programs.
<b>Actions</b>	Train faculty and advisors in how to read and use the new reports. Provide time during faculty and advisors meetings to discuss strategies that are working/not working and co-plan new ideas for interacting with and motivating students.
<b>Expected outcomes</b>	New data analysis protocols monitor how well students are meeting individual program pacing goals. The current median pace for all students is less than 1 credit per month. In other words, 73% of students complete less than 1 credit per month and 27% complete at least 1 credit per month. NJCTL expects to increase the percentage who students who complete at least 1 credit a month to 40%.
<b>Reflections or comments</b>	NJCTL has hired advisors and a part-time staff member focused on data and reporting to monitor student progress and encourage students to continue to increase pacing through each phase of the program.
<b>Standard 4</b>	
<b>Goals for the 2025-26 year</b>	Continue to build out infrastructure for the purpose of improving data and reporting outcomes.
<b>Actions</b>	Expand student profile data stored in Moodle platform.
<b>Expected outcomes</b>	Full student profiles in Moodle by May 2026
<b>Reflections or comments</b>	In the past, our data and reporting have been difficult to manage as it exists in various locations. This will create one source for all data.

### **Update on Activities to Investigate Data Quality**

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

NJCTL hired an institutional researcher in the spring who is creating standardized documents on grades, GPA, and pacing. These reports are distributed to the administration on a weekly and monthly basis.

## 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). If 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.

NJCTL will launch two new P-3 certification programs during the 2025/26 school year. One is a traditional pre-service program, and the other is an alternate route program.

## 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).

n/a

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Rosemary Knab, Accreditation Liaison Officer	Melissa Axelsson, Dean of Students

Date sent to AAQEP:	11/10/2025
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