Part I: Provider-Level Information

Directions: Complete this section for each provider.

Application Component: Part I	NJ Requirement	Not Met	Approaches	Meets	Exceeds	N/A
Provider-level contact information	Contact information is complete					
Proof of accreditation	Provider must have accreditation through NCATE, TEAC, CAEP, or other Commissioner-approved accrediting body by Jan., 2022					
Mission	Provider completed mission statement; design and coursework of all programs aligned to provider mission					
Financial aid eligibility for candidates	Financial aid available for eligible candidates completing the program					
Institutional three-year cohort default rate	Institutional three-year cohort default rate included (if applicable)					
Candidate recruitment and selection	Provider clearly articulates how it will recruit and select candidates (including recruitment strategies, selection process, and criteria for admission)					
Policies for placing students on probation/dismissal from program	Provider has consistent: ✓ Check points for ensuring candidates meet program expectations ✓ Procedure for placing candidates on probation ✓ Procedure for dismissing candidates from program including district communication plan					
Programs offered by provider	Application contains complete list of all programs offered by provider					
	For accreditation decisions after 1/1/2022, all programs have program review cycle from SPA, CAEP, or other Commissioner-approved accrediting body					
Course offerings and descriptions	Provider completed list of all courses offered in teacher preparation programs within provider					
Program alignment to NJ Professional Teaching Standards	Provider demonstrates alignment to NJPTS through multiple measures of assessing candidate readiness					
Clinical partnerships	Provider demonstrates sufficient number of clinical partnerships to secure pre-professional placements for all anticipated teacher candidates or has plan to recruit clinical partners to facilitate clinical component of preparation programs					
Assurances	Provider completed all assurances in Part I of the application					
SPAC feedback	Strengths:					
	Areas for Improvement:					
DOE feedback on Part I						

New Jersey DEPARTMENT OF EDUCATION

Part II: Program-Specific Information
Directions: Complete this section for *each program* proposed in the provider's application. *Note: if multiple endorsements are grouped with the same coursework and entry/exit requirements, only one rubric needs to be completed for the grouping.*
Program(s): _____

Application Component: Part II	NJ Requirement	Not Met	Approaches	Meets	Exceeds	N/A
Program entry requirements	Candidates meet minimum of 3.0 GPA (with flexibility to sponsor up to 10% of the cohort with a minimum GPA of 2.75)					
	Successful basic skills assessment completion					
	Successful Praxis II/OPI/WPT completion					
Program exit/ recommendation for certification requirements	Successful performance assessment completion					
	Harassment, Intimidation, Bullying (HIB) training complete					
Faculty/instructor information	Provider is staffed or has a plan that includes specific examples of how provider will recruit staff to offer the programs listed in this application					
Programming (coursework and clinical component)	Application includes coursework accurately listed for each program					
	Program provides minimum of 400 hours or 27 credits of preparation over course of 2 years					
	Program includes minimum of 50 hours of pre-professional experience covering at least the following topics: classroom management, teaching diverse learners, NJ education law, & lesson planning					
	At least 20 hours of above pre-professional requirement is clinical experience including at least 10 hours of planning and delivering instruction					
	Program prepares candidates to educate students based on current specialized professional association standards (*ie: NextGEN Science, CEC Standards, etc*) if applicable					
	Program prepares candidates to educate students based on current NJ Core Curriculum Content Standards					
	Program is aligned to college and career readiness standards					
	Program provides support to candidates throughout entire duration of 400-hour program and has consistent policy for handling situation in which a candidate is not continuously employed					
	Course descriptions include teaching literacy					
	Course descriptions include teaching numeracy					
	Course descriptions include educating linguistically diverse students					
	Course descriptions include educating students with diverse learning needs					
	Course descriptions include incorporating technology into the classroom					
	Course descriptions include utilizing data to inform instruction					

Application Component: Part II	NJ Requirement	Not Met	Approaches	Meets	Exceeds	N/A
Cohort admittance	Program has consistent procedures for accepting candidates (including when a candidate must gain employment to continue in program)					
	Program has established clear expectations for the number of cohorts offered each year and the anticipate start dates of each cohort					
	Program has consistent procedures for handling late/off-cycle hires					
District communication	Program has consistent procedures for role in candidate placement/hiring process					
	Provider has plan for communicating with placement district (principal, mentor, etc) throughout entire duration of 400 hour program					
State need	Provider has demonstrated need for a CE program					
Assurances	Provider completed all assurances in Part II of the application					
SPAC feedback	Strengths: Areas for Improvement:					
DOE feedback on Part II						

Part III: Provider Impact
Directions: Complete this section once for the provider *if* this is a new program at an existing provider. If the provider is new, leave this section blank.

Application Component: Part III	Data Element	Feedback	Additional Information Needed for Approval
Initial application for new provider: No action			
Initial application for new program	Candidate performance assessment scores and pass rates		
	Percentage of candidates prepared in teacher shortage areas: certification		
	Percentage of candidates prepared in teacher shortage areas: DFG-A		
	Percentage of candidates employed in NJ public schools		
	Candidate persistence rate (NJ, district, school, others)		
	Evaluation data based on initial years of teaching (percent *effective* or higher)		
	Candidate scores and pass rates on content matter assessments		
	Candidate scores and pass rates on basic skills assessment		
	Exiting cohort GPA average		
	Candidate satisfaction (survey)		
	Employer satisfaction- TBD (survey)		
Continuous improvement	Provider has a plan for collecting data for use in continuous improvement		
SPAC feedback	Strengths:		
	Areas for Improvement:		

Part III: Program Impact

Directions: Complete this section of the rubric once for *each program* as the provider undergoes a periodic review.

Program(s): _____

Application Component: Part III	Data Element	Feedback	Additional Information Needed for Approval
Periodic review (for each endorsement area)	Candidate performance assessment scores and pass rates		
	Percentage of candidates prepared in teacher shortage areas: certification		
	Percentage of candidates prepared in teacher shortage areas: DFG-A		
	Percentage of candidates employed in NJ public schools		
	Candidate persistence rate (NJ, district, school, others)		
	Evaluation data based on initial years of teaching (percent *effective* or higher)		
	Candidate scores and pass rates on content matter assessments		
	Candidate scores and pass rates on basic skills assessment		
	Exiting cohort GPA average		
	Candidate satisfaction (survey)		
	Employer satisfaction (survey)		
Continuous improvement	Provider has carried out a plan for collecting data for use in continuous improvement		
SPAC feedback	Strengths:		
	Areas for Improvement:		

Endorsement-Specific Requirements								
Directions: Complete this section for all programs within the provider. Each provider should receive one copy of this section that marks whether or not the requirements for all endorsements in the program approval application are met.								

Endorsement-specific Requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
Elementary school (K-6)	Candidates complete a liberal arts, science, dual-content, or interdisciplinary major or complete a minimum of 60 credits in liberal arts and/or sciences							
	Program provides instruction aligned to CCSS, until further notice pending review, in which candidates understand the spiraling of content through all grades covered under this endorsement							
	Candidates receive instruction in and exposure to all grades covered under this endorsement							
Health and physical education	Candidates complete a 30 credit coherent sequence in health and a minimum of 15 credits in physical education or candidates complete a 30 credit coherent sequence in physical education and a minimum of 15 credits in health							
	Program provides study in individual, dual, and team sports							
	Candidates receive instruction in and exposure to all grades covered under this endorsement							
Physical science	Candidates complete 30-credit coherent sequence in physics and a minimum of 15 credits in chemistry or a 30-credit coherent sequence in chemistry and a minimum of 15 credits in physics							

DRAFT New Jersey CE-EPP Application Rubric

**New Jersey
DEPARTMENT OF EDUCATION**

Endorsement-specific Requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
Technology education	Program provides study in the nature of technology <u>or</u> technology and society							
	Program provides study in technological design							
	Program provides study in use of tools and materials, and safety related to using tools and materials							
	Program provides study in 3 of the following 7 technologies: • Medical • Agricultural and related biotechnologies • Energy and power • Information and communication • Transportation • Manufacturing • Construction							
Keyboarding and data entry	1 course in word-processing applications and/or keyboarding							
Art	Candidate complete major in fine arts or complete the 3 requirements below:							
	Program provides studio experience in drawing							
	Program provides studio experience in painting							
	Program provides studio experience in sculpture and/or ceramics							

DRAFT New Jersey CE-EPP Application Rubric

Endorsement-specific Requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
Speech arts and dramatics	Candidates complete 30-credit coherent sequence in speech arts and a minimum of 15 credits in theater or 30-credit coherent sequence in theater and a minimum of 15 credits in speech arts							
Social Studies	Program includes at least 15 credits in history							
	Program includes at least one course in American history (may be included in 15 history credits above)							
	Program includes at least one course in world history (may be included in 15 history credits above)							
Family and consumer sciences	Program includes study in child & family development, care/human development, & related careers							
	Program includes study in food preparation, nutrition and food sciences, and related careers							
	Program includes study in apparel/construction, textiles, interiors/housing and environments, and related careers							
	Program includes study in personal and family financial/resource management, and related careers							
Comprehensive business	Program includes 12 credits in bookkeeping or accounting							
	Program includes 1 course in business law							
	Program includes 1 course in economics							
	Program includes 1 course in finance							
	Program includes 1 course in computer applications							
Computer applications and business-related information technology	30-credit program including 12 credits in following areas: management and information systems, business-related computer classes, database concepts for business, information management, decision support systems for business, computer management, system analysis, computer networks in business, database development for business, business computer programming, computer science							

DRAFT New Jersey CE-EPP Application Rubric

New Jersey
DEPARTMENT OF EDUCATION

Endorsement-specific Requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
Finance, economics, and law	Program includes at least 6 credits in economics							
	Program includes at least 3 credits in finance							
	Program includes at least 3 credits in business law							
Keyboarding and data entry	1 course in word-processing applications and/or keyboarding							
Office administration and office systems technology	30-credit program including 12 credits in any of the following areas: managing office systems or office systems administration, keyboarding or word processing, business communications, or business-related programs/software							
Preschool through grade three	Candidates complete a liberal arts, science, dual-content, or interdisciplinary major <u>or</u> complete a minimum of 60 credits in liberal arts and/or sciences							
	Program provides at least 350 hours or 24 semester-hour credits in the topics listed below in addition to the 50 hours of pre-professional experience:							
	Child development and learning: cognitive and linguistic factors that affect learning and development; creation of a climate that fosters and nurtures diversity and equity for all children including those who are limited English proficient and those with special needs; language and literacy across the curriculum							
	Understanding family and community: recognition of children at-risk; establishment of linkages with community resources to support families; recognition and acceptance of diverse family units; impact of children's homes, communities, health, and cultural experiences on development and learning; comprehension of social, historical, political, legal, and philosophical constructs that impact children, families, and communities							

New Jersey
DEPARTMENT OF EDUCATION

DRAFT New Jersey CE-EPP Application Rubric

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
Preschool through grade three (continued	Curriculum and assessment: CCCS and early childhood expectations; responsiveness to cultural and linguistic differences with equitable and individualized focus; activities designed to foster intellectual stimulation through play; implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom; assessment that is multidimensional, ongoing, and performance based							
Teacher of students with disabilities (TOSD)	CE-EPPs: for initial certification (CE + CE), TOSD coursework must be completed prior to or concurrently with 400-hour CE program							
	Program includes at least 21-27 credits in the topics listed below:							
	Philosophical, historical, and legal foundations of special education							
	Characteristics of students with disabilities							
	Standardized and functional assessment							
	Strategies for the development of literacy							
	Curriculum planning, learning environments, modifications, and materials for students with disabilities							
	Inclusive education practices, positive behavior supports, communication, and collaborative partnerships							
	Assistive technology							
	Transition planning, program development, and agencies available for students with disabilities							

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
TOSD: Blind or visually impaired	CE-EPPs: for initial certification (CE + CE), TOSD coursework must be completed prior to or concurrently with 400-hour CE program							
	Program includes at least 21-27 credits in the topics listed below:							
	Philosophical, historical, and legal issues in education of students who are blind/visually impaired							
	Anatomy, physiology, and characteristics of students who are blind/visually impaired							
	Standardized and functional assessment of students who are blind/visually impaired							
	Strategies for the development of literacy and numeracy skills of students who are blind/visually impaired including Braille and Nemeth codes							
	Curriculum planning, learning environments, modifications, and materials for students who are blind/visually impaired							
	Inclusive education practices, positive behavioral supports, communication, and collaborative partnerships							
	Assistive technology and augmentative communications systems for students who are blind/visually impaired							
	Orientation and mobility concepts							
	Transition planning, program services, and agencies for students who are blind/visually impaired							
TOSD: Deaf or hard-of-hearing with oral/aural communication	CE-EPPs: for initial certification (CE + CE), TOSD coursework must be completed prior to or concurrently with 400-hour CE program							
	Program includes at least 21-27 credits in the topics listed below:							
	Philosophical, historical, and legal issues in education of students who are deaf/hard-of-hearing							

**New Jersey
DEPARTMENT OF EDUCATION**

DRAFT New Jersey CE-EPP Application Rubric

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
TOSD: Deaf or hard-of-hearing with oral/aural communication (continued)	Characteristics of students who are deaf/hard-of-hearing							
	Standardized and functional assessment of students who are deaf/hard-of-hearing							
	Strategies for the development of language and literacy for students who are deaf/hard-of-hearing							
	Curriculum planning, learning environments, modifications, and materials for students who are deaf/hard-of-hearing							
	Inclusive education practices, positive behavioral supports, communication, and collaborative partnerships							
	Speech, applied audiology, assistive listening devices, and assistive technology							
	America Sign Language, deaf culture, and communication philosophies							
	Transition planning, program services, and agencies for students who are deaf/hard-of-hearing							
TOSD: Deaf or hard-of-hearing with sign language communication	CE-EPPs: for initial certification (CE + CE), TOSD coursework must be completed prior to or concurrently with 400-hour CE program							
	Program includes at least 21-27 credits in the topics listed below:							
	Philosophical, historical, and legal issues in education of students who are deaf/hard-of-hearing							
	Characteristics of students who are deaf/hard-of-hearing							
	Standardized and functional assessment of students who are deaf/hard-of-hearing							
	Strategies for the development of language and literacy for students who are deaf/hard-of-hearing							

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
TOSD: Deaf or hard-of-hearing with sign language communication (continued)	Curriculum planning, learning environments, modifications, and materials for students who are deaf/hard-of-hearing							
	Inclusive education practices, positive behavioral supports, communication, and collaborative partnerships							
	Speech, applied audiology, assistive listening devices, and assistive technology							
	America Sign Language, deaf culture, and communication philosophies							
	Transition planning, program services, and agencies for students who are deaf/hard-of-hearing							
Bilingual/Bicultural education	CE-EPPs: for initial certification (CE + CE), Bilingual/Bicultural coursework must be completed prior to or concurrently with 400-hour CE program							
	12 credits in the topics listed below							
	Linguistics							
	Language acquisition							
	Developing literacy skills for second language learner							
	Methods of teaching content in bilingual education							
	Theory and practice of teaching bilingual education							
English as a second language	CE-EPPs: for initial certification (CE + CE), ESL coursework must be completed prior to or concurrently with 400-hour CE program							
	Program includes at least 15-21 credits in topics below							
	Historical and cultural backgrounds of limited English proficient students							
	Linguistics							
	Language acquisition							
	Structure of American English							

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
English as a second language (continued)	Developing literacy skills for the second language learner							
	Methods of teaching ESL, including teaching English through content							
	Theory and practice of teaching ESL							
Middle school with subject matter specialization: English Language Arts	Complete K-6 endorsement requirements and 15 credits in English Language Arts **or** English Language Arts endorsement requirements and course in child and early adolescent development							
Middle school with subject matter specialization: Mathematics	Complete K-6 endorsement requirements and 15 credits in Mathematics **or** Mathematics endorsement requirements and course in child and early adolescent development							
Middle school with subject matter specialization: Science	Complete K-6 endorsement requirements and 15 credits in Science **or** Science endorsement requirements and course in child and early adolescent development							
Middle school with subject matter specialization: Social Studies	Complete K-6 endorsement requirements and 15 credits in Social Studies **or** Social Studies endorsement requirements and course in child and early adolescent development							
Middle school with subject matter specialization: World Language	Complete K-6 endorsement requirements and 15 credits in a World Language **or** World Language endorsement requirements and course in child and early adolescent development							
	Candidate must complete 3 credits in second language acquisition theory and related methodologies within 12 months of assignment							

Endorsement-specific requirements	NJ Requirement	Program Level(s)	Not Met	Approaches	Meets	Exceeds	N/A	DOE Feedback
World Languages: America Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Other Foreign Language, Russian, Spanish	Complete a major or 30-credit coherent sequence in content area							
	Candidates complete minimum of 3 credits in second language acquisition theory and related methodologies within 12 months of initial assignment							
Biological Science	Complete a major or 30-credit coherent sequence in content area							
Chemistry	Complete a major or 30-credit coherent sequence in content area							
Dance	Complete a major or 30-credit coherent sequence in content area							
Earth Science	Complete a major or 30-credit coherent sequence in content area							
English	Complete a major or 30-credit coherent sequence in content area							
Health Education	Complete a major or 30-credit coherent sequence in content area							
Marketing	Complete a major or 30-credit coherent sequence in content area							
Mathematics	Complete a major or 30-credit coherent sequence in content area							
Music	Complete a major or 30-credit coherent sequence in content area							
Physical Education	Complete a major or 30-credit coherent sequence in content area							
Physical Science	Complete a major or 30-credit coherent sequence in content area							
Physics	Complete a major or 30-credit coherent sequence in content area							
Psychology	Complete a major or 30-credit coherent sequence in content area							
Reading	Complete a major or 30-credit coherent sequence in content area							
Theater	Complete a major or 30-credit coherent sequence in content area							