



New Jersey Educator Preparation Program Approval Application
DRAFT
Fall, 2015

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Note: This application serves only as a guide to help providers begin preparing for the online program approval application. No paper-based applications will be reviewed unless the provider receives written permission from the Department prior to sending an application. Directions in this guide are designed to prepare EPPs for how the information will be submitted in the online application that the Department anticipates releasing in winter of 2016.



Part I: Provider-Level Information

1. Contact Information

Directions: Complete this section of the application with all educator preparation programs offered at your institution in mind.

Provider Information	Institution/Provider Name: Address: Website:
Dean/Director Contact	Name: Title: Email: Phone:
Contact for Person(s) Preparing Application <i>May add multiple contacts</i>	Name: Title: Email: Phone:
Additional Contact Information	Name: Title: Email: <i>(option to add more contacts)</i>
Accreditation Cycle (years) *Attach document demonstrating proof of accreditation	Date of Most Recent Accreditation Site Visit: Date Current Accreditation Expires: Current Accreditor: Pathway (if applicable):

2. Open-Ended Questions

Directions: Answer each question below with all programs in mind. If portions of your answer only apply to a specific program at your provider, please indicate that in your answer. If the question does not apply to your programs, type N/A into the text box.

1. Input the mission and/or goals of the educator preparation provider.
Text box
2. What financial aid (TEACH Grants, AmeriCorps, Title IV) is available to candidates in your programs?
Select all: TEACH Grants, AmeriCorps, Title IV Financial Aid, NJClass Loans, Other, N/A
3. What is your institutional three-year cohort student loan default rate?
Text box (CE-EPPs: if applicable)



- 4. What strategies do you employ to build and select a pool of high quality, diverse applicants? Please include information on your recruitment strategies, selection process, and criteria for admission.**

Text box

- 5. What checkpoints are in place to ensure candidates meet program expectations prior to receiving a recommendation for certification? What support do candidates who are identified as “at-risk” of not meeting program requirements receive?**

Text box

- 6. What are the procedures for placing candidates on probation? CE-EPPs: How are districts informed when a candidate is placed on probation during the in-service component of the program?**

Text box

- 7. What are the procedures for dismissing candidates from programs? How are districts informed when a candidate is removed from a program during clinical practice of a CEAS program or during the in-service component of a CE program?**

Text box

- 8. How do you ensure candidates receive appropriate content in the arts and sciences for the subject and grade level aligned to the endorsement(s)?**

Text box

- 9. What steps does your program take to recruit and select strong cooperating teachers or mentor teachers? (For example: how you ensure that cooperating teachers in public school settings have scored an Effective or Highly Effective on their most recent summative evaluation; how you ensure that cooperating teachers in non-public settings are of an equitable level of quality; how you ensure appropriate fit between clinical intern and cooperating teacher.)**

Text box



3. Programs Offered by Provider

Directions: Use the drop down menus and text boxes to enter information for each program offered. If a program is offered as both a degree-program and non-degree program or at different program levels, you must enter each as separate, unique programs. If your institution calls the program by a name other than the endorsement name, enter that into the appropriate text box. Once all programs are entered, you will be able to enter information for all programs with the same entry and exit requirements, coursework, and clinical component requirements at the same time.

Program Type	Course-work Level	Endorsement	Degree	Education Program Credits or Hours Required for Completion	Credits or Hours Required for Degree Attainment (if applicable)	Program Name (if different than endorsement name)	Program Review Cycle (Optional)
Drop Down: CE CEAS Standard	Drop Down: Undergraduate, Graduate Post-Graduate	Drop Down (5 columns w/ DD menus; 1 required)	Drop Down: Degree Program or Non-degree Program	Text Box	Text Box	Text Box	2 Drop Down Menus; 1: CAEP/SPA/ N/A 2: Status
+Row							

☐ By checking this box, you are providing assurance that candidates who apply for certification in the above endorsement areas will meet state minimum requirements for each endorsement as set forth in New Jersey Administrative Code 6A:9B



4. Course Offerings and Descriptions

Directions: In this section, input the coursework and clinical component requirements for each course offered in the professional education programs at your institution. Note: if a course is offered in multiple programs you only need to enter the information for the course one time. You will be prompted to assign courses to specific programs later in the application. Include only coursework provided in education programs; requirements for the specific endorsements will be uploaded separately (see below).

Course Number and Title <i>(If applicable)</i>	Course Description	SPA/Content Standard(s) (if applicable)	Clinical Component to Course? (If yes, total hours and placement type)	Mode(s) of Delivery	Credits
Text box	Text box	Text box for applicable standard	Drop Down Menu?? 1. Yes or No 2. If yes, placement-type (select all): Urban, Suburban, Rural, public, non-public ELL classroom, TOSD classroom, CTE classroom 3. Number of Hours	DD Menu Online, in-person, hybrid	DD Menu

Upload: Course sequence and descriptions for content-specific courses for the following endorsements: Health and Physical Education, Physical Science, World Languages, Technology Education, Art, Speech Arts and Dramatics, Social Studies, Family and Consumer Sciences, Comprehensive Business, Computer Applications and Business-Related Information Technology, Finance, Economics, and Law; Keyboarding and Data Entry; Office Administration and Office Systems Technology. Information regarding specific content requirements for the above endorsements can be found at N.J.A.C. 6A:9B-10.

☐ By checking this box, you are providing assurance that candidates completing your program will meet state minimum requirements as set forth in New Jersey Administrative Code 6A:9A and 9B.



5. Alignment to New Jersey Professional Standards for Teachers

Directions: For each standard, select the assessment(s) you will use to determine whether or not a candidate has successfully demonstrated the standard. If you select 'course-embedded assessment', you must enter the course number and title into the text box to indicate which course includes the assessment. You have the option to upload the assessment you will use; otherwise, the DOE reserves the right to ask for additional information if needed.

Standard	Assessment of Candidate Readiness
1. Learner Development: the teacher understands how learners grow and develop; recognizing patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box
2. Learning Differences: the teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standard	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box
3. Learning Environments: the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box
4. Content Knowledge: the teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, particularly as they relate to all relevant NJ content standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for <i>Text box</i> learners to ensure mastery of the content	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box
5. Application of Content: the teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box
6. Assessment: the teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment - Other + text box



Standard	Assessment of Candidate Readiness
7. Planning for Instruction: the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment Other + text box
8. Instructional Strategies: the teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build to skills to apply knowledge in meaningful ways	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment Other + text box
9. Professional Learning: the teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment Other + text box
10. Leadership and Collaboration: the teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professional, and community members to ensure learner growth and to advance the profession	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment Other + text box
11. Ethical Practice: the teacher acts in accordance with legal and ethical responsibilities and uses integrity to promote the success of all students	Drop Down: + optional uploads <ul style="list-style-type: none"> - Course-embedded assessment + text box - Content Knowledge assessment - Performance Assessment Other + text box

☐

By checking this box, you are providing assurance that candidates completing your program will meet state minimum requirements as set forth in New Jersey Administrative Code 6A:9.



6. Clinical Partnerships

Directions: For CEAS-EPPs, list each district in which your program typically places clinical interns, has an informal partnership, or has a formal partnership. For CE-EPPs, list each district in which you typically place candidates during the pre-professional component of the program. An informal partnership is one in which your program provides a service to the district/school but a written agreement has yet to be established. A formal partnership is one in which both the EPP and partner district/school sign an agreement (or Memorandum of Understanding/Agreement) which details what services each partner will provide.

District	District Point of Contact	Type of Partnership	Anticipated Number of Clinical Interns/Pre-Professional Candidates Placed at Site each Year	Is this a Professional Development School network/ site?	Optional Description of Partnership (Include whether this partnership only applies to certain programs)
Drop Down (all NJ Districts)	Text box	Drop Down: - Placement of clinical interns only - Informal partnership - Formal partnership	Drop Down: - N/A - 1-10 - 11-25 - 26-50 - 51-75 - 76-100 - 100+	Drop Down: Yes or No	Text box

+Rows

1. What steps does your program take to facilitate strong partnerships with P-12 districts? Include any incentives your program offers for district teachers to serve as cooperating teachers.

Text box

2. What is your estimated number of clinical interns (for clinical practice in CEAS programs) or pre-professional candidates (for CE programs) that you anticipate needing to place in a given year?

Drop Down (number ranges)

3. How do you plan to recruit and maintain additional clinical partners to fulfill your placement needs as indicated in the question above?

Text box



Part II: Program-Specific Information

1. Program Entry Requirements

Directions: Each program you inputted in section I of the application appears below. For each program, put a check next to each requirement for program entry that applies. If your entry requirement exceeds the state minimum, check the box in the column, and then enter the program requirement in the text box to the right. If multiple programs have the same requirements, simply click “same as above” and the information will auto-populate.

Program (populated from Part I)	Min. GPA	Basic Skills Assessment				Assessment of Content Knowledge	Assessment of Professional Dispositions	Min. General Education Credits Complete	Faculty Recommen- dation	Application	Background and Fingerprinting	Degree	Initial Certification	Other
		CORE	SAT	ACT	GRE									
														Text box

☐ By checking this box, you are providing assurance that your program meets state minimum requirements as set forth in New Jersey Administrative Code 6A:9A.

2. Program Exit Requirements

Directions: Each program you inputted in section I of the application appears below. For each program, put a check next to each requirement for program exit that applies. If your entry requirement exceeds the state minimum, check the box in the column, and then enter the program requirement in the text box to the right. If multiple programs have the same requirements, simply click “same as above” and the information will auto-populate.

Program (populated from Part I)	Min. GPA	Assessment of Content Knowledge	Performance Assessment	Min. Program Credits Complete	Faculty / Clinical Supervisor Rec.	Cooperating Teacher Rec.	Met HIB Standards	Met College and Career Readiness Standards	Exit Interview	Other
							Req. Text box	Req. Text box		Text box

☐ By checking this box, you are providing assurance that your program meets State minimum requirements as set forth in New Jersey Administrative Code 6A:9A.



3. Program Faculty/Instructors

Directions: Each program you inputted in section I of the application appears below. For each program, input the information on the instructors employed by the preparation provider. Include tenured faculty, adjunct faculty, full-time and part-time faculty, clinical supervisors, and instructors in your percentages.

Program (populated from Part I)	Percent Tenured Faculty	Percent Adjunct Faculty	Percent Full- Time Faculty	Percent Holding Teacher Certification	Percent Holding Admin Certification	Percent Holding Ed Services Certification	Average Number of Years Employed in PK- 12 Schools
Program Name							
Program Name							

If your program is not yet staffed, what steps will you take to ensure the programs listed in this application are adequately staffed prior to operation?

Text box

4. Coursework by Program

Directions: Each program you inputted in section I of the application appears below. For each program, put a check next to each course that is either required or an elective course in that program. If multiple programs have the same requirements, simply click “same as above” and the information will auto-populate.

Program (populated from Part I)	Course Identifier (populated from Part I)		Course Identifier (populated from Part I)		Course Identifier (populated from Part I)		Course Identifier (populated from Part I)		Course Identifier (populated from Part I)		Course Identifier (populated from Part I)	
	Required	Elective	Required	Elective	Required	Elective	Required	Elective	Required	Elective	Required	Elective
Program Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Open-Ended Questions - CEAS Programs Only (Doc. UPLOAD)

Directions: Review all questions in this section. Cluster any programs together that have the same answers and indicate on the line below for which programs you are completing the upload. Add additional uploads until all programs are accounted for in your responses. (Example: one document might contain all secondary programs and a separate document might contain the Special Education program if the answers below vary by program).

Program(s): _____

1. What types of clinical experiences will candidates participate in prior to clinical practice?

Text box

2. How does the program ensure candidates receive a full-year experience in a PK-12 classroom/school setting, including professional development experiences at the beginning of the school year? Describe how you will ensure the 175 hours of clinical practice is occurring in the semesters prior to the full-time clinical practice semester (note: at least 100 hours must occur in the semester immediately preceding the full-time clinical practice semester).

Text box

3. How will you evaluate the performance of candidates prior to and during clinical practice? (Include the evaluation tool, number of evaluations used, and method for delivering feedback to the candidate).

Text box

4. When do you typically accept candidates into the program? When do candidates typically begin coursework that counts toward program completion?

Text box

5. Describe the perceived State and/or local need the program(s) fulfills. Include a description of the how the need was determined.

Text box



6. Open-Ended Questions - CE Programs only (Doc. UPLOAD)

Directions: Review all questions in this section. Cluster any programs together that have the same answers and indicate on the line below for which programs you are completing the upload. Add additional uploads until all programs are accounted for in your responses. (Example: one document might contain just the 400-hour CE program and a separate document might contain the Special Education program if the answers below vary by program).

Program(s): _____

1. When do you typically accept candidates into the program (e.g. after receiving a CE, prior to receiving a CE, or both)?

Text box

2. How many cohorts will you prepare each year? When is each cohort start date and when is the latest a candidate can enroll in your program and still be considered part of the cohort?

Text box

3. What clinical experiences will candidates participate in prior to applying for a provisional certificate and beginning work as a full-time teacher? (Include where the experiences will occur).

Text box

4. Describe your plan for supporting candidates during the clinical experience component of the 50-hour pre-professional experience.

Text box

5. What role does the program play in securing a teaching position for candidates?

Text box

6. How will your program handle off-cycle hires?

Text box

7. When must a candidate have employment as a teacher to continue with the program?

Text box

8. Explain how you will handle situations in which a teacher is not continuously employed throughout your program (e.g., a candidate is laid off due to a Reduction in Force, or the candidate is on maternity leave during their second year in the profession).

Text box



9. Describe your plan for supporting candidates in the classroom during the two years of the program. (Include coaching visits, evaluation tool(s) used, method(s) for providing feedback to the candidate).

Text box

10. How will your program communicate with the placement district, principal, and mentor regarding a candidate's performance and professional development?

Text box

11. Describe the perceived State and/or local need the program(s) fulfills. Include a description of the how the need was determined.

Text box



Part III: Impact

1. Provider Impact

For Initial Application: New Provider
If this is a new program operating at a new provider, no data will be reviewed until the third year of Educator Preparation Program Annual Reports
Directions: Leave Part III of the application blank
For Initial Application: New Program at an Existing Provider
If this is a new program operating at a currently existing provider, the Department and the State Program Approval Council will review the provider level Educator Preparation Program Annual Report
Directions: The New Jersey DOE will populate the applicable data on program impact for all providers submitting an application for a new program

Provider Name:

	Provider-Level Data (Provided by DOE)	State Average (Provided by DOE)
Candidate performance assessment scores and pass rates (<i>note: build out as needed after NJTPA selected</i>)	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates prepared in teacher shortage areas: certification	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates prepared in teacher shortage areas: DFG-A	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates employed in NJ public schools	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: NJ public schools	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: district	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: school	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: (if needed for additional areas such as persistence to Standard and/or Teacher Leader)	Most recent 3 years of data	Most recent 3 years of data
Evaluation data based on initial years of teaching (percent <i>effective</i> or higher)	Most recent 3 years of data	Most recent 3 years of data



Candidate scores and pass rates on content matter assessments	Most recent 3 years of data	Most recent 3 years of data
Candidates scores and pass rates on basic skills assessment (Note: If applicable)	Most recent 3 years of data	Most recent 3 years of data
Exiting cohort GPA average (note: will need to think through collection via NJSMART)	Most recent 3 years of data	Most recent 3 years of data
Candidate Satisfaction (survey)	Most recent 3 years of data	Most recent 3 years of data
Employer Satisfaction (If required by USEd)	Most recent 3 years of data	Most recent 3 years of data

2. Program Impact

For Periodic Review
If this is a periodic review, the Department and the State Program Approval Council will review the <i>program</i> level Educator Preparation Program Annual Reports
Directions: The New Jersey DOE will populate the applicable data for each program prior to the periodic review

Enter PROGRAM name here; one table per program must be completed	Program-Level Data (Provided by DOE)	Program-Level State Average (Provided by DOE)
Candidate performance assessment scores and pass rates (note: build out as needed after NJTPA selected)	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates prepared in teacher shortage areas: certification	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates prepared in teacher shortage areas: DFG-A	Most recent 3 years of data	Most recent 3 years of data
Percentage of candidates employed in NJ public schools	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: NJ public schools	Most recent 3 years of data	Most recent 3 years of data



Candidate persistence rate: district	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: school	Most recent 3 years of data	Most recent 3 years of data
Candidate persistence rate: (if needed for additional areas such as persistence to Standard and/or Teacher Leader)	Most recent 3 years of data	Most recent 3 years of data
Evaluation data based on initial years of teaching (percent <i>effective</i> or higher)	Most recent 3 years of data	Most recent 3 years of data
Candidate scores and pass rates on content matter assessments	Most recent 3 years of data	Most recent 3 years of data
Candidates scores and pass rates on basic skills assessment (if available)	Most recent 3 years of data	Most recent 3 years of data
Exiting cohort GPA average (if available)	Most recent 3 years of data	Most recent 3 years of data
Candidate Satisfaction (survey)	Most recent 3 years of data	Most recent 3 years of data
Employer Satisfaction (if available)	Most recent 3 years of data	Most recent 3 years of data

+Optional file upload

3. Open Ended Questions

1. Is there any additional context or information you would like to provide to explain the data trends for your provider and/or programs?

Optional text box

2. What additional program impact and candidate outcome data will you collect to determine program effectiveness and how will your program collect the data?

Text box