



AAQEP Annual Report for 2024

Provider/Program Name:	Saint Elizabeth University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December, 2030

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.

Located in Morristown, New Jersey, Saint Elizabeth University (SEU) is a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. Founded in 1899 by the Sisters of Charity of Saint Elizabeth, the University is driven by its core values of integrity, social responsibility, leadership and excellence in teaching and learning. Through its Mission, Vision and Values, the University affirms its solidarity with the poor, and its commitment to the development of leadership in the spirit of service and social responsibility. Rooted in Catholic Social Teaching and the vision of Saint Elizabeth Ann Seton, Saint Vincent de Paul, Saint Louise de Marillac and Mother Mary Xavier Mehegan, SEU supports students as they search for intellectual and personal growth in an engaged and supportive learning environment. (<https://www.steu.edu/meet-seu>)

SEU serves over 1,000 students at the graduate and undergraduate levels, across more than 20 undergraduate majors, 35 minors, 12 master's degrees, two doctoral programs, and both post-baccalaureate and graduate certificate programs. A little over half of SEU students are traditional undergraduates. The remainder are adult undergraduates and graduate students, with many seeking to advance or change their careers through higher education. Designated as both a Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI). SEU traditional undergraduate students represent a wide range of ethnic and cultural backgrounds with 37% identifying as Black or African American, 28% identifying as Hispanic or Latino, and 23% identifying as White in Fall 2021. The percentages for the total student enrollment continue to show diversity with 23% of students identifying as Black or African American, 21% identifying as Hispanic or Latino, and 32% identify as white in Fall 2021. The University is committed to expanding educational opportunities to underserved students, as demonstrated by its high proportion of Pell Eligible (63% of first-time freshmen) and first-generation college students (25% of first-time freshmen). ([SEU Fact Book Fall 2021](#))

The Mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment in service to the community.

In its vision for the future, Saint Elizabeth University aspires to be nationally recognized for educating individuals who seek an education focused on engaged learning for leadership in service to others. This vision is driven by SEU's core values of integrity, social responsibility, leadership, and excellence in teaching and learning.

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://www.steu.edu/academics/prof-studies/education/index.html>

1. 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 2023-2024

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 23-24	Number of Completers in most recently completed academic year 23-24
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts in Education: Early Childhood Concentration	Certificate of Eligibility with Advanced Standing: Preschool Through Grade 3	3	2
Bachelor of Arts in Education: Elementary Education Concentration	Certificate of Eligibility with Advanced Standing: Elementary School Teacher in Grades K-6	6	2
Minor Secondary Education Biology/General Science	Certificate of Eligibility with Advanced Standing: Biology/General Sciences	1	0
Minor Secondary Education English	Certificate of Eligibility with Advanced Standing: English	3	1
Minor Secondary Education History	Certificate of Eligibility with Advanced Standing: Social Studies	4	2
Minor Secondary Education Mathematics	Certificate of Eligibility with Advanced Standing: Mathematics	1	0
Teacher of Students with Disabilities Endorsement Add-On (undergraduate level)	Certificate of Eligibility with Advanced Standing: Students with Disabilities	6	2
Total for programs that lead to initial credentials		24	7

<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Graduate Teacher of Students with Disabilities Certification program	Standard Teacher of Students with Disabilities Certificate	10	9
Supervisor Certification Program	Standard Supervisor Certificate	4	1
MA Educational Leadership	Standard Supervisor Certificate Standard Principal Certificate	12	4
English as a Second Language Certification	Standard English as a Second Language Certificate	0	0
Total for programs that lead to additional/advanced credentials		26	14
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A			
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		50	21
Unduplicated total of all program candidates and completers		42	21

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.)

<p>Graduate Teacher of Students Disabilities Certification Program was placed on pause in 2023. However, a partnership was established with the Ramapo Indian Hills School District to offer the TOSD program within the district for district faculty. That program ran from 2023 through 2024. The assessment data from this cohort will be included in the 2025 Annual Report.</p>
<p>The EPP is collaborating with a community college alternate route initial teaching program to enroll completers into the Graduate Teacher of Students with Disabilities Certification Program and the English as a Second Language Certification Program.</p>

The English As a Second Language Certification Program has never been enrolled since it received approval from the NJ DOE. The EPP is currently in the process of establishing a partnership with a public school district to offer the ESL Certification Program within the district for district faculty.

2. 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.
21
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.
21
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
24
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.
The 4-year completion rate for the 2023-2024 cohort (Spring completers N=6).
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%.
The EPP is unable to access the pass rates due to the low N. However, 2023-2024 cohort overall had achieved a 100% pass rate. All completers in the cohort (N=7) were eligible for New Jersey teaching certification in their appropriate programs.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The EPP began a collaboration with a colleague from a small Catholic university in New Jersey in Spring 2024. Meeting bi-weekly, the two collaborators researched, reviewed, and distributed sample surveys to be reviewed by faculty. This collaborative effort has yielded a completers' survey that will be piloted in May 2025. It will be administered anonymously through Google forms to completers of 2025. The same survey will be administered to 2024 and 2023 alumni who have completed one or two years in the classroom. The results of these surveys will become part of the 2025 annual report.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The EPP began a collaboration with a colleague from a small Catholic university in New Jersey in Spring 2024. Meeting bi-weekly, the two collaborators researched, reviewed, and distributed sample employer surveys for review by faculty employers. This collaborative effort has yielded an employer survey that will be piloted in May 2025. It will be administered anonymously through Google forms to employers of 2024 and 2023 alumni. The EPP is researching a process to identify employers. The results of these surveys will hopefully become part of the 2025 annual report.

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.

The New Jersey Educator Preparation Provider Performance Review provides employment rates for program completers. Unfortunately, due to the number of completers falling below 10, the NJ DOE does not provide that information. It is difficult for Saint Elizabeth to capture that information since employment information and evaluations are private and therefore inaccessible. We would welcome any advice, processes, and measures we could employ to access this type of data.

3. 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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>SEU Lesson Plan</p> <p>AAQEP Standards: 1a, 1b, 1c, 1d, 1e</p>	<p>The lesson plan rubric was designed to assess multiple dimensions of the lesson plan assignment. The lesson plan rubric is aligned with AAQEP and InTASC Standards and NJPTS. Scoring values for the lesson plan are: 4-Advanced; 3-Proficient; 2-Developing; 1-Beginner. The EPP expects the candidate to achieve a minimum 3.0 average across all categories at the completion of each program.</p>	<p>In Fall 2023, a new course was introduced to the undergraduate initial teaching certification program. This course, ED309 Introduction to Curriculum & Instruction was introduced because evidence gathered indicated the teacher candidates did not receive adequate preparation in curriculum and instruction in the program, especially those candidates enrolled in the secondary education program. This course is a gateway course for the EPP. Cohorts are formed in this class and followed through completion. The candidates who enrolled in ED309 in Fall 2023 will be completing their programs in May 2025.</p> <p>The following provides evidence of the teacher candidates’ development of skills and knowledge as they develop lesson plans during the course ED309 Introduction to Curriculum and Instruction.</p> <p>ED309 Fall 2023 Lesson Plan (N=8) The candidates completed four different lesson plans as assessments for the course. All scores were recorded and then averaged by each criterion for the cohort (N=8).</p> <p>The candidates reached a mean score of 3.5 in these criterion areas:</p> <ul style="list-style-type: none"> • Statement of Objectives • Academic Language

		<ul style="list-style-type: none">• Instructional Strategies:<ul style="list-style-type: none">○ Opening○ Presentation○ Closure <p>*Please note: In Instructional Strategies: Guided Practice, the candidates' mean score is 3.4.</p> <p>Teacher candidates achieved mean scores below the expected 3.0 in two criteria areas:</p> <ul style="list-style-type: none">• Differentiation of Product: Mean 2.7• Theoretical Framework: Mean 2.9 <p>The results indicate that the introduction of the course ED309 Introduction to Curriculum and Instruction has impacted the candidates' knowledge and skill in curriculum and instruction.</p> <p>The two criteria where a mean lower than 3.0 was achieved, are being addressed through additional content in other courses within the program. A deeper dive is taking place in ED309 to address differentiation of product. Educational Theories are provided with more in-depth coverage in ED251 Educational Psychology.</p> <p>This cohort's OCR and CCI aggregated averages provide further evidence of the candidates reaching the projected goal (proficiency) or a need for reintroduction of the content and skills in other courses.</p>
--	--	---

<p>Observation & Conference Report (OCR)</p> <p>AAQEP Standards: 1a, 1b, 1c, 1d, 1e, 1f</p>	<p>The purpose of the Observation and Conference Report (OCR) is to provide formative feedback to the teacher candidate following the observation of a scheduled lesson. Aligned with the AAQEP Standards, InTASC Standards, and NJPTS, the instrument evaluates the teacher candidate’s competencies according to the standards. A post-observation conference allows the clinical supervisor to highlight the competencies, areas of strengths, and areas of and for growth. The instrument provides consistent input and repeated measures help demonstrate growth in competencies across the two semesters of clinical practice.</p> <p>The EPP gathers each candidate’s scores for the Observation and Conference Reports (OCR) and the Clinical Competency Inventories (CCI) from Clinical Practice I and II. The EPP expects teacher candidates to achieve an average total score for both measures of 3 (out of 4) by the conclusion of Clinical Practice II.</p>	<p>In Spring 2024, the EPP gathered the completers’ OCR scores for each of the OCR evaluations through Clinical Practice I (Spring 2023 & Fall 2023) and Clinical Practice II (Fall 2023 & Spring 2024). The data was aggregated across the cohort (N=8). *One cohort completed Fall 2023. The other cohort completed Spring 2024. Both cohorts’ results were aggregated.</p> <p>The cohort’s scores were averaged across all the evaluations. The aggregated mean scores for the cohort were all above a 3.0 rating for each criterion.</p> <p>The three highest means at 3.7 appear in these criteria:</p> <ul style="list-style-type: none"> 3- Learning Environment 4- Content Knowledge 7- Planning for Assessment <p>The data analysis presents teacher candidates who are prepared to enter their profession.</p>
<p>Clinical Competence Inventory (CCI)</p> <p>AAQEP Standards: 1a, 1b, 1c, 1d, 1e, 1f</p>	<p>The Clinical Competency Inventory (CCI) is used during Clinical Practice I and II, in conjunction with the Observation & Conference Report (OCR). In addition to assessing critical competencies, the measure also provides structured feedback to the clinical intern to advance growth in all areas of the InTASC standards. The CCI is completed at the conclusion of Clinical I and Clinical II by the clinical supervisor and cooperating teacher.</p>	<p>In Spring 2024, the EPP gathered the completers’ CCI scores for Clinical Practice I and Clinical Practice II from their Clinical Supervisors and Cooperating Teachers. The individual completer mean scores were aggregated across the cohort.</p> <p>Nor surprisingly, the two highest criteria mean scores were:</p> <p>3.1 The clinical intern demonstrates general warmth, caring and respect towards learners</p>

	<p>The CCI has been designed to provide evaluative feedback on the growth in knowledge, skills, and dispositions of the individual clinical intern. The performance-based assessment measures key competencies aligned with the AAQEP standards, the InTASC standards, and the New Jersey Professional Teaching Standards (NJPTS) that are required for all teacher candidates prior to recommendation for certification. Aligned with the standards, the observation evaluative instrument assesses the competencies.</p>	<p>through verbal/nonverbal communication. (3.8 Mean) 1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences. (3.7 Mean)</p> <p>It is apparent that the teacher candidates learn deeply how to provide a learning environment that fosters positive relationships and collaboration.</p> <p>Anecdotally, when the teacher candidates participated in the edTPA assessment, the strongest scores could always be found in the Learning Environment criteria.</p>
--	--	---

<p>MA Educational Leadership and Supervisor Certification Program</p>		
<p>School Leadership Licensure Assessment (SLLA)</p> <p>AAQEP Standards: 1a, 2a</p>	<p>The School Leader Licensure Assessment (SLLA) is a New Jersey Department of Education required proprietary assessment for individuals seeking principal certification. Candidates for this license take the assessment upon completion of the MA in Educational Leader program.</p> <p>The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field.</p>	<p>Two of the four MA Program in Educational Leadership graduates successfully passed the SLLA. One program completer scored 155, and the second scored 188. The EPP expects the pass rate to reach a minimum of 80% for each year the assessment is taken. In 2023-24, the SLLA pass rate was 100%. The other two program completers have not taken the SLLA, which is optional and not required for graduation.</p>

	<p>The assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The four-hour testing time is divided into two separately timed sections. During this time, the test taker will respond to the 120 selected-response questions and 4 constructed-response questions. The content categories assessed include:</p> <ul style="list-style-type: none"> • Strategic Leadership • Instructional Leadership • Climate and Cultural Leadership • Ethical Leader, Organizational Leadership 	<p>Candidates' results from the SLLA are analyzed annually to determine performance trends for program improvement. When our enrollment in the MA in Educational Leadership was high in recent years, our candidates consistently exceeded the state average. In the last two years, we have provided our candidates with newly revised case studies in the program's second year to prepare candidates for the constructive response questions on the SLLA.</p> <p>We also offer our candidates tutoring sessions via Zoom on the SLLA during the program's second year.</p>
<p>Educational Leadership Development Project</p> <p>AAQEP Standards: 1f, 2f</p>	<p>The Leadership Development Project evaluates candidate performance during the Leadership Development Institute on Evidence-Based Decision Making for Curriculum and Instruction (EDAS688). The Leadership Institute is an immersive educational experience held each summer at the conclusion of candidates' first year in the program. Drawing upon the first year of coursework, the Leadership Institute builds candidates' understanding of data analysis to improve instructional programming decisions centered on curriculum and program evaluation. It also provides candidates with an understanding of accountability systems to guide decision-making in instructional improvement.</p>	<p>Ed Leadership Development Project: The mean scores are consistent across all criteria and all years. The candidates consistently reach 4 (out of 4) as their scores across the criteria.</p>

	<p>For the Leadership Development Project candidates work in teams to review and analyze an instructional issue, and formulate a detailed, research-based plan to address the problem.</p> <p>Scoring is based upon a four-point scale: Accomplished=4 points Proficient=3 points Developing=2 points Rudimentary=1.</p>	<p>Before the course was offered in the summer semester in July, a process to evaluate the major assignment and rubric for Inter-Rater Reliability and Content Validity was implemented. External reviewers (Superintendents and principals) were requested to evaluate recent team projects. The request aimed to determine the degree of agreement among independent observers to assess the same team project. Each external reviewer was provided with the following documents to review: The Final Team Project, the Instructor's Rubric with scores, a video of the presentation by the students, and copies of the AAQEP and PSEL standards.</p> <p>As a result, the rubric dimensions were modified to reflect the input from the external reviewers.</p> <p>The students' Summative Evaluation for the course had a median score of 4.8 on a scale of 1 through 5. Students expressed the following commentary about the course: The Educational Leadership Institute allowed me to utilize and apply the concepts, skills, and tenets of Educational/Servant Leadership covered in my previous coursework.</p> <p><i>I appreciate the opportunity to collaborate with other students on a task we are all heavily invested in completing. I had the opportunity to apply communication, collaboration, and teamwork skills that were present in prior classes.</i></p>
--	--	---

<p>Educational Leadership Action Research Project</p> <p>AAQEP Standards: 1f</p>	<p>The Action Research Project is designed to provide ongoing opportunities for candidates to work as research team members and complete practical action research projects on authentic school-based problems. Candidates must share their findings in a scholarly presentation to an audience of peers and produce a final written research report. Applications of qualitative and quantitative methodologies applied to school-based research are the focal point of preparing a final Action Research Project on an authentic curriculum development and instruction problem. Candidates may elect to work individually or in groups on this project.</p> <p>The assessment is administered at the conclusion of EDAS 611 <i>Action Research</i> for the candidates. Scoring on the Educational Leadership Action Research Rubric is based upon a four-point scale: Accomplished=4 points; Proficient=3 points; Developing=2 points; Rudimentary=1 point. The EPP expects candidates to achieve a Proficient (3 out of 4) rating on all criteria.</p>	<p>The data for the Action Research Project indicate that the course has been highly effective in preparing candidates to apply content knowledge to the standard of acting with integrity, fairness, and ethics. The 100% passing rate indicated a high level of achievement for candidates in applying the knowledge required to become successful building-level leaders. For the 2023-24 academic year, the program completers scored well, and the mean scores were 4.0</p>
<p>Educational Leadership Field Internship</p> <p>AAQEP Standards: 1a, 1f</p>	<p>The Field Internship Mentor Assessment is an observational instrument completed by mentors (practicing school leaders) who work with Educational Leadership interns for three semesters during the Field Internship experience and evaluate them as beginning school leaders who have acquired the knowledge and application of the PSEL Standards. A Likert-type rating scale</p>	<p>The average mean score for the candidates was 4.0 for the 2023-2024 completers.</p> <p>Candidates demonstrated a thorough understanding of the PSEL standard elements and their ability to perform the required skills. Artifacts are present as evidence of their participation in various administrative activities.</p>

	<p>demonstrates the intern’s progress across three categories on the Mentor Assessment Form.</p> <p>The assessment is administered at the conclusion of each of three Field Internship courses beginning in Summer I and then at the conclusion of the fall and spring semesters in the second year of the program. Data is collected at the conclusion of each semester the course is taught.</p> <p>Scoring is based upon a three-point scale: Exemplary=3; Acceptable=2; Unacceptable=1.</p> <p>The EPP expects candidates to achieve an Exemplary (3 out of 3) on all criteria.</p>	
--	---	--

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
-----------------------------------	---	--

<p>SEU Lesson Plan</p> <p>AAQEP Standards: 2b, 2c</p>	<p>The lesson plan rubric was designed to assess multiple dimensions of the lesson plan assignment. The lesson plan rubric is aligned with AAQEP and InTASC Standards and NJPTS. Scoring values for the lesson plan are: 4-Advanced; 3-Proficient; 2-Developing; 1-Beginner. The EPP expects the candidate to achieve a minimum 3.0 average across all categories at the completion of each program.</p>	<p>In Fall 2023, a new course was introduced to the undergraduate initial teaching certification program. This course, ED309 Introduction to Curriculum & Instruction was introduced because evidence gathered indicated the teacher candidates did not receive adequate preparation in curriculum and instruction in the program, especially those candidates enrolled in the secondary education program. This course is a gateway course for the EPP. Cohorts are formed in this class and followed through completion. These candidates will be completing their programs in May 2025.</p> <p>The following provides evidence of AAQEP standards:</p> <p>2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</p> <p>2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts</p> <p>The candidates reached a mean score of 3.5 in these criterion areas:</p> <ul style="list-style-type: none"> • Instructional Strategies: <ul style="list-style-type: none"> ○ Opening ○ Presentation ○ Closure • Guided Practice 3.4
--	--	--

		These mean scores indicate the teacher candidates deep understanding and ability to apply AAQEP standards.
<p>Observation & Conference Report (OCR)</p> <p>AAQEP Standards: 2a, 2b, 2c, 2d, 2e</p>	<p>The purpose of the Observation and Conference Report (OCR) is to provide formative feedback to the teacher candidate following the observation of a scheduled lesson. Aligned with the AAQEP Standards, InTASC Standards, and NJPTS, the instrument evaluates the teacher candidate’s competencies according to the standards. A post-observation conference allows the clinical supervisor to highlight the competencies, areas of strengths, and areas of and for growth. The instrument provides consistent input and repeated measures help demonstrate growth in competencies across the two semesters of clinical practice.</p> <p>The EPP gathers each candidate’s scores for the Observation and Conference Reports (OCR) and the Clinical Competency Inventories (CCI) from Clinical Practice I and II. The EPP expects teacher candidates to achieve an average total score for both measures of 3 (out of 4) by the conclusion of Clinical Practice II.</p>	<p>In Spring 2024, the EPP gathered the completers’ OCR scores for each of the OCR evaluations through Clinical Practice I (Spring 2023 & Fall 2023) and Clinical Practice II (Fall 2023 & Spring 2024). The data was aggregated across the cohort (N=8). *One cohort completed Fall 2023. The other cohort completed Spring 2024. Both cohorts’ results were aggregated.</p> <p>The cohort’s scores were averaged across all the evaluations. The aggregated mean scores for the cohort were all above a 3.0 rating for each criterion.</p> <p>One of the three highest mean scores, at 3.7, was for the criterion “Learning Environments”. This data provide evidence that the teacher candidates are able to “Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts”. (AAQEP Standard 2C)</p>
<p>Clinical Competence Inventory (CCI)</p> <p>AAQEP Standards: 2a, 2b, 2c, 2d, 2e</p>	<p>The Clinical Competency Inventory (CCI) is used during Clinical Practice I and II, in conjunction with the Observation & Conference Report (OCR). In addition to assessing critical competencies, the measure also provides structured feedback to the clinical intern to advance growth in all areas</p>	<p>In Spring 2024, the EPP gathered the completers’ CCI scores for Clinical Practice I and Clinical Practice II from their Clinical Supervisors and Cooperating Teachers. The individual completer mean scores were aggregated across the cohort.</p>

	<p>of the InTASC standards. The CCI is completed at the conclusion of Clinical I and Clinical II by the clinical supervisor and cooperating teacher.</p> <p>The CCI has been designed to provide evaluative feedback on the growth in knowledge, skills, and dispositions of the individual clinical intern. The performance-based assessment measures key competencies aligned with the AAQEP standards, the InTASC standards, and the New Jersey Professional Teaching Standards (NJPTS) that are required for all teacher candidates prior to recommendation for certification. Aligned with the standards, the observation evaluative instrument assesses the competencies</p>	<p>The data provided evidence that the teacher candidates “have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.”</p> <p>The two highest criteria mean scores were: 3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication. (3.8 Mean) 1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences. (3.7 Mean)</p>
<p>NJ DOE EPP Performance Report</p> <p>AAQEP Standards: 2a, 2b, 2c, 2d, 2e</p>	<p>The goal of the NJ EPP PR is to share the available state data on novice teachers that the Educator Preparation Provider (EPP) recommended for certification. To create the report, the New Jersey Department of Education (NJDOE) has synthesized data from multiple sources.</p> <p>The New Jersey Department of Education (NJDOE) collects and aggregates the data used for this report from multiple sources. Suppression rules have been applied for the assessment, compensation, and evaluation data included in the report to prevent the identification of individuals and the disclosure of their personal information.</p>	<p>Unfortunately, because the N was below 10 in AY 2023-2024, an NJ EPP PR was not generated for Saint Elizabeth.</p>

	<p>The NJDOE collects:</p> <ul style="list-style-type: none">• Certification data from EPPs and individuals through the Teacher Certification System (NJEdCert formerly TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification.• Employment and Compensation data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJS MART) data system.• Higher Education data from the Office of the Secretary of Higher Education’s (OSHE) Student Unit Record (NJSURE) system. OSHE collects data from Institutions of Higher Education (IHE), but not all IHEs are required to submit data to the NJSURE database. Non-submitting institutions have been noted in the report.• Program level data from EPPs through the teacher preparation program approval process.• School level category data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time.• Student level demographic data from school districts through the student student-level Standards	
--	---	--

	<p>Measurement and Resource for Teaching (NJSMART) data system.</p> <p>The data used in the report represents a one-year cohort of teachers who earned a Certificate of Eligibility with Advanced Standing (CEAS) who may have been employed in a New Jersey public school. Included in the report are the Provider Profile, Completer Demographics, Certification Assessments, Full-time Employment Outcomes, and Teacher Evaluation Results.</p> <p>In the NJ EPP PR the Teacher Evaluation Results include four categories. These are Summative, Teacher Practice Scores, Teacher Student Growth Objectives, and Teacher Student Growth Percentile Scores.</p>	
--	--	--

<p>MA Educational Leadership and Supervisor Certification Program</p>		
<p>School Leadership Licensure Assessment (SLLA)</p> <p>AAQEP Standards: 2a</p>	<p>The School Leader Licensure Assessment (SLLA) is a New Jersey Department of Education required proprietary assessment for individuals seeking principal certification. Candidates for this license take the assessment upon completion of the MA in Educational Leader program.</p> <p>The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field.</p> <p>The assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The four-hour testing time is divided into two separately timed sections. During this time, the test taker will respond to the 120 selected-response questions and 4 constructed-response questions. The content categories assessed include:</p> <ul style="list-style-type: none"> • Strategic Leadership • Instructional Leadership • Climate and Cultural Leadership <p>Ethical Leader, Organizational Leadership</p>	<p>Two of the four MA Program in Educational Leadership graduates successfully passed the SLLA. One program completer scored 155, and the second scored 188. The EPP expects the pass rate to reach a minimum of 80% for each year the assessment is taken. In 2023-24, the SLLA pass rate was 100%. The other two program completers have not taken the SLLA, which is optional and not required for graduation.</p> <p>Candidates' results from the SLLA are analyzed annually to determine performance trends for program improvement. When our enrollment in the MA in Educational Leadership was high in recent years, our candidates consistently exceeded the state average. In the last two years, we have provided our candidates with newly revised case studies in the program's second year to prepare candidates for the constructive response questions on the SLLA.</p> <p>We also offer our candidates tutoring sessions via Zoom on the SLLA during the program's second year.</p>

<p>Educational Leadership Development Project</p> <p>AAQEP Standards: 2f</p>	<p>The Leadership Development Project evaluates candidate performance during the Leadership Development Institute on Evidence-Based Decision Making for Curriculum and Instruction (EDAS688). The Leadership Institute is an immersive educational experience held each summer at the conclusion of candidates' first year in the program. Drawing upon the first year of coursework, the Leadership Institute builds candidates' understanding of data analysis to improve instructional programming decisions centered on curriculum and program evaluation. It also provides candidates with an understanding of accountability systems to guide decision-making in instructional improvement.</p> <p>For the Leadership Development Project candidates work in teams to review and analyze an instructional issue, and formulate a detailed, research-based plan to address the problem.</p> <p>Scoring is based upon a four-point scale: Accomplished=4 points Proficient=3 points Developing=2 points Rudimentary=1.</p>	<p>Ed Leadership Development Project: The mean scores are consistent across all criteria and all years. The candidates consistently reach 4 (out of 4) as their scores across the criteria.</p> <p>Before the course was offered in the summer semester in July, a process to evaluate the major assignment and rubric for Inter-Rater Reliability and Content Validity was implemented. External reviewers (Superintendents and principals) were requested to evaluate recent team projects. The request aimed to determine the degree of agreement among independent observers to assess the same team project. Each external reviewer was provided with the following documents to review: The Final Team Project, the Instructor's Rubric with scores, a video of the presentation by the students, and copies of the AAQEP and PSEL standards.</p> <p>As a result, the rubric dimensions were modified to reflect the input from the external reviewers.</p> <p>The students' Summative Evaluation for the course had a median score of 4.8 on a scale of 1 through 5. Students expressed the following commentary about the course: <i>The Educational Leadership Institute allowed me to utilize and apply the concepts, skills, and tenets of Educational/Servant Leadership covered in my previous coursework.</i></p>
--	--	--

		<p><i>I appreciate the opportunity to collaborate with other students on a task we are all heavily invested in completing. I had the opportunity to apply communication, collaboration, and teamwork skills that were present in prior classes.</i></p>
<p>Educational Leadership Field Internship</p> <p>AAQEP Standards:</p> <p>2e, 2f</p>	<p>The Field Internship Mentor Assessment is an observational instrument completed by mentors (practicing school leaders) who work with Educational Leadership interns for three semesters during the Field Internship experience and evaluate them as beginning school leaders who have acquired the knowledge and application of the PSEL Standards. A Likert-type rating scale demonstrates the intern’s progress across three categories on the Mentor Assessment Form.</p> <p>The assessment is administered at the conclusion of each of three Field Internship courses beginning in Summer I and then at the conclusion of the fall and spring semesters in the second year of the program. Data is collected at the conclusion of each semester the course is taught.</p> <p>Scoring is based upon a three-point scale: Exemplary=3; Acceptable=2; Unacceptable=1.</p> <p>The EPP expects candidates to achieve an Exemplary (3 out of 3) on all criteria.</p>	<p>The average mean score for the candidates was 4.0 for the 2023-2024 completers.</p> <p>Candidates demonstrated a thorough understanding of the PSEL standard elements and their ability to perform the required skills. Artifacts are present as evidence of their participation in various administrative activities.</p>

2. 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.

1. Saint Elizabeth University Educator Preparation Program has seen a decline in enrollment. There has been much research indicating that the required Praxis Core could be creating this decline. The EPPs across the state worked with the NJEA as well as other institutions to have the Praxis Core requirement removed. As of January 1, 2025, the Praxis Core requirement has been eliminated. As a result of this announcement, there has been a slight increase in the enrollment for the undergraduate initial teaching certification programs. We hope this positive reaction will continue to impact enrollment.

In the 2023-2024 academic year, the university leadership paused some of the graduate programs in the education program – specifically, the graduate initial teaching certification program and the graduate TOSD certification program. The ESL certification program has never been enrolled. The EPP chair has aggressively sought partnerships with school districts to offer these graduate programs fully online or as hybrid programs with a professor-in-residence (perhaps homegrown) in the district. Currently, the chair is waiting for approval of the partnership agreement with a public school district for the ESL certification program. Additionally, the EPP chair is waiting for approval of the partnership agreement a community college to offer their completers the ESL and TOSD certification programs fully online.

These partnerships are being developed strategically. The goal is that in growing these partnerships the teachers who enroll in and complete our graduate certification programs will subsequently enroll in the supervisor certification program and then the MA in Educational Leadership.

2. In Spring 2024, the EPP was invited to participate in an Undergraduate Teacher Education Student Satisfaction Survey. The survey was conducted by Dr. Jeremy Penn of the University of Iowa.

The Undergraduate Teacher Education Program Student Satisfaction Survey was administered in March and April 2024, to undergraduate students in teacher education programs at participating institutions. The purpose of the survey was to collect students' perceptions of their experiences in the various teacher preparation programs.

The University of Iowa Qualtrics survey tool was used to distribute the survey to the email addresses provided by the participating institutions. Students received up to five email messages inviting them to participate in the survey. No survey incentives were offered.

A total of 22 Saint Elizabeth University students were contacted to participate and 16 responded to the survey for a response rate of 72.7%.

One survey question asked: “Please indicate your level of satisfaction or dissatisfaction with each of the statements below regarding your experiences in the Teacher Preparation program at Saint Elizabeth University.” The scale was 1 to 7 with 1 being “very dissatisfied” to 7 being very “satisfied”. The mean recorded for each criterion was above 5.40 (out of 7) with only one criterion below 5.0. The criterion “Tuition is a worthwhile investment” received a mean score of 4.62. The criterion “Advising” received the highest mean score of 6.40. The criterion “Faculty and Instruction” received a mean score of 5.91.

The survey included an open-ended question, “What has been the best part of your experiences in the Teacher Preparation program at Saint Elizabeth University so far?” The following are some of the responses from the Saint Elizabeth students:

- Being able to interact with other people of teaching majors has made this opportunity super cool!
- Being able to see what I learn in the classroom is what is being taught in the field.
- My advisor has given me everything I need to succeed as a future educator. She is always available and wants to help me every step of the way
- Preparation
- The connections I have made with the staff/my professors.
- The incredible people
- The instructors are very supportive and always ready to help me whenever I need help.