



AAQEP Annual Report for 2025

Provider/Program Name:	Saint Peter's University Caulfield School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 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.

Saint Peter's University is one of twenty-seven Jesuit colleges and universities in the United States and the only one located in New Jersey. Inspired by its Jesuit, Catholic identity, commitment to individual attention, and grounding in the liberal arts, Saint Peter's University educates a diverse community of learners in undergraduate, graduate, and professional programs to excel intellectually, lead ethically, serve compassionately, and promote justice in our ever-changing urban and global environment.

The mission of the Caulfield School of Education is to provide students with a value-oriented education based on the Catholic and Jesuit traditions. The programs are grounded in educational psychology and the methodologies of teaching. Students in the

programs develop professional attitudes and behaviors that emphasize the immense responsibility they assume as education professionals.

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.saintpeters.edu/enrollment-services/licensure-and-public-disclosure/>

2. Enrollment and Completion Data

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

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

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 8/31/2025)	Number of Completers in most recently completed academic year (12 months ending 08/31/2025)
<i>Programs that lead to initial teaching credentials</i>			

Bachelor of Arts in Elementary Education	Can lead to NJ Endorsements 1013 (Preschool through Grade 3), 1001 (Elementary School Teacher in Grades K6), 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8)	28	20
Bachelor of Arts In Elementary Education with a Pre-K Concentration	NJ Endorsement 1013 (Preschool through Grade 3)	12	7
Secondary Arts Major (Major in one of NJs Core Curriculum Content Areas	Can lead to NJ Endorsements 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8), 1200 (Art), 1300 (Business), 2270 (Chemistry), 2210 (Biological Science), 2220 (Earth Science), 1410 (English), 1900 (Mathematics), 1510 (French), 1605 (Health and Physical Education), 1530 (Italian), 2260 (Physics), 2100 (Music), 2240 (Physical Science), 2300 (Social Studies), 1550 (Spanish), 1620 (Health Education), 1630 (Physical Education)	13	1
Master of Arts in Teaching	Can lead to NJ Endorsements 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter	18	20

	Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8), 1200 (Art), 1300 (Business), 2270 (Chemistry), 2210 (Biological Science), 2220 (Earth Science), 1001 (Elementary Teaching K-6), 1410 (English), 1900 (Mathematics), 2260 (Physics), 2240 (Physical Science), 2300 (Social Studies)		
Master of Arts in Education Pre K-3	NJ Endorsement 1013 (Pre-K through Grade 3)	7	3
	Total for programs that lead to initial credentials	78	51
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in Educational Leadership	Can lead to NJ Endorsements 0106 (Supervisor) 0200 (Principal) and/or 0101(School Administrator)	39	16
MAED: Special Education (Applied Behavior Analysis)	NJ Endorsement 2475 (Teacher of Students with Disabilities)	4	5
MAED: Special Education Literacy	NJ Endorsement 2475 (Teacher of Students with Disabilities)	5	8
MAED: Reading	NJ Endorsement 3310 (Reading Specialist)	4	1
MAED: Teaching English as a Second Language	NJ Endorsement 1475 (Teacher of English as a Second Language)	3	0
Special Education Certificate (Teacher of Students with Disabilities)	NJ Endorsement 2475 (Teacher of Students with Disabilities)	11	0
	Total for programs that lead to additional/advanced credentials	66	30
<i>Programs that lead to P-12 leader credentials</i>			
MAED: School Counseling	NJ Endorsement 2701 (School Counselor Standard Certificate)	19	4
	Total for programs that lead to P-12 leader credentials		

<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs	163	85	
Unduplicated total of all program candidates and completers	163	85	

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.)

We received approval to add the certification track for our ESL program.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.	
163	
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.	
85	
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	
34	

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.

Data are reflected in this table:

	100% Completion Rate	150% Completion Rate
BA.ELMED	33.3%	33.3%
Elmed.SPS	0%	50%
BA.PRE-ELMED.SARAS	71.4%	78.6%
MAED.PS3	100%	100%
MAED.EDADS	66.7%	77.8%
MAED.COUN	11.1%	22.2%
MAED.SPEDABA	100%	100%
MAED.SPELDIT	100%	100%

SPS – School of Professional Studies (adult learner program & online format; students generally do not take a full-time course load)

SARAS – Sara Schenirer partner

**** Counseling is a longer program (48 credits) – we will need to adjust this data for next year

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%.

We will not have the results of the Praxis pass rates until 2026. We will report our scores and an analysis to AAQEP at that time.

F. Explanation of evidence available from program completers, with a characterization of findings. Our completers are

Not available

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

Not available

H. 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.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program. CSOE hired a director for the Child and Human Development Center.

In the last year, CSOE advertised and interviewed candidates to serve as advisor and 50% FTE faculty teaching. After interviewing several candidates with one offer, we were unable to hire for the position. A goal to fill this position will be ongoing for 25-26.

4. Candidate Academic Performance Indicators

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

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
CCI – Saint Peter's Locally Developed assessment	The locally-developed performance assessment is approved by the NJ Department of Education as a replacement for the edTPA. Candidates submit a comprehensive portfolio designed to assess the New Jersey Professional	39 students completed this assessment in the last year. Of the students completing the assessment, 100% scored above a 3.0, with 17 students scoring a total of 4.0 on all dimensions.

	Standards for Teachers A 4 point scale was used in the rubric.	
Praxis II – State adopted teacher assessment; measures content knowledge and teaching skills.	Required by the state of NJ for certification.	Data on our pass rates will be available in February, 2026.
Research project – students develop an action research project on a topic that requires an intervention.	The research project rubric measures student research and intervention skills using a 4-point rubric. Rubric dimensions were obtained from Intasc, and NJPST standards. Success is measured as a grade of B or better.	Of 22 students taking this assessment in 2024-25, only one student scored below a grade of B. 21/22 scored B or better with 86% of students scoring with an A- or better.
Learning disabilities project - This project is a case study analysis of a child with learning disabilities attending a general education program. Students must make plans for classroom teaching strategies, personal and behavioral supports, family needs (including cultural considerations), transition plans and career implications of the disability.	Students must meet 80% or greater on a rubric.	Students met the criteria of the rubric at 90% or greater.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
CCI – Saint Peter's locally developed and state approved assessment.	The locally-developed performance assessment is approved by the NJ Department of Education as a replacement for the edTPA. Candidates submit a comprehensive	39 students completed this assessment in the last year. Of the students completing the assessment, 100% scored above a 3.0, with 17 students scoring a total of 4.0 on all dimensions.

	portfolio designed to assess the New Jersey Professional Standards for Teachers	
Praxis II – state adopted test that measures content knowledge and teaching skills.	Required by the state of NJ for certification.	Data on our pass rates will be available in February, 2026.
Research project - students develop an action research project on a topic that requires an intervention.	The research project rubric measures student research and intervention skills using a 4-point rubric. Rubric dimensions were obtained from Intasc, and NJPST standards. Success is measured as a grade of B or better	Of 22 students taking this assessment in 2024-25, only one student scored below a grade of B. 21/22 scored B or better with 86% of students scoring with an A- or better.
Master Classes – Professional Development	Satisfaction survey of 80% or greater.	Our master class surveys showed high satisfaction with a majority of scores over 90%.

5. Notes on Progress, Accomplishment, and Innovation

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

The CSOE experienced several areas of growth in the 24-25 academic year.

New course descriptions were developed to align with the NJDOE requirements for literacy, mathematics, and special education content in teacher education. In addition, we updated courses in Counseling to reflect NJDOE requirements.

During this year, the Child and Human Development Center hired a director, Dr. Megan Sherman. As a result of her hire, we were able to form or continue community service outreach through partnering with Big Brothers/Big Sisters, Yonkers Partners in Education (YPIE is an organization that works with Jersey City Public Schools to prepare students for university/college attendance starting in the 8th grade), Center for Family Services. A graduate assistant (a local teacher) was also hired to assist the Director in Center Activities.

Through the CCHD, we held monthly Master Classes, free professional development, non-credit, and free short courses for our alumni and educators in the community. Classes were offered each month and targeted topics including student mental health (meditation), AI integration and use in the classroom, literacy, mentoring for leadership, teacher and leader mental health. Over 200 persons, including SPU CSOE alumni attended the classes and survey results indicated over 90% satisfaction with the courses. Some qualitative comments included “practical, immediately useful, tools that can be implemented right away, extensive knowledge of the professors.”

We also signed a MOU with Lena Edwards Charter School in Jersey City, NJ. In this partnership, CSOE will coach teachers and teacher assistants as they work with multilingual/multicultural families of young children. Coaching will be provided to families in four languages – Spanish, English, Creole and Arabic. Primary areas of focus are on supporting developmentally appropriate learning in the home and school, early literacy and awareness, and behavioral/social support for learning. In this program, CSOE will provide each of the 15 participating families a series of books, developmentally appropriate games and toys for learning at home.

In the 2024-25 academic year, we signed partnership agreements with multiple school districts and county consortia. These new partners include Englewood Schools, Sayreville Schools, Highland Park Schools, and Hunterdon/Somerset County schools. All schools were given tuition discounts for the following: Bachelor's completion (18%) (targeting school system paraprofessionals) leading to the teaching credential, all Master of Education programs (20%), and all certification programs offered at SPU (20%). In addition, we offered the same discounts to existing partners --- Union City Schools and Jersey City Schools. During the summer, we initiated a series of open houses for awareness and recruitment.

Finally, over the summer, we received NJDOE approvals to offer the ESL certificate program and alternate certification pathway for early childhood education educators.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Completers will demonstrate the ability to infuse educational technology tools, including artificial intelligence tools in planning their lessons and in teaching practice. Completers will demonstrate enhanced skills in teaching literacy, mathematics, and culturally responsive teaching, including students with special education needs.
Actions	<ul style="list-style-type: none">• We will revise the lesson plan template and the rubric to reflect noted changes.• We will train all full time, adjunct faculty, supervisors, and cooperating teachers on the use of AI in the classroom• We will align our training with the University wide AI committee and provide access to adjuncts
Expected outcomes	<ul style="list-style-type: none">• Students will demonstrate enhanced skills and this will reflected in their K-12 student outcomes
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Improve our ability to provide programs with culturally responsive and sustaining practices to support multicultural and multilingual students.

	<p>Provide professional development on contemporary practices to teachers, university faculty, and school administrators.</p> <p>Add dispositions interviews as a mid-point measure for all programs that require clinical practice or internships.</p>
Actions	<ul style="list-style-type: none"> • Add Ed 160 lesson plans as a measure – this will also meet a goal of last year (an early measure of performance) • Complete graduate handbook (to include dispositions) and develop interview protocols for each program • Continue to offer Master Classes (free professional development for alumni and other local educators) on topics related to contemporary education including health and wellness, child and family wellness. • Continue to offer the Center for Child and Human Development as a resource for teachers, counselors, and other professionals.
Expected outcomes	<ul style="list-style-type: none"> • Gathering data earlier will guide program development and student outcomes.
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	<p>Continue to improve and revise syllabi to reflect NJDOE requirements for literacy, mathematics, physical education, and special education.</p> <p>Revise course syllabi to include artificial intelligence (AI) and educational technology tools.</p> <p>Respond to partner and community requests by developing new programs that meet local and regional needs including: School social work, Learning Disability Teacher Consultant certificate, Bilingual Education Certificate.</p>

Actions	<ul style="list-style-type: none"> • Create faculty teams for each goal • Provide professional development and resource materials for all faculty, including adjunct faculty, on revised lesson plan template and infusion of technology and artificial intelligence in coursework. • Work closely with the University wide Committee on Artificial Intelligence as we improve our coursework and our practices in technology, including artificial intelligence.
Expected outcomes	Increased enrollment and increased partnership capacity
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	<p>Add 1-3 additional school districts for partnership opportunities and discounted tuition for the bachelor's completion option, MAED, and graduate certificates.</p> <p>Establish a professional development "HUB" in at least one partner school district.</p> <p>Support international travel for teachers.</p>
Actions	<ul style="list-style-type: none"> • Submit applications for foundation and government grants to support professional development and teacher travel
Expected outcomes	<p>More opportunities for professional development for our local teachers and graduates.</p> <p>This year we have initiated international travel to China over the December break.</p> <p>Increased enrollment in CSOE programs.</p>
Reflections or comments	

Update on Activities to Investigate Data Quality

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

1. We held meetings with supervisors and cooperating teachers to review and improve the reliability in scoring of the CCI.
2. Faculty reviewed all rubrics to ensure that they were in alignment with nationally validated standards for teaching, leadership, and counseling.



7. Evidence Related to AAQEP-Identified Concerns or Conditions

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

NA



8. Anticipated Growth and Development

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

The CSOE experienced several areas of growth in the 24-25 academic year. During this year, the Child and Human Development Center hired a director, Dr. Megan Sherman. As a result of her hire, we were able to form or continue community service outreach through partnering with Big Brothers/Big Sisters, Yonkers Partners in Education (YPIE is an organization that works with Jersey City Public Schools to prepare students for university/college attendance starting in the 8th grade), Center for Family Services). We will start a MSW program, with a concentration in School Social Work in September 2026 and we anticipate

an inaugural cohort of 10 students. In addition, the faculty Senate and Board of Trustees approved a Minor in Social Work that will be available to our Csoe undergraduate students. The minor classes will start in January with courses in Child Welfare and Introduction to Social Work.

We expect enrollment to grow with partnerships and PD Hubs in the following school districts: Englewood, Highland Park, Sayreville, and Hunterdon/Somerset schools. In addition, we plan to add 1-3 new school district partners in 2025-26.

Our curriculum for Csoe Physical Education program will be updated in Spring 2026.

We have already submitted or will submit 3 new program proposals in Teaching the Chinese Language, Bi-Lingual Education certification, Learning Disabilities Teacher Consultant.

9. Regulatory Changes

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

We have updated coursework and will continue to respond to requirements to include additional coursework in our teacher education and counseling programs – literacy, mathematics, special education, and in counseling references to counseling accreditation and certification.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Stephanie Squires, Dean	Stephanie Squires, Dean

Date sent to AAQEP:	12/18/2025
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