



AAQEP Annual Report for 2025

Provider/Program Name:	Brookdale Community College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 31, 2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Brookdale Community College offers four New Jersey Department of Education (NJDOE) approved educator preparation programs designed to support multiple alternate routes to teacher certification in New Jersey. These programs are administered through the Office of Continuing and Professional Studies (CPS) within the Center for Career Development, which reports to the Vice President of Academic Affairs/Provost for institutional oversight and operations.

Brookdale’s educator preparation offerings include:

- Alternate Route to Teaching – Community College (ART-CC) (K-12 Subject Matter Specific)
- Career and Technical Education Certificate of Eligibility Educator Preparation Program (CTE)
- K–6 Certificate of Eligibility Educator Preparation Program (K-6)
- Preschool through Grade 3 Certificate of Eligibility Educator Preparation Program (P-3)

All four programs are non-degree, hours-based educator preparation programs designed for individuals seeking standard teaching certification through New Jersey's alternate route pathways.

The ART-CC program is a fully online, 400-hour educator preparation program for candidates pursuing K–12 instructional certification. It is designed for individuals who already hold a bachelor's degree or higher and are seeking to earn a Standard Teaching Certificate through the Certificate of Eligibility (CE) pathway.

Similarly, the CTE program prepares candidates for Career and Technical Education endorsements and provides an opportunity for individuals with diverse educational, training, and employment backgrounds to transition into teaching. Candidates may meet NJDOE requirements for CTE certification through a degree in the occupational area, relevant coursework, employment or self-employment experience, or a combination of education and industry experience. This program is currently 400 hours.

The K–6 and P–3 programs are designed for candidates seeking certification in elementary education and early childhood education, respectively. These programs support individuals who meet NJDOE eligibility requirements and are pursuing teaching positions in self-contained elementary or early childhood classroom settings. Like the ART-CC and CTE programs, the K–6 and P–3 programs are hours-based, non-credit programs that provide the formal instruction required for standard certification. These programs are 500 hours.

All four programs have been reviewed and approved by the NJDOE and adhere to all applicable state requirements for educator preparation. New Jersey requires educator certification for any professional staff member employed in New Jersey public schools or in institutions under the supervision of the NJDOE, including charter schools, county vocational-technical school districts, special services school districts, NJDOE-approved private schools for students with disabilities, and educational facilities operated by the Department of Corrections, Juvenile Justice Commission, and the Department of Human Services.

Before accepting employment, teacher candidates must complete at least 50 hours of pre-professional experience at a NJDOE-approved Certificate of Eligibility Educator Preparation Program provider. This requirement may be fulfilled through Brookdale's educator preparation program offerings. Candidates must also apply for and be issued a Certificate of Eligibility (CE) by the NJDOE. The CE authorizes individuals who meet academic and testing requirements, but have not yet completed a full educator preparation program, to seek and accept employment in New Jersey public schools. Candidates must provide districts with proof of enrollment in an approved CE EPP and a completed 50-Hour Verification of Completion form prior to employment.

Once employment is secured, the hiring school district enrolls the candidate in the Provisional Teacher Process (PTP). A provisional certificate, valid for up to two school years, is issued. During this period, candidates must complete the following while employed:

- Mentoring: At least 30 weeks of mentoring by a certified teacher in the district or school
- Evaluation: Two effective or highly effective final summative evaluations using the district’s AchieveNJ evaluation instrument, earned over no more than three school years
- Formal Instruction: Completion of the remaining hours of formal instruction through a NJDOE-approved CE EPP

Brookdale’s ART-CC, CTE, K–6, and P–3 programs satisfy the NJDOE requirement for formal instruction. Upon successful completion of mentoring, evaluation, and formal instruction, candidates become eligible for a Standard Teaching Certificate. School districts recommend candidates for standard certification, after which candidates must complete the Oath of Allegiance and submit required fees to the NJDOE.

The learning outcomes across all four of Brookdale’s educator preparation programs are aligned with the New Jersey Professional Standards for Teachers. Because candidates secure their own employment, Brookdale does not place candidates and does not control teaching assignments or instructional settings. Accordingly, the programs emphasize the application of coursework to candidates’ individual classroom contexts. Regardless of grade level or endorsement area, the goal of Brookdale’s educator preparation programs is to develop highly qualified teachers with the skills, knowledge, and professional dispositions necessary for effective practice. Candidates demonstrate application of program learning outcomes through performance-based assessments and capstone assignments grounded in their classroom experiences.

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.brookdalecc.edu/continuinged/careerdevelopment/cte/>

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 provider	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates enrolled in <i>most recently completed</i>	Number of Completers in <i>most recently completed</i> academic
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		academic year (12 months ending 8/25)	year (12 months ending 8/25)
Programs that lead to initial teaching credentials			
Non-degree	K-12 Subject Matter Specific	491	105
Non-degree	K-6	0	0
Non-degree	P-3	18	0
Non-degree	CTE	270	107
Total for programs that lead to initial credentials		779	212
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		779	212
Unduplicated total of all program candidates and completers		779	212

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-3 (Spring 25), K-6 (Fall 25)

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.
779
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.
212
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
0 (our program does not recommend candidates; employing districts recommend candidates for licensure)
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.
94.5%
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%.
No state license examinations required

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

We have continued to refine the end of course and end of program surveys ([End of Course - End of Program Survey 2025.docx](#)), and we have not received the report of results yet. We will report results as soon as they are available.

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

We have continued to refine the Supervisor/ Employer Evaluation Survey ([District perspectives](#)), and we have not received the report of results yet. We will report results as soon as they are available.

Brookdale held two advisory board meetings in 2025 (one in the Spring semester and one in the Fall semester. Included below are key themes that emerged from those meetings.

1. Strengthening Alignment Between Coursework and Classroom Practice

A consistent theme across both meetings was the need to ensure stronger alignment between program coursework and the day-to-day realities of classroom teaching. Advisory board members, mentors, candidates, and completers emphasized the importance of practical, immediately applicable strategies, particularly in classroom management, instructional decision-making, and differentiation for diverse learners.

2. Mentor Preparation, Support, and Retention as a Priority

Mentorship emerged as a critical lever for teacher effectiveness, well-being, and retention. Mentors reported limited familiarity with the alternate route structure and requested clearer guidance and ongoing support. Advisory members reinforced the importance of mentor professional development, clearer role expectations, and sustained communication between the program, districts, and mentors. Brookdale has begun addressing this need through mentor information sessions, a structured mentor support packet, and the use of mentor surveys, interviews, and focus groups to inform continuous improvement.

3. Teacher Well-Being and Retention Amid Workforce Shortages

Both meetings underscored the broader workforce context facing New Jersey schools, including teacher shortages, particularly in high-need areas, and increasing concerns related to teacher stress and mental health. Advisory board members emphasized that preparation programs must explicitly address teacher well-being and resilience as part of coursework and candidate support structures.

4. Assessment Quality, Rigor, and Practicality (Teacher Performance Assessment)

The second meeting focused heavily on refining the Teacher Performance Assessment (TPA) as a capstone measure of readiness for standard certification. Advisory board members emphasized the importance of maintaining rigor while ensuring assessments are practical, equitable, and respectful of student privacy. Discussion centered on defining clear indicators of teacher readiness, identifying valid forms of evidence, and balancing state certification requirements with program-based

competency measures. Recommendations included expanding the use of portfolios, redacted student work samples, mentor and supervisor feedback, and continuous evidence collection through platforms such as Watermark.

5. Data Quality, Evidence Validity, and Continuous Improvement

Across both meetings, there was strong alignment around the importance of high-quality data to support accreditation, program improvement, and stakeholder confidence. Advisory board members discussed strategies to strengthen data reliability, simplify evaluation tools, improve response rates, and ensure consistent evidence collection across programs and cohorts. Planned enhancements include improved documentation processes, refined assessment tools, increased use of longitudinal portfolio tracking, and follow-up surveys to inform iterative refinement.

6. Communication, Transparency, and Candidate Support

Advisory board members consistently emphasized the need for clear communication with candidates regarding certification requirements, program expectations, and available supports. Suggestions included newsletters, informational presentations, structured PLCs, and regular updates to reduce confusion and increase candidate confidence. Brookdale has committed to enhanced communication strategies, including scheduled newsletters, visual certification guides, content-specific Zoom meetups, and increased promotion of professional development opportunities.

7. Stakeholder Engagement and Shared Ownership

Both meetings reinforced the advisory board's role as a key stakeholder group in AAQEP accreditation, assessment design, and program improvement. Members expressed appreciation for being engaged early in decision-making and emphasized the value of ongoing collaboration among districts, faculty, mentors, and program leadership. Brookdale plans to continue targeted advisory engagement, including program-specific meetings for P-3 and K-6, expanded outreach to new stakeholders, and continued integration of advisory feedback into curricular and assessment revisions.

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.

Brookdale's candidates are required to be employed as full-time teachers in their content areas in a New Jersey school district throughout the program. The school district is responsible for recommending candidates for standard licensure, so because of this requirement, our program completers have a 100% employment rate.

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.

In response to program growth, Brookdale has hired additional academic leadership to better support the operations of all the programs. The new structure of the academic leadership includes two academic co-coordinators for the K-12 Subject Matter Specific program, one academic coordinator for the CTE program, two academic co-coordinators for the K-6 program, and one

academic coordinator for the P-3 program. This increases the academic leadership from two coordinators to six coordinators. This team works in close coordination with the administrative staff, which now includes one Director overseeing all programs, a Program Manager overseeing the CTE program, one Program Administrator supporting the Director with K-12, K-6, and P-3 programs, one full-time staff member, and one part-time staff member. This new structure will be assessed midway through 2026 (after one year of implementation).

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
Direct Observation Video Direct Observation assignment docs Rubrics	Candidates must earn an Effective or Highly Effective score on the Direct Observation Rubric. These cut points reflect minimum proficiency for safe, independent instructional practice aligned with NJDOE expectations.	The elements included in this table are the elements that make up Brookdale’s updated teacher performance assessment (TPA). The direct observation will be modified for the Spring 26 semester. Fall 2025 results indicate these strengths: 1. Across all three courses and instructional contexts, candidates consistently demonstrated strong rapport with students, respectful tone, and classrooms where students felt safe, supported, and ready to learn. This strength was evident across early childhood, general education, special education, and specialized settings, and represents a solid foundation for effective teaching practice.

		<p>2. When required planning tools were used, candidates demonstrated thoughtful lesson preparation aligned to standards (NJSLs, Preschool Teaching and Learning Standards, and IEP goals where applicable). Strong lessons showed intentional objectives, appropriate materials, and awareness of student needs. These patterns indicate that candidates are conceptually prepared for instruction appropriate to their stage in an alternate route pathway.</p> <p>3. Candidates frequently incorporated visuals, technology, manipulatives, movement, guided notes, graphic organizers, and structured routines. Inclusive practices, such as repetition, modeling, small-group work, and positive reinforcement, were observed across cohorts, suggesting that coursework is fostering inclusive dispositions and baseline universal design practices.</p> <p>4. P-3 candidates demonstrated age-appropriate instruction, print-rich environments, and hands-on literacy experiences aligned to early childhood pedagogy. Expectations were met developmentally for a first cohort of alternate route P-3 teachers.</p> <p>Fall 2025 results indicate these areas for improvement:</p>
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		<p>1. Across all datasets, reviewers noted a tendency toward teacher-centered instruction with limited structured opportunities for student talk, writing, processing, or demonstration of thinking. Participation was often limited to a small number of volunteers, reducing evidence that all students were cognitively engaged. However, in the format of short videos used in this assessment, it is difficult to see these types of interactions.</p> <p>2. Candidates frequently relied on informal questioning (“Any questions?”) or calling on individual students, resulting in limited whole-class evidence of learning. While candidates often believed they were assessing, systems to capture learning from all students were inconsistent or absent.</p> <p>3. Although learning targets were often stated, reviewers noted that teaching points, modeling (“I do / we do / you do”), and lesson closure were not consistently explicit. Candidates would benefit from clearer instructional sequencing and confirmation that learning targets were met.</p> <p>4. Across programs, feedback tended to focus on praise (“good job”) rather than naming what was done well, why it mattered, or what to improve next, limiting its instructional impact, particularly for literacy and language development.</p>
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		<p>5. Reviewers noted long lesson openings, rushed delivery, insufficient wait time, and missed pause points, issues especially impactful for early childhood learners, multilingual learners, and students with disabilities.</p> <p>6. While accommodations and supports were often present, they were frequently generic rather than individualized. Candidates showed emerging awareness of IEP-driven instruction, processing time, and visual supports, but these practices were not yet systematic across lessons.</p> <p>7. In P–3 literacy observations, some candidates demonstrated inaccuracies in phonics modeling. While appropriate for a first-semester cohort, this highlights the need for additional guided practice and coaching to ensure foundational accuracy.</p>
<p>Instructional Portfolio Capstone Rubric Instructional Portfolio.docx</p>	<p>Candidates must achieve Effective or higher on all rubric domains outlined in this document, ensuring minimum competency across planning, instruction, assessment, and reflection.</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>
<p>Supervisor/Employer Evaluation District perspectives</p>	<p>Candidates must achieve at least Effective overall, with no Ineffective scores on critical domains, reflecting district verification of teacher readiness.</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>
<p>Candidate Self-Assessment & Growth Reflection Reflection & Revision Rubric.docx</p>	<p>Candidates must demonstrate clear, evidence-based reflection aligned to program expectations, scoring Effective or higher.</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>

<p>Standard Licensure</p>	<p>EPP success benchmarks follow NJDOE expectations and regional peer standards:</p> <ul style="list-style-type: none"> • ≥ 80% standard licensure rate • No program area below 75% on standard licensure rate for three consecutive years <p>These criteria reflect expectations consistent with effective educator preparation programs and ensure that all candidates recommended for certification demonstrate adequate mastery of required content knowledge.</p>	<p>We have not received recent reports from NJ DOE with this information.</p>
<p>End of Course and End of Program Surveys End of Course - End of Program Survey 2025.docx</p>	<p>The program examines both mean scores and percent favorable (Agree/Strongly Agree) on items aligned to AAQEP and NJPST.</p> <p>Success benchmarks:</p> <ul style="list-style-type: none"> • ≥ 4.0 mean score on items aligned to AAQEP Standards 1–2 • ≥ 85% Agree/Strongly Agree on items aligned to AAQEP Standards 3–4 • Upward trend across semesters for new course revisions <p>These cut points reflect expectations that candidate perceptions meet or exceed “effective” levels and are aligned with national norms for EPP student satisfaction and internal continuous-improvement goals.</p>	<p>We have been continuing to edit and refine this survey, so we do not currently have results to report. We sent the updated survey out in the Fall 2025 semester but have not received results yet.</p>

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
<p>Direct Observation Video Direct Observation assignment docs Rubrics</p>	<p>Candidates must earn an Effective or Highly Effective score on the Direct Observation Rubric. These cut points reflect minimum proficiency for safe, independent instructional practice aligned with NJDOE expectations.</p>	<p>Fall 2025 results indicate these strengths:</p> <ol style="list-style-type: none"> 1. Across literacy, special education, and P–3 coursework, program content supports candidates in developing instructional confidence, positive classroom presence, and developmentally appropriate practices aligned to program and state standards. 2. Program faculty and reviewers applied expectations appropriate to alternate route preparation, varied instructional settings, and first-cohort implementation, supporting equitable evaluation and candidate growth. 3. Quantitative rubric data and qualitative reviewer feedback were analyzed across courses to identify consistent patterns. <p>Fall 2025 results indicate these areas for improvement:</p> <ol style="list-style-type: none"> 1. Instructional routines must be taught, practiced, and required earlier Across all three analyses, recurring gaps (engagement, CFUs, modeling, feedback, pacing) reflect pedagogical habits, not lack of effort, that can be explicitly taught and reinforced through structured practice cycles embedded in coursework. 2. Assessment literacy needs to be strengthened program-wide Candidates require clearer preparation in designing, implementing, and

		<p>documenting formative assessment, particularly whole-class response systems and developmentally appropriate evidence collection in P–3 and SPED-aligned contexts.</p> <p>3. Special education readiness should be embedded earlier</p> <p>Rather than treating SPED competencies as later coursework, programs should integrate UDL-aligned access strategies, accommodations, and “assess all learners” protocols within core literacy and methods courses.</p> <p>4. Evidence capture and submission systems are suppressing valid performance</p> <p>A significant portion of low scores across courses resulted from missing artifacts (lesson plans, reflections, correct video components). This is a program systems issue, not solely a candidate deficit, and limits the reliability of outcome claims.</p>
<p>Instructional Portfolio Capstone Rubric Instructional Portfolio.docx</p>	<p>Candidates must achieve Effective or higher on all rubric domains outlined in this document, ensuring minimum competency across planning, instruction, assessment, and reflection.</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>
<p>Supervisor/Employer Evaluation District perspectives</p>	<p>Candidates must achieve at least Effective overall, with no Ineffective scores on critical domains, reflecting district verification of teacher readiness.</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>
<p>Candidate Self-Assessment & Growth Reflection Reflection & Revision Rubric.docx</p>	<p>Candidates must demonstrate clear, evidence-based reflection aligned to</p>	<p>This is a new element that is being included in the updated TPA. Results are forthcoming.</p>

	program expectations, scoring Effective or higher.	
Standard Licensure	<p>EPP success benchmarks follow NJDOE expectations and regional peer standards:</p> <ul style="list-style-type: none"> • ≥ 80% standard licensure rate • No program area below 75% on standard licensure rate for three consecutive years <p>These criteria reflect expectations consistent with effective educator preparation programs and ensure that all candidates recommended for certification demonstrate adequate mastery of required content knowledge.</p>	We have not received recent reports from NJ DOE with this information.
<p>End of Course and End of Program Surveys</p> <p>End of Course - End of Program Survey 2025.docx</p>	<p>The program examines both mean scores and percent favorable (Agree/Strongly Agree) on items aligned to AAQEP and NJPST.</p> <p>Success benchmarks:</p> <ul style="list-style-type: none"> • ≥ 4.0 mean score on items aligned to AAQEP Standards 1–2 • ≥ 85% Agree/Strongly Agree on items aligned to AAQEP Standards 3–4 • Upward trend across semesters for new course revisions <p>These cut points reflect expectations that candidate perceptions meet or exceed “effective” levels and are aligned with national norms for EPP student satisfaction and internal continuous-improvement goals.</p>	We have been continuing to edit and refine this survey, so we do not currently have results to report. We sent the updated survey out in the Fall 2025 semester but have not received results yet.

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.

Brookdale's educator preparation programs have continued to see tremendous growth and made several notable accomplishments over the past year.

In the past year, Brookdale developed and received approval from NJ DOE for a P-3 licensing program. Because New Jersey is moving toward universal pre-K, there is a need for additional licensure programs. However, many of the competing programs available are Master's degree programs, so our program is an opportunity to meet the market needs by fulfilling the licensure requirements of P-3 teachers in NJ in an accessible and lower cost format.

Additionally, Brookdale received approval for a K-6 program, which was required due to changes in New Jersey code requirements. Prior to this change in code, K-6 provisional teachers were included in the K-12 Subject Matter Specific program or previously referred to as ART-CC program. The new program includes additional coursework related to literacy and math education; the program is 500 hours instead of the previously required 400 hours. K-6 CE holders who started before Fall 2025 are grandfathered in and are completing licensure requirements in the K-12 program. Teacher candidates who hold the K-6 CE and enroll in Fall 2025 and beyond are enrolled in the new K-6 program.

Brookdale has made significant progress in the process of automating application, enrollment, registration, and payment. This project is in partnership with the College's Office of Information Technology (OIT), Admissions Office, Registrar, and Finance. Many of the administrative processes have been manual, so the implementation of this project will allow for online registration, prerequisite tracking, transcript requests, and automatic payment plans, among other updates. This process took longer than previously anticipated, but we went live with automated registration in late 2025 for Spring 2026 registration. There have been some issues that we are actively working through, but we anticipate future improvements.

Brookdale registered its K-12 Subject Matter Specific and the CTE programs with US DOL as Registered Apprenticeships. We were able to secure a \$900,000 Growing Apprenticeship in Nontraditional Sectors (GAINS) grant available through NJ DOL. This funding supports 75 apprentices/ teacher candidates meet standard licensure requirements through the following ways:

- Cover the educational costs for teacher candidate apprentices (after the completion of their initial 50-hour coursework and receipt of a CE from the NJDOE) in Brookdale's Alternate Route to Teaching program.
- Provide wage reimbursement up to \$3,000 (per teacher candidate apprentice) to the employing school district.
- Reimburse teacher candidate apprentice up to \$700 for in-district mentor costs.
- Offer professional development for teacher candidate apprentice (mandatory participation).
- Reimburse teacher candidate apprentice for their standard license conversion (up to \$100).

- Provide a Brookdale Program Instructor Coach for teacher candidate apprentice support.

This grant contract runs through December 15, 2026. We also plan to expand this apprenticeship model to the K-6 and P-3 programs, as well.

Brookdale began to offer professional development programs for K-12 school districts in the Fall 2024 semester, but enrollments were not as successful as anticipated. We did not see any significant improvements in 2025 with PD enrollments after some changes to program offerings, and our part-time administrator left the College late in 2025. Therefore, we have paused PD offerings for the time being, but we plan to bring them back in a different format in the future. We will be offering free PD as part of the GAINS grant program mentioned above, and we plan to offer free PD sessions to our current students. We will explore customized training direct to school districts in the future.

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	Update curriculum of all programs ensuring alignment with NJ Professional Standards and AAQEP.
Actions	Finalize and implement updated Teacher Performance Assessment (TPA). Update curriculum of each program. Develop and implement common rubrics. Submit to NJ DOE for re-approval.
Expected outcomes	Re-approval of all programs by NJ DOE.
Reflections or comments	Feedback from several stakeholders highlighted perceived gaps between theoretical preparation and classroom implementation, prompting discussion around course content sequencing, cohort structure, and instructional emphasis. This will be considered as part of the curricular updates.
Standard 2	
Goals for the 2025-26 year	Redesign professional development offerings.
Actions	Offer free PD opportunities through GAINS grant program. Offer select topics to current students. Explore customized training options delivered directly to school districts
Expected outcomes	Support the professional learning of program completers, as well as K-12 school districts across the state.
Reflections or comments	Many of the offerings across the state are marketed as individual seats to teachers, but that model has not proved to be successful for us. The market is saturated with these types of

	offerings, so we will explore other models where we develop and deliver training that is customized to districts' needs. We will try to leverage funding available through our local Workforce Development Board to support the cost of this for districts located in our county.
Standard 3	
Goals for the 2025-26 year	Complete implementation of automated registration process and assess efficiency. Complete implementation of Watermark software to support accreditation.
Actions	Roll out automated registration for Spring 2026. Identify issues and make required updates. Assess opportunities for improvement. Go live with Watermark. Identify issues and make required updates. Assess opportunities for improvement.
Expected outcomes	Better record keeping, removal of duplication of manual effort, streamlined process for teacher candidates and staff.
Reflections or comments	Brookdale began working on a project in partnership with the College's Office of Information Technology (OIT), Admissions Office, Registrar, and Finance to automate the application, enrollment, and payment process this past year. Many of the administrative processes are manual, so the implementation of this project will allow for online registration, prerequisite tracking, transcript requests, and automatic payment plans, among other updates. The Watermark IT project received approval from Brookdale's IT Governance process, so we are moving forward with product implementation.
Standard 4	
Goals for the 2025-26 year	Expand teacher apprenticeships to K-6 and P-3 programs.
Actions	Register the K-6 and P-3 programs with US DOL as registered apprenticeships. Apply for apprenticeship grants.
Expected outcomes	Access to additional resources and grants to support school districts and teacher candidates.

Reflections or comments	The K-6 and P-3 programs and requirements for licensure in NJ align well with US DOL requirements for apprenticeships. By registering our programs as apprenticeships, we can tap into additional funding and grants to support employing school districts and teacher candidates.
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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.

Brookdale has engaged in several activities this year that reflect the unit’s ongoing commitment to ensuring that data used for accreditation and program improvement are accurate, reliable, and meaningful.

We have conducted targeted investigations into the quality of key data instruments used to monitor candidate performance and program effectiveness. Faculty and program administrators have been reviewing major assessment tools, including course-embedded performance assessments, capstone assignments, and survey instruments, to evaluate alignment to intended outcomes, scoring consistency, and completeness of data. We have updated the direct observation assessment several times, and we are continuing to refine it going into 2026 to ensure that it is measuring candidate performance effectively. Academic leadership is continuing to work on updating curriculum and assessments, which we expect to be completed in Spring 2026. Rubrics used for performance-based assessments were reviewed to confirm that criteria were clearly defined and consistently applied across sections and instructors. All rubrics are being updated to ensure clarity, reduce ambiguity, improve inter-rater consistency. Survey response rates and item clarity were also reviewed, with follow-up actions identified to improve participation and interpretability in future administrations. We have made several updates to the employer and student/completer survey.

We also undertook activities to ensure consistency and comparability of data across its four educator preparation programs. Program administrators reviewed common data elements, such as admissions criteria, completion benchmarks, and performance assessment results, to confirm that data were defined and applied consistently across programs. This work included aligning data collection timelines and standardizing reporting formats to support cross-program analysis. Differences in program structure were documented to ensure that comparisons were made appropriately and that data were interpreted within the correct programmatic context. This also included a revised reporting structure where all programs report to one Director who reports to the Executive Director, as opposed to the prior structure where the K-12 and CTE programs each reported to the Executive Director separately. We are expecting that this reporting change will help streamline common operations across all programs. We are also finalizing a common teacher performance assessment (TPA) across all programs. These investigations support accurate cross-program reporting and strengthen the unit’s ability to identify trends and areas for improvement across the educator preparation portfolio.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

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

N/A

8. Anticipated Growth and Development

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

With automated registration processes being implemented, we expect to be able to handle a higher volume of registrations, since we will not be encumbered by manual tasks. We will track this progress closely.

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).

Brookdale implemented required changes in code for K-6 CE holders this year. These curricular changes required additional literacy and math education coursework for K-6 teacher candidates increasing the program length from 400 to 500 hours. The K-6 program was implemented in the Fall 25 semester.

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Susan Pagano, Executive Director Continuing & Professional Studies	Dr. Susan Pagano, Executive Director Continuing & Professional Studies

Date sent to AAQEP:	1/5/26
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