

CHAPTER 9**PROFESSIONAL STANDARDS****Authority**

N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-34, 18A:6-38, 18A:26-2.7, and 18A:26-10; and P.L. 2012, c. 11.

Source and Effective Date

R.2015 d.194, effective November 12, 2015.
See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Chapter Expiration Date

Chapter 9, Professional Standards, expires on November 12, 2022.

Chapter Historical Note

Chapter 9, Professional Licensure and Standards, was adopted as R.2004 d.28, effective January 20, 2004. See: 35 N.J.R. 4352(a), 36 N.J.R. 469(a).

Subchapter 7, Paraprofessional Approval, was repealed by R.2005 d.298, effective September 6, 2005. See: 37 N.J.R. 1982(a), 37 N.J.R. 3322(a).

Subchapter 7, Qualifying Academic Credentials, was adopted as new rules by R.2008 d.7, effective January 7, 2008. See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

Chapter 9, Professional Licensure and Standards, was readopted as R.2009 d.24, effective December 10, 2008. See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

Subchapter 18, Pilot Programs for Mathematics and Science Certifications, was adopted as special new rules by R.2009 d.238, effective June 30, 2009. See: 41 N.J.R. 2984(a). Subchapter 18, Pilot Programs for Mathematics and Science Certifications, expired on January 4, 2011.

Subchapter 18, Alternate-Route Programs for Mathematics and Science Certification, was adopted as special adopted new rules by R.2012 d.168, effective September 14, 2012. See: 44 N.J.R. 2392(a). Subchapter 18, Alternate-Route Programs for Mathematics and Science Certification, expired on May 9, 2013.

Subchapter 15, Required Professional Development for Teachers, was renamed Required Professional Development for Teachers and School Leaders; and Subchapter 16, Required Professional Development for School Leaders, was repealed and Subchapter 16, Other Alternate-Route Programs for Documented Areas of Teacher Shortage, was adopted as new rules by R.2013 d.091, effective July 1, 2013. See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

Chapter 9, Professional Licensure and Standards, was recodified in part as Chapter 9, Professional Standards, by administrative change, effective August 4, 2014. As part of the administrative change, former Subchapter 4, State Board of Examiners, was recodified as Subchapter 3 of N.J.A.C. 6A:9B; former Subchapter 5, General Certification Policies, was recodified as Subchapter 5 of N.J.A.C. 6A:9B; former Subchapter 6, Types of Certificates, was recodified as Subchapter 6 of N.J.A.C. 6A:9B; former Subchapter 7, Qualifying Academic Credentials, was recodified as Subchapter 7 of N.J.A.C. 6A:9B; former Subchapter 8, Requirements for Instructional Certificate, was recodified as Subchapter 8 of N.J.A.C. 6A:9B; former Subchapter 9, Instructional Certificates, was recodified as Subchapter 9 of N.J.A.C. 6A:9B; former Subchapter 10, Standards for New Jersey Educator Preparation Programs in Higher Education, was recodified as Subchapter 3 of N.J.A.C. 6A:9A; former Subchapter 11, Exceptions to Requirements for the Instructional Certificate, was recodified as Subchapter 10 of N.J.A.C. 6A:9B; former Subchapter 12, Requirements for Administrative Certification, was recodified as Subchapter 11 of N.J.A.C. 6A:9B; former Subchapter 13, Requirements for Educational Services Certification, was recodified as

Subchapter 12 of N.J.A.C. 6A:9B; former Subchapter 14, Acting Administrators, was recodified as Subchapter 13 of N.J.A.C. 6A:9B; former Subchapter 15, Required Professional Development for Teachers and School Leaders, was recodified as Subchapter 3 of N.J.A.C. 6A:9C; former Subchapter 16, Other Alternate Route Programs for Documented Areas of Teacher Shortage, was recodified as Subchapter 14 of N.J.A.C. 6A:9C; and Subchapter 17, State Board of Examiners' Proceedings, was recodified as Subchapter 4 of N.J.A.C. 6A:9B. See: 46 N.J.R. 1743(a).

In accordance with N.J.S.A. 52:14B-5.1b, Chapter 9, Professional Standards, was scheduled to expire on December 10, 2015. See: 43 N.J.R. 1203(a).

Chapter 9, Professional Standards, was readopted as R.2015 d.194, effective November 12, 2015. See: Source and Effective Date. See, also, section annotations.

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SUBCHAPTER 1. SCOPE AND PURPOSE**6A:9-1.1 Scope**

This chapter sets forth the applicable definitions for preparation, licensure, and professional development of educators required for licensure and certification pursuant to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. It also contains the Professional Standards for Teachers and the Professional Standards for School Leaders.

Amended by R.2013 d.091, effective July 1, 2013.
See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

Inserted a comma following "licensure" and following "duties of", and deleted "those" preceding "educators".
Amended by R.2015 d.194, effective December 7, 2015.
See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Rewrote the section.

6A:9-1.2 Purpose

(a) The purpose of this chapter is to establish definitions applicable to this chapter, and to N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, and to establish professional standards for pre-service preparation, certification, and professional development that continuously serve to improve the quality of instruction for New Jersey's children to prepare them for post-secondary education and/or careers.

(b) A standards-based, rigorous system of licensure designed to support improved student achievement of the Core Curriculum Content Standards (CCCS) will serve to improve the quality of New Jersey's educator workforce and student performance.

Amended by R.2013 d.091, effective July 1, 2013.

See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

In (a), inserted a comma following "certification" and substituted "to equip them" for "so that they are equipped"; and in (b), inserted "(CCCS)".

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Rewrote the section.

SUBCHAPTER 2. DEFINITIONS

6A:9-2.1 Definitions

The following words and terms shall have the following meanings when used in this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, unless the context clearly indicates otherwise:

"Accepted cohort of candidates" means the group of candidates accepted to start at the same time all educator preparation programs leading to a State certification.

"Accreditation" means an institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals.

"Administrative certificate" means the certificate category that includes specific endorsements for school administrator, principal, supervisor, or school business administrator.

"ALJ" means an administrative law judge assigned by the Director of the Office of Administrative Law to preside over contested cases pursuant to N.J.S.A. 52:14F-1 et seq.

"Approved agency" shall mean an entity which is approved by the State and provides services to nonpublic school students in accordance with N.J.S.A. 18A:46A-1 et seq.

"Approved program" means a Department-approved educator preparation program designed to lead to an instructional, administrative, or educational services certificate.

"Authorization" means any requirement, other than an instructional certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession.

"Board of Examiners" means the New Jersey State Board of Examiners.

"CAEP" means the Council for the Accreditation of Educator Preparation. CAEP is a national professional accrediting body for educator preparation.

"CCCS" means the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8.

"Career and technical education" means as defined in N.J.A.C. 6A:19-1.2.

"Career cluster" means as defined in N.J.A.C. 6A:19-1.2.

"CE educator preparation program" means a program designed to lead to a standard certificate where preparation primarily occurs while candidates are working under a provisional certificate.

"CEAS educator preparation program" means a program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.

"Certificate" means a legal document issued by the Board of Examiners that permits an individual to serve as a teaching staff member. Three categories of certificates are instructional, administrative, and educational services. Within each certificate category, standard, provisional, emergency certificates, and/or CEs and CEASs may be available. Each certificate shall be issued with at least one endorsement, which shall be considered part of the certificate.

"Certificate holder" means an individual issued a certificate by the Board of Examiners.

"Certificate of advanced study in educational administration and supervision" means a postmasters higher education institution program, minimum of 24 graduate semester-hour credits, that prepares school leaders with the knowledge, skills, and dispositions to be an effective school leader. The program results in an out-of-State certificate as a principal or superintendent and in a Certificate of Advanced Study in School Leadership from the higher education institution.

"Certificate of eligibility" (CE) means a certificate with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in corresponding positions requiring certification.

"Certificate of eligibility with advanced standing" (CEAS) means a certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

"Charter school alternate route" means a three-tiered certificate program, including qualification for a charter school certificate of eligibility, issuance of a provisional certificate upon employment, and final recommendation by the principal

upon two years of successful completion of teaching at the charter school. Charter school certificates may be used only for employment in charter schools and do not satisfy the requirements for employment in school districts, excluding charter schools.

"Charter school certificate of eligibility" or "CSCE" means a certificate with lifetime validity issued to a person who has a bachelor's degree and has satisfied applicable test requirements for certification. The CSCE permits the applicant to seek and accept employment at charter schools in positions requiring certification. The CSCE may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

"Charter school provisional certificate" means a two-year certificate issued to novice teacher candidates who have been hired by a charter school, but who have not met the requirements for a standard certificate. Charter school provisional certificates are issued to novice instructional staff who are employed at a charter school, may be used only for employment in charter schools, may be renewed once at the discretion of the employing school, and do not satisfy the requirements for obtaining employment in school districts, excluding charter schools.

"Charter school standard certificate" means a permanent certificate issued to a person who has met all charter school certification requirements. This certificate may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

"CHEA" means the Council for Higher Education Accreditation. CHEA is an organization that coordinates national accreditation processes for higher education institutions and recognizes accrediting bodies.

"Clinical component" means the combined clinical experience and clinical practice elements of educator preparation.

"Clinical experience" means the diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

"Clinical intern" means a candidate engaged in the clinical practice component of an educator preparation program.

"Clinical practice" means the culminating field-based experience or internship. In this hands-on experience in a P-12 setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.

"Clinical supervisor" means an individual hired by an educator preparation program to assess, support, and develop a candidate's knowledge, skills, and/or dispositions at some stage in the clinical component.

"Coherent sequence of courses" means a sequence of at least 30 semester-hour credits of college-level coursework in a subject field that includes study at the introductory, intermediate, and advanced levels.

"Consortium" means a joint sponsorship between two or more school districts, higher education institutions, educational organizations, or any combination thereof providing formal instruction to provisional teachers.

"Cooperative education experience" means as defined in N.J.A.C. 6A:19-4.2.

"Cooperating teacher" means a certified, experienced, practicing teacher who is assigned responsibility for assessing, supporting, and developing a candidate's knowledge, skills, and/or professional dispositions during clinical experiences and/or clinical practice.

"District board(s) of education" or "school district(s)" means all providers of publicly funded preschool, elementary, secondary, and adult high school education programs, including county vocational school districts, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Children and Families, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

"District mentoring program" means a program of induction and support for non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, designed to develop them into effective professionals within the school district.

"Dual-content major" means any college major that combines two of the Core Curriculum Content Standards.

"Early Childhood Program Expectations" means the standards set forth in N.J.A.C. 6A:8-2.1(a)3.

"Educational services certificate" means the certificate category that permits an individual to serve in a primarily non-instructional and non-administrative teaching staff role in a school district.

"Educational technology" means the implementation of technology as an integral part of the instructional process across all curriculum areas that supports a learner centered environment.

"Educator preparation program" means a Commissioner-approved CEAS or CE educator preparation program or out-of-State educator preparation program pursuant to N.J.A.C.

6A:9B-8.2(b) that is housed at a higher education institution or other program provider and prepares candidates for instructional, administrative, or educational services certification.

“Emergency certificate” means a substandard certificate issued only to educational services certificate candidates who meet the requirements specified for each endorsement pursuant to N.J.A.C. 6A:9B-14.

“Endorsement” means an authorization allowing a certificate holder to teach one or more specific subject area(s) or to serve in one or more specific teaching staff role(s).

“Formal instruction” means a Department-approved program of professional preparation for CE holders that is housed at a higher education institution or a CE educator preparation program provider and includes, but is not limited to, coursework and in-classroom supports such as coaching.

“Full-time teaching” means the equivalent of 900 clock-hours of teaching per year.

“GPA” means grade point average.

“IEP” means an individualized education program as defined in N.J.A.C. 6A:14-1.3.

“Instructional certificate” means the certificate category that permits an individual to serve as a teacher in a classroom setting.

“Interdisciplinary major” means any college major that combines two or more academic, scientific or artistic disciplines, permitting students to explore an area of interest from several perspectives.

“International agency” means an international agency that recruits foreign teachers for New Jersey school districts in subject areas that the Commissioner has defined as having a critical shortage.

“Liberal arts major” means any college major including, but not limited to, philosophy, history, literature, sociology, world language, mathematics, science, or engineering that is intended primarily to provide general knowledge and to develop an individual’s general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills.

“Mentor teacher” means an experienced, certified New Jersey teacher who is assigned to provide support and guidance to a novice teacher.

“NASDTEC” means the National Association of State Directors of Teacher Education and Certification.

“NCATE” means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.

“Nonpublic school” means an elementary or secondary school within the State, other than a public school, offering education for kindergarten through grade 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and that complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). For purposes of this chapter, preschools licensed by the Department of Children and Families that are not under contract to provide services to SDA districts shall be considered nonpublic schools.

“North American Industry Classification System (NAICS) code” is an economic classification system based on groups of goods and services that use similar or identical production processes.

“Novice teacher” means any teacher serving full- or part-time under a provisional certificate who has not yet been issued a standard instructional certificate in any endorsement area.

“OAL” means the Office of Administrative Law established pursuant to N.J.S.A. 52:14F-1 et seq.

“Office” means the office within the Department that is assigned to provide staff support to the Board of Examiners in the exercise of its statutory and regulatory responsibilities.

“Official transcript” means either a paper or electronic transcript certified as official by the originating, regionally accredited higher education institution or a Department-recognized foreign credentialing agency.

“Paraprofessional” means a school or classroom aide who assists appropriately certified personnel with the supervision of pupil activities.

“Professional Standards for School Leaders” means the knowledge, skills, and dispositions that all school administrators must acquire to practice as school leaders. See N.J.A.C. 6A:9-3.4.

“Professional Standards for Teachers” means the knowledge, skills, and dispositions that all teachers must acquire to practice as teachers. See N.J.A.C. 6A:9-3.3.

“Program completion” means the fulfillment of all requirements of a Commissioner-approved or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b).

“Program provider” means the hosting organization for an educator preparation program.

“Progress toward completion” means the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate that he or she has completed the share of study needed per year to earn standard certification within the years allowed for certificate renewal. The required “share of study” shall be equal to the number of credits remaining for standard certification divided by the maximum number of years the specific certificate can be renewed. A

minimum of six credits toward the goal of a standard certificate from an approved program shall be completed each year by the candidate.

"Provisional certificate" means a two-year certificate issued to candidates who have met the requirements for initial employment, but who have not yet met the requirements for a standard certificate. Provisional certificates may be renewed pursuant to N.J.A.C. 6A:9B-8.5. Provisional certificates are issued to instructional, administrator, and educational services staff whose employment with a specific school district is authorized by a CE or CEAS. Provisional certificates are also issued to initially employed educational services staff who have at least one year, but less than three years, of successful full-time experience or the equivalent in another state under that state's standard certificates. As required under N.J.A.C. 6A:9B, such staff shall also be enrolled in a CE educator preparation program and/or a district mentoring program, or a residency program.

"Provisional teaching period" means a minimum of two years of full-time teaching under a provisional certificate required of all novice teachers before they are eligible to be recommended for a standard certificate.

"Regionally accredited college or university" means a higher education institution accredited by one of the following regional accreditation associations:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. Higher Learning Commission;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

"School leader" means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

"Secretary" means the Secretary of the Board of Examiners.

"Stakeholder" means a person or group with an interest or concern in an education policy or issue.

"Standard certificate" means a permanent certificate issued to a person who has met all certificate requirements.

"Standards for professional learning" means the standards that govern the creation and review of school and school district professional development plans and guide teachers in the selection of professional development experiences.

"State Board" means the New Jersey State Board of Education.

"Structured learning experience (SLE)" means as defined in N.J.A.C. 6A:19-2.1.

"Substitute credential" means the credential required for persons who do not hold an administrative, educational services, or instructional certificate and who are temporarily serving in replacement of a certified and regularly employed classroom teacher.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed by a school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor endorsement.

"TEAC" means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.

"Teacher shortage area" means an area of specific grade, subject matter, or discipline classification, or a geographic area in which the Commissioner determines there is an insufficient supply of elementary or secondary school teachers.

"Teaching staff member" means as defined in N.J.S.A. 18:1-1.

"Technology education" means instruction by a teacher holding the Technology Education endorsement and covering CCCS 8.2 and the International Technology Education Association (ITEA) standards. The ITEA standards are published in "Standards for Technological Literacy," © ITEA, incorporated herein by reference, as amended and supplemented and are available at <http://www.iteaconnect.org/TAA/PDFs/xstnd.pdf>.

Amended by R.2004 d.306, effective August 2, 2004.

See: 36 N.J.R. 1636(a), 36 N.J.R. 3526(a).

Rewrote "Vocational-technical education".

Amended by R.2005 d.110, effective April 4, 2005.

See: 36 N.J.R. 5044(a), 37 N.J.R. 1060(a).

Added "Technology discipline major".

Amended by R.2006 d.170, effective May 15, 2006.

See: 37 N.J.R. 4612(a), 38 N.J.R. 2126(a).

Added definition "Formal Instruction" and substituted "valid" for "standard" in definition of "Novice teacher".

Amended by R.2006 d.315, effective September 5, 2006.

See: 38 N.J.R. 2253(a), 38 N.J.R. 3530(b).

In definition "IEP", updated the N.J.A.C. reference in the first sentence.

Amended by R.2008 d.7, effective January 7, 2008.

See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

Added definitions "Certificate of advanced study in educational administration and supervision" and "Official transcript".

Amended by R.2009 d.24, effective January 5, 2009.

See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

Added definitions "Approved agency", "Career and technical education", "Cooperative education experience", "Educational technology", "Executive county superintendent", "North American Industry Classification System (NAICS) code", "Structural learning experience (SLE)" and "Technology education"; deleted definitions "County superintendent", "SLE" and "Vocational-technical education"; in definition "District boards of education", substituted "school districts" for "schools" following "vocational"; rewrote definition "Provisional certificate"; in definition "Teaching staff member", inserted "district" following "vocational school" and deleted a comma following "qualifications".

Amended by R.2013 d.091, effective July 1, 2013.

See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

Added definitions "Charter school alternate route", "Charter school certificate of eligibility" or "CSCE", "Charter school provisional certificate" and "Charter school standard certificate".

Amended by R.2014 d.112, effective July 7, 2014.

See: 45 N.J.R. 2072(a), 46 N.J.R. 1634(a).

Added definition "Accepted cohort of candidates".

Administrative change.

See: 46 N.J.R. 1743(a).

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Rewrote the section.

Case Notes

Initial Decision (2008 N.J. AGEN LEXIS 118) adopted, which concluded that petitioner, an acknowledged recipient of a bona fide bachelor's degree, failed to demonstrate any entitlement to receive credit for or approval of certification as a Teacher of the Handicapped by a preponderance of the credible evidence, where his undergraduate GPA was deficient by the standards in place at the time of his initial application as well as at the time of the review of his completed course of study. Moreover, petitioner failed to take the appropriate matriculated course work at a single college as part of an approved post-baccalaureate program but instead attended four separate college-level institutions in order to meet this obligation, resulting in no realistic way that the board of examiners could collate the course selections at each of the individual schools and factor in an appropriate GPA. *Maslin v. N.J. Dep't of Educ., Office of State Bd. of Examiners*, OAL Dkt. No. EDU 2689-06, Commissioner's Decision (April 8, 2008).

SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS

6A:9-3.1 Purpose

(a) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the approval of educator preparation programs, recommendation of candidates for a certificate, induction, educator evaluation, and the approval of professional development.

(b) The level of mastery of the Professional Standards for Teachers and Professional Standards for School Leaders shall be on a continuum from pre-service and novice through veteran educator.

Amended by R.2014 d.073, effective May 5, 2014.

See: 45 N.J.R. 2524(a), 46 N.J.R. 761(a).

In (c), inserted "induction, educator evaluation".

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Rewrote the section.

6A:9-3.2 Scope

(a) The Professional Standards for Teachers shall apply to all educators who hold an instructional certificate.

(b) The Professional Standards for School Leaders shall apply to all administrators who hold a supervisor, principal, or school administrator endorsement.

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

In (b), inserted a comma following "principal".

6A:9-3.3 Professional Standards for Teachers

(a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

i. Performances:

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;

(2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and