

(b) In order to employ a paraprofessional, the district board of education shall develop a job description and standards for each appointment. The description and standards shall be based on the district's needs and shall include:

1. The duties to be performed;
2. The types of proficiencies needed;
3. The academic and/or experience qualifications;
4. The arrangement for supervision of the aide; and
5. The compensation.

(c) The chief school administrator shall submit the job description and standards in (b) above to the county superintendent for approval. The county superintendent shall review the description and standards proposed for classroom aide positions. If, after review of the description and standards, the county superintendent determines that the district requires the paraprofessional position, he or she shall approve the district's use of the position and notify the district board of education in writing of the approval.

SUBCHAPTER 8. REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATE

6A:9-8.1 Requirements for certificates of eligibility

(a) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a CE in instructional areas, the candidate shall:

1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;
2. Achieve a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade for students graduating before September 1, 2004 in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits; for students graduating on or after September 1, 2004, achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits;
3. For subject area endorsements, complete at least 30 credits in a coherent sequence of courses appropriate to the instructional area. For the elementary school endorsement, complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science;
4. Pass the appropriate State test of subject matter knowledge; and
5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9.

(b) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a CEAS in instructional fields, the candidate shall meet the requirements in (a) above and complete one of the following programs of teacher preparation:

1. A New Jersey college program, graduate or undergraduate, approved by the Department for the preparation of teachers pursuant to N.J.A.C. 6A:9-10;
2. A college preparation program included in the interstate certification reciprocity system of NASDTEC;
3. An out-of-State teacher education program approved by NCATE, TEAC or any other national professional education accreditation body recognized by the Council on Higher Education Accreditation approved by the Commissioner;
4. A teacher education program approved for certification by the Department in one of the states party to the NASDTEC Interstate Contract, provided the program was completed on or after January 1, 1964 and the state in which the program is located would issue the candidate a comparable endorsement; or
5. An out-of-State college teacher education program approved by the state department of education in which the program is located.

(c) The teacher preparation programs listed in (b)1 through 5 above must culminate in college supervised student teaching.

6A:9-8.2 Requirements for the provisional certificate

(a) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a provisional certificate, a candidate shall:

1. Hold a CE or CEAS in the endorsement area required for the teaching assignment; and
2. Obtain and accept an offer of employment in a position that requires instructional certification.

6A:9-8.3 Requirements for State-approved district training programs

(a) Each district board of education shall be authorized to employ a provisional teacher after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9-8.4(d)3.

(b) Each State-approved district training program shall provide essential knowledge and skills through the following training:

1. A full-time clinical experience of no less than 20 days duration shall be provided by in-district personnel as described and approved in the district's local mentor plan and may be in joint sponsorship with other educational entities. The clinical experience shall prepare the novice teacher with the skills and knowledge to succeed in the initial teaching experience and shall take place prior to the time at which the novice teacher takes full responsibility for a classroom. This clinical experience shall provide

high quality pre-professional support, instruction and clinical experiences and study in those essential areas of professional study pursuant to N.J.A.C. 6A:9-3.3. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(b).

2. On-going mentoring of the provisional teacher shall take place over a period of 30 weeks in accordance with the local mentor plan pursuant to N.J.A.C. 6A:9-8.4 and in accordance with the Professional Standards for Teachers.

3. The building principal or an appropriately certified school administrator shall observe and formally evaluate the provisional teacher in accordance with N.J.A.C. 6A:9-8.6 and 8.7.

4. Approximately 200 hours of formal instruction in professional education aligned with the Professional Standards for Teachers shall be completed by the provisional teacher concurrently with the requirements of (b)1 through 3 above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-7.1(b).

(c) Districts or consortia of districts, in conjunction with a college or university, shall provide formal instruction to the provisional teachers they employ pursuant to (b)4 above. The district or consortium shall submit a written plan for the Department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the Department may authorize the district or consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The district or consortium's written plan shall include documentation of its efforts to secure college or university participation.

(d) Districts unable to provide formal instruction to provisional teachers in their employ shall provide access to formal instruction through a network of Department-authorized regional training centers.

(e) District, consortia of districts and other providers of the 200 hours of formal instruction in professional education shall align their programs with the Professional Standards for Teachers by September 1, 2005.

6A:9-8.4 Requirements for local mentor plan

(a) All novice teachers are required to participate in a one-year mentoring program that is implemented by the mentor teacher, supervised by the school principal and within the parameters of a district's local mentor plan.

1. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year. The employing district may at its discretion pay the cost of mentoring fees.

2. All novice teachers whose positions require possession of instructional certificates in accordance with N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9-5.1(a) shall comply with the requirements of the local mentoring plan.

(b) All district boards of education that employ novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of this subchapter and shall ensure the following:

1. That rigorous one-year mentoring is provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;

2. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher;

3. That the local Professional Development Committee established pursuant to N.J.A.C. 6A:9-15.3(d) develops a local mentor plan; and

4. That the district board of education shall report annually the implementation of the local mentor plan in its Quality Assurance Annual Report pursuant to N.J.A.C. 6:8-2.1.

(c) The local Professional Development Committee shall ensure the development of a local mentor plan as follows:

1. The local Professional Development Committee in each district board of education shall develop a local mentor plan that includes:

i. Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;

ii. An application process for selecting mentor teachers;

iii. Criteria for mentor teacher selection;

iv. Provisions for comprehensive mentor training;

v. Identification of mentor teacher responsibilities;

vi. Logistics for mentor plan implementation;

vii. Consideration of collaborative arrangements with colleges and universities; and

viii. Provisions for the use of State funds.

2. The local Professional Development Committee shall submit the local mentor plan to the district board of education for approval.

3. After plan review, the district board of education shall submit the plan to the county superintendent who shall notify the Department of plan approval.

(d) The preparation program for the Deaf or Hard of Hearing with Oral/Aural Communication endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(g)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(e) The preparation program for the Blind or Visually Impaired endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(f)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(f) The preparation program for the Deaf or Hard of Hearing endorsement with sign language also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(h)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(g) Colleges/universities may develop dual certification programs that incorporate the requirements listed in (a) and either (b), (c), (d), (e), or (f) above. Requirements may be completed through integrated study across the curriculum. When appropriate, coursework may serve to fulfill one or more of the curriculum requirements listed in (a) through (f) above. Candidates shall be certified in the both endorsement areas.

6A:9-10.3 Supervision of practicum students

(a) Collegiate faculty assigned to supervise students shall:

1. Have had experience supervising, consulting or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting or otherwise working in an early childhood setting; and

2. Be full-time faculty members or part-time faculty with demonstrated expertise in the field they are supervising.

(b) Collegiate supervisors of student teachers shall be assigned supervisory loads that permit observation of each student once every other week.

(c) District faculty assigned to supervise teacher candidates shall:

1. Be approved by the principal and district office with input from the teacher candidate's preparing institution of higher education;

2. Have a minimum of three years of teaching experience, including one within the district;

3. Possess a standard instructional certificate;

4. Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared; and

5. Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.

(d) District cooperating teachers shall provide continuous supervision and weekly conferences to assist teacher candidates in professional development. For purposes of this subsection, "cooperating teacher" means a practicing certified experienced teacher who is assigned responsibility for the instruction, supervision and assessment of teacher candidates during clinical field experiences.

(e) Institutions of higher education preparing teachers shall make available to the cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.

6A:9-10.4 Post-baccalaureate and graduate-level teacher preparation programs

(a) A teacher preparation program at a post-baccalaureate or graduate-level that leads to a recommendation for a CEAS in instructional fields pursuant to N.J.A.C 6A:9-8.1 and 11 shall require its students to meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university;

2. For students graduating before September 1, 2004, achieve a 2.50 cumulative GPA where a 4.00 equals an A

grade; for students graduating on or after September 1, 2004 achieve a 2.75 cumulative GPA where a 4.00 equals an A grade;

3. Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field from a regionally accredited college or university. Candidates completing preschool and elementary school teacher preparation programs must present a major in liberal arts, science, dual content or interdisciplinary academic majors or 60 semester hour credits in liberal arts or science;

4. Demonstrate continued competence, aptitude, motivation and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file; and

5. Complete a student teaching experience in an early childhood, elementary or secondary setting.

SUBCHAPTER 11. EXCEPTIONS TO REQUIREMENTS FOR THE INSTRUCTIONAL CERTIFICATE

6A:9-11.1 Preschool through grade 3 certification requirements

(a) To be eligible for the preschool through grade three CE, the candidate shall:

1. Hold a bachelor's or higher degree from a regionally accredited college or university;

2. For students graduating before September 1, 2004, achieve a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits; for students graduating on or after September 1, 2004, achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits;

3. Complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science;

4. Pass an appropriate State test; and

5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9.

(b) To be eligible for the preschool through grade 3 CEAS, a candidate must meet the requirements in (a) above and complete one of the following teacher preparation programs:

1. A New Jersey college program, graduate or undergraduate, approved by the Department for the preparation of early childhood education teachers;

2. A college early childhood education program included in the NASDTEC interstate contract;

3. An out-of-State early childhood education program approved by NCATE;

4. An early childhood education program approved for certification by the state department of education in one of the states party to the NASDTEC Interstate Contract, provided the program was completed on or after January 1, 1964 and the state in which the program is located would issue the candidate a comparable endorsement; or

5. An out-of-State early childhood education program not approved by NASDTEC or NCATE but approved by the state department of education in which the program is located.

(c) For issuance of a provisional certificate, a candidate must:

1. Hold a preschool through grade 3 CE or CEAS; and

2. Obtain and accept an offer of employment in a position that requires preschool through grade 3 certification.

(d) While teaching under a provisional preschool through grade 3 endorsement, the candidate shall participate in a State-approved district training program. The State-approved district training program shall comply with the requirements in N.J.A.C. 6A:9-8.3 except for N.J.A.C. 6A:9-8.3(b)4 and (c).

(e) All candidates seeking a preschool through grade 3 endorsement shall earn a minimum of 200 hours or 13 semester-hour credits of formal instruction in the following topics:

1. Child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. Required topics are cognitive and linguistic factors that affect learning and development; the creation of a climate that fosters and nurtures diversity and equity for all children, including those who are limited English proficient and those with special needs and which addresses multiple intelligences and diverse learning styles; the integration of play; and language and literacy across the curriculum;

2. Understanding family and community, including studies designed to foster an understanding of the significant roles of families and communities. Required topics are the recognition of children at risk; the establishment of linkages with community resources to support families; the recognition and acceptance of diverse family units, including family participation on the educational team; the impact of children's homes, communities, health and cultural experiences on development and learning; and comprehension of social, historical, political, legal and philosophical constructs that impact upon children, families and communities; and

3. Curriculum and assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices. Required topics include the CCCS and early childhood expectations; responsiveness to cultural and linguistic differences with an equitable and individualized focus; activities designed to foster intellectual stimulation through play; implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and assessment that is multidimensional, ongoing and performance based.

(f) The following are requirements for the standard certificate:

1. Candidates shall possess a provisional certificate pursuant to (c) above and complete a State-approved training program pursuant to (d) above; or

2. Candidates shall complete a State-approved college early childhood teacher preparation program in another state, fulfill the test requirement, and present evidence of a minimum of one year of successful preschool teaching experience under a valid out-of-State preschool certificate/license.

(g) A teacher holding an elementary school endorsement with two academic years of experience teaching three and four-year-olds may teach children in preschool in a public school or Department of Human Services facility. It shall be the responsibility of the public school district and Department of Human Services facility to maintain a copy of documentation that supports the preschool teaching experience for each teacher affected by this subsection.

(h) Except as indicated in N.J.A.C. 6A:9-11.2 and 11.7, holders of other standard instructional teaching certificates may obtain a teacher of preschool through grade 3 endorsement upon completion of the academic and test requirements listed in (a) above and a minimum of 13 semester-hour credits in areas listed in (e) above.

(i) Holders of a standard instructional certificate with a preschool through grade 3 endorsement shall be issued additional instructional endorsements where they meet the requirements for provisional certification and complete re-

quirements in N.J.A.C. 6A:9-8.2 and 8.3 except for N.J.A.C. 6A:9-8.3(b)1.

6A:9-11.2 Vocational-technical education certification requirements

(a) Vocational-technical education may be offered in program areas represented by the career clusters recognized nationally and by the Department that currently are:

1. Agriculture, food and natural resources;
2. Architecture and construction;
3. Arts, audio/video technology and communications;
4. Business, management and administrative services;
5. Education and training;
6. Finance;
7. Government and public administration;
8. Health science;
9. Hospitality and tourism;
10. Human services;
11. Information technology;
12. Law, public safety and security;
13. Manufacturing;
14. Marketing, sales and service;
15. Science, technology, engineering and mathematics; and
16. Transportation.

(b) As new technologies and occupations develop, school districts may submit requests for an endorsement under the appropriate career cluster.

(c) Candidates for vocational-technical instructional endorsements must complete the requirements in this subsection.

1. To be eligible for the CE, the candidate shall:

- i. For experienced-based endorsements, possess a professional license or a recognized industry certificate in the field, or a college degree in the field, or a journeyman certificate in the field; or a Military Discharge certificate (DD-214) indicating military qualifications and occupational training received in order to determine the extent of credit to be applied toward certification in the occupational area or a minimum of four years of industry experience directly related to the instructional program. The work experience must be acquired within 10 years of the certification application. The employing district shall approve the work experience pursuant to criteria and procedures established by the Department. Candidates who have not yet been offered employment can have occupational experience

evaluated through one of the Department-approved work evaluation centers in accord with (f) below. Each approval shall be filed with the Office and the county office of education. Candidates shall pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9. Candidates who do not hold a bachelor's degree shall pass a State-adopted test of basic reading, writing and mathematics skills; or

ii. For degree-based endorsements, possess a bachelor's or higher degree from a regionally accredited college or university with a coherent sequence of courses in the occupational field, meet the required GPA pursuant to N.J.A.C. 6A:9-8.1, pass the required State test, and pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9. The Office staff will determine whether the applicant satisfies the eligibility criteria.

2. To be eligible for the CEAS, the candidate shall:

i. Meet the requirements in (c)1i or ii above; and

ii. Complete a State-approved college teacher preparation program that culminates in student teaching.

3. To be eligible for the provisional certificate, the candidate shall:

i. Hold a CE or CEAS in the endorsement area required for the teaching assignment; and

ii. Obtain and accept an offer of employment in a position that requires the relevant vocational endorsement.

4. While teaching under the provisional certificate, the candidate shall participate in a State-approved district training program. The State-approved district training program shall comply with the requirements of N.J.A.C. 6A:9-8.3.

5. To be eligible for the standard certificate, the candidate shall:

i. Possess a provisional certificate pursuant to N.J.A.C. 6A:9-8.2 and complete a State-approved training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; or

ii. Complete a State-approved college teacher preparation program in another state, satisfy the relevant New Jersey test requirement and have a minimum of one year of successful teaching experience under a valid out-of-State certificate/license.

(d) Holders of standard instructional certificates with other endorsements, except as indicated in N.J.A.C. 6A:9-11.1 and 11.7, may obtain a vocational-technical endorsement upon completion of the experience requirement or the academic major and test requirement.

(e) Holders of vocational-technical instructional endorsements issued prior to January 20, 2004 remain valid. These teachers are authorized to teach in the occupations for which they hold endorsements. A crosswalk of these former certificates that identifies under which of the new career clusters the teacher's certificate falls is available from the Office.

(f) The Department shall approve regional centers to evaluate occupational experience for candidates who have not been offered employment by a district.

6A:9-11.3 Special education

(a) The following are special education endorsements and authorizations:

1. Teacher of students with disabilities: This endorsement authorizes teaching students with disabilities.

2. Teacher of the blind or visually impaired: This endorsement authorizes teaching blind or visually impaired students.

3. Teacher of the deaf or hard of hearing for oral/aural communication: This endorsement authorizes teaching deaf or hard of hearing students using oral/aural communication strategies.

4. Teacher of the deaf or hard of hearing for sign language communication: This endorsement authorizes teaching deaf or hard of hearing students using sign language communication strategies.

5. Holders of special education endorsements as set forth in (a)1 through 4 above also may provide consultative services and supportive resource programs, including supplemental instruction, modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

(b) To be eligible for a CE in special education, the candidate shall:

1. Possess or be eligible for a standard or provisional New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught as defined in the student's IEP;

2. Complete six semester-hour credits in special education chosen from the topics listed in (e)2, (f)2, (g)2 or (h)2 below as appropriate to the endorsement sought. The candidate shall complete the required study at a regionally accredited four year college or university approved for teacher education pursuant to N.J.A.C. 6A:9-5.12 or through a Department-approved provider; and

3. For the deaf or hard of hearing for sign language communication endorsement, achieve an intermediate or higher score on the Sign Communication Proficiency Interview (SCPI).