

**CHAPTER 9**

**PROFESSIONAL LICENSURE AND STANDARDS**

**Authority**

N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-34, 18A:6-38 and 18A:26-10.

**Source and Effective Date**

R.2004 d.28, effective January 20, 2004.  
See: 35 N.J.R. 4352(a), 36 N.J.R. 469(a).

**Chapter Expiration Date**

Chapter 9, Professional Licensure and Standards, expires on January 20, 2009.

**Chapter Historical Note**

Chapter 9, Professional Licensure and Standards, was adopted as R.2004 d.28, effective January 20, 2004. See: Source and Effective Date.

**CHAPTER TABLE OF CONTENTS**

**SUBCHAPTER 1. SCOPE AND PURPOSE**

- 6A:9-1.1 Scope
- 6A:9-1.2 Purpose

**SUBCHAPTER 2. DEFINITIONS**

- 6A:9-2.1 Definitions

**SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS**

- 6A:9-3.1 Purpose
- 6A:9-3.2 Scope
- 6A:9-3.3 Professional standards for teachers
- 6A:9-3.4 Professional standards for school leaders

**SUBCHAPTER 4. STATE BOARD OF EXAMINERS**

- 6A:9-4.1 General
- 6A:9-4.2 Powers and duties

**SUBCHAPTER 5. GENERAL CERTIFICATION POLICIES**

- 6A:9-5.1 Certificate required
- 6A:9-5.2 Certificates—general
- 6A:9-5.3 Interstate contracts
- 6A:9-5.4 Fees
- 6A:9-5.5 Assignment of titles
- 6A:9-5.6 Oath of allegiance required
- 6A:9-5.7 Citizenship requirement
- 6A:9-5.8 Minimum degree and age requirement
- 6A:9-5.9 Examination in physiology, hygiene and substance abuse issues requirement
- 6A:9-5.10 Certification of veterans
- 6A:9-5.11 Validation of college degrees and college professional preparation
- 6A:9-5.12 Recognition of advanced standing in a college
- 6A:9-5.13 Course information
- 6A:9-5.14 Equivalency of work taken in other countries
- 6A:9-5.15 Exchange teachers
- 6A:9-5.16 Issuance of a certificate
- 6A:9-5.17 Replacement of lost certificates
- 6A:9-5.18 Instructors assigned to coach swimming
- 6A:9-5.19 Athletics personnel

- 6A:9-5.20 Computer literacy
- 6A:9-5.21 Conditional certificate to teach a world language

**SUBCHAPTER 6. TYPES OF CERTIFICATES**

- 6A:9-6.1 Standard certificate
- 6A:9-6.2 Provisional certificate
- 6A:9-6.3 Emergency certificate
- 6A:9-6.4 Certificate of eligibility
- 6A:9-6.5 County substitute credential
- 6A:9-6.6 Limited certificate for foreign teachers

**SUBCHAPTER 7. PARAPROFESSIONAL APPROVAL**

- 6A:9-7.1 Paraprofessional approval

**SUBCHAPTER 8. REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATE**

- 6A:9-8.1 Requirements for certificates of eligibility
- 6A:9-8.2 Requirements for the provisional certificate
- 6A:9-8.3 Requirements for State-approved district training programs
- 6A:9-8.4 Requirements for local mentor plan
- 6A:9-8.5 Requirements for nonpublic school training programs
- 6A:9-8.6 Evaluation of provisional teachers
- 6A:9-8.7 Recommendation for certification of provisional teachers
- 6A:9-8.8 Requirements for the standard certificate

**SUBCHAPTER 9. INSTRUCTIONAL CERTIFICATES**

- 6A:9-9.1 Authorizations—general
- 6A:9-9.2 Endorsements and authorizations

**SUBCHAPTER 10. STANDARDS FOR NEW JERSEY EDUCATOR PREPARATION PROGRAMS IN HIGHER EDUCATION**

- 6A:9-10.1 Requirements and standards for the approval of professional education programs preparing educational personnel
- 6A:9-10.2 Curriculum for teacher preparation programs
- 6A:9-10.3 Supervision of practicum students
- 6A:9-10.4 Post-baccalaureate and graduate-level teacher preparation programs

**SUBCHAPTER 11. EXCEPTIONS TO REQUIREMENTS FOR THE INSTRUCTIONAL CERTIFICATE**

- 6A:9-11.1 Preschool through grade 3 certification requirements
- 6A:9-11.2 Vocational-technical education certification requirements
- 6A:9-11.3 Special education
- 6A:9-11.4 Bilingual/bicultural education
- 6A:9-11.5 English as a second language
- 6A:9-11.6 Driver education
- 6A:9-11.7 Military science
- 6A:9-11.8 Health and physical education
- 6A:9-11.9 Physical science
- 6A:9-11.10 World languages
- 6A:9-11.11 Elementary school with subject matter specialization
- 6A:9-11.12 Swimming and water safety instructor
- 6A:9-11.13 Technology education

**SUBCHAPTER 12. REQUIREMENTS FOR ADMINISTRATIVE CERTIFICATION**

- 6A:9-12.1 Use of requirements
- 6A:9-12.2 College degrees
- 6A:9-12.3 Authorization
- 6A:9-12.4 School administrator
- 6A:9-12.5 Principal
- 6A:9-12.6 Supervisor
- 6A:9-12.7 School business administrator

### SUBCHAPTER 13. REQUIREMENTS FOR EDUCATIONAL SERVICES CERTIFICATION

- 6A:9-13.1 Qualifications/general provisions
- 6A:9-13.2 Substance awareness coordinator
- 6A:9-13.3 School nurse
- 6A:9-13.4 School nurse/non-instructional
- 6A:9-13.5 School social worker
- 6A:9-13.6 Speech-language specialist
- 6A:9-13.7 Director of school counseling services
- 6A:9-13.8 School counselor
- 6A:9-13.9 School psychologist
- 6A:9-13.10 Learning disabilities teacher-consultant
- 6A:9-13.11 School occupational therapist
- 6A:9-13.12 School physical therapist
- 6A:9-13.13 Reading specialist
- 6A:9-13.14 School library media specialist
- 6A:9-13.15 Associate school library media specialist
- 6A:9-13.16 Professional librarian
- 6A:9-13.17 School athletic trainer
- 6A:9-13.18 Educational interpreter
- 6A:9-13.19 Cooperative education coordinator—hazardous occupations
- 6A:9-13.20 Cooperative education coordinator
- 6A:9-13.21 Structured learning experience/career orientation coordinator
- 6A:9-13.22 County apprenticeship coordinator

### SUBCHAPTER 14. ACTING ADMINISTRATORS

- 6A:9-14.1 General provisions

### SUBCHAPTER 15. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS

- 6A:9-15.1 General provisions
- 6A:9-15.2 Amount, duration and content of required continuing professional development
- 6A:9-15.3 Procedures for implementation of professional development
- 6A:9-15.4 Compliance, enforcement and assistance
- 6A:9-15.5 Monitoring responsibility
- 6A:9-15.6 Future role(s) of the Professional Teaching Standards Board to create standards of professional conduct and performance

### SUBCHAPTER 16. REQUIRED PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS

- 6A:9-16.1 General provisions
- 6A:9-16.2 State Advisory Committee on Professional Development for School Leaders
- 6A:9-16.3 Implementation of the professional development requirement for school leaders
- 6A:9-16.4 Plan review and approval process for the professional growth plans for chief school administrators
- 6A:9-16.5 Plan review and approval process for the professional growth plan for individual certified principals and supervisors
- 6A:9-16.6 Monitoring responsibility

### SUBCHAPTER 17. STATE BOARD OF EXAMINERS' PROCEEDINGS

- 6A:9-17.1 Certificate holder
- 6A:9-17.2 Conduct barring candidate from certification
- 6A:9-17.3 Candidates to provide information regarding criminal history
- 6A:9-17.4 District reporting responsibility
- 6A:9-17.5 Grounds for revocation and suspension of certification
- 6A:9-17.6 Revocation or suspension of certificates
- 6A:9-17.7 Procedures for revoking or suspending a certificate
- 6A:9-17.8 Revoked and suspended certificates
- 6A:9-17.9 Suspension of certificates for failure to give notice of intention to resign
- 6A:9-17.10 Application for certification after revocation
- 6A:9-17.11 Relinquishment of certificate without order to show cause
- 6A:9-17.12 Voluntary surrender of certificates
- 6A:9-17.13 Substitution of alternate education and/or experience
- 6A:9-17.14 Public discussion of alternative education and/or experience

- 6A:9-17.15 Rendering of decisions on applications for substitution
- 6A:9-17.16 Substitution of alternative education and/or experience prohibited
- 6A:9-17.17 Appeal of certification decision of the Office
- 6A:9-17.18 Appeal of "disapproved" or "insufficient" recommendations for standard certification
- 6A:9-17.19 Motions
- 6A:9-17.20 Motions for reconsideration
- 6A:9-17.21 Motions for stay
- 6A:9-17.22 Briefs
- 6A:9-17.23 Appeal of Board of Examiners decisions

## SUBCHAPTER 1. SCOPE AND PURPOSE

### 6A:9-1.1 Scope

This chapter sets forth the rules governing the preparation, licensure and professional development of those educators required by their positions to be certified. It also contains rules governing the approval of educator preparation programs and the content of such programs. Finally, it contains the rules delineating the organization of, powers of, duties of and proceedings before the State Board of Examiners.

### 6A:9-1.2 Purpose

(a) The purpose of this chapter is to establish a licensure system based on professional standards for pre-service preparation, certification and professional development that continuously serves to improve the quality of instruction for New Jersey's children so that they are equipped to work and succeed in an ever-changing and increasingly complex global economy.

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

## SUBCHAPTER 2. DEFINITIONS

### 6A:9-2.1 Definitions

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"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 and 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. This review is substantiated through a site visit to the institution by a team of education professionals trained to assess educator preparation programs.

"Agency" means a Department-approved international agency that recruits foreign teachers for New Jersey school districts in subject areas that the State Board has defined as having a critical shortage.

"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.

"Alternate route" means a non-traditional teacher preparation program.

"Approved program" means a Department-approved planned program of professional preparation for educators at an institution of higher education.

"Authorization" means any requirement, other than a teaching 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.

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

"Career cluster" means one of the vocational-technical program areas recognized nationally and by the New Jersey Department of Education.

"Certificate" means one of three types of credentials, instructional, educational services and administrative, that the Board of Examiners issues which permits an individual to serve as a teaching staff member. The Board of Examiners will issue a separate endorsement for each subject area that falls under a specific type of certificate. The endorsement shall be considered part of that certificate.

"Certificate of Eligibility" (CE) means a credential 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 positions requiring certification.

"Certificate of Eligibility with Advanced Standing" (CEAS) means a credential with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

"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.

"Commissioner" means the Commissioner of Education or the Commissioner's designee.

"Consortium" means a joint sponsorship between one or more public school districts and a college or university providing formal instruction to provisional teachers.

"County superintendent" means a county superintendent of schools pursuant to N.J.S.A. 18A:7-7.1 et seq.

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

"District boards of education" means all providers of publicly-funded preschool, elementary, secondary, and adult high school education programs, including county vocational schools, 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 Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

"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.

"Education preparation program" means a program approved by the Commissioner to prepare individuals for educator certification.

"Endorsement" means the specific subject area in which a certificate holder is authorized to serve.

"Field experience" means a course designed to permit preservice students to engage in observation of teachers in a classroom setting and to assume some level of teaching responsibility that shall take place prior to the culminating student teaching experience.

"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. It is a written plan developed at a meeting pursuant to N.J.A.C. 6A:14-2.3(i)2 which sets forth present levels of performance, measurable annual goals and short-term objectives or benchmarks and describes an integrated, sequential program of individually designed instructional activities and related services necessary for a student with disabilities to achieve the stated goals and objectives. This plan shall establish the rationale for the student's educational placement, serve as the basis for program implementation and comply with the mandates set forth in N.J.A.C. 6A:14.

"Interdisciplinary major" means any college major that combines two or more academic, scientific or artistic disci-

plines, permitting students to explore an area of interest from several perspectives.

“Liberal arts major” means any college major such as philosophy, history, literature, sociology or world language 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 a New Jersey certified experienced 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 grades kindergarten through 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and which 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 Division of Youth and Family Services that are not under contract to provide services to Abbott districts shall be considered nonpublic schools.

“Novice teacher” means any full-time or part-time teacher who has not completed one year of full-time teaching under a standard State teaching certificate.

“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 State Board of Examiners in the exercise of its statutory and regulatory responsibilities.

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

“Practicum” means a course of study designed especially for the preparation of educational services candidates that involves the practical application of previously studied theory under the supervision of college/university faculty. As part of the practicum, candidates write diagnostic and instructional reports.

“Professional Development Committee” means the local committee established by the district board of education pursuant to N.J.A.C. 6A:9-15.3(d) to plan and implement local district professional development programs.

“Professional development standards” means the standards that govern the creation and review of district professional development plans and guide teachers in the selection of professional development activities.

“Professional Standards for School Leaders” means the knowledge, skills and dispositions that all new school administrators must acquire and describes what all school administrators should know and be able to do. See N.J.A.C. 6A:9-3.4.

“Professional Standards for Teachers” means the knowledge, skills and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do. See N.J.A.C. 6A:9-3.3.

“Program approval” means State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for certification.

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

“Provisional certificate” means a two-year certificate issued to candidates who have met the requirements for initial employment and are employed as part of a State-approved district training program or residency leading to standard certification.

“Provisional Teacher Program” means the school-based training and evaluation program provided to all novice teachers during the first year of teaching in New Jersey.

“Provisional teaching year” means a year of full-time teaching under provisional certification required of all novice teachers before they can be approved for standard teacher certification.

“Regionally accredited college or university” means an institution of higher education 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. North Central Association of Colleges and Schools;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

“Science major” means a college major in any of the physical or natural sciences.

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

“Secretary” means the Secretary of the New Jersey State Board of Examiners.

“Standard certificate” means a permanent certificate issued to a person who has met all certification requirements.

“State Board” means the New Jersey State Board of Education.

“SLE” means a structured learning experience. An SLE is any experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions.

“Support resource program” means an educational program in which the primary instructional responsibility for the student shall be the regular classroom teacher with input from the special education teacher. The special education teacher shall provide modifications to the instructional strategies or testing procedures necessary in accordance with the student’s IEP. A support resource program provided in the student’s regular class shall be at the same time and in the same activities as the rest of the class.

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

“Teaching staff member” means a member of the professional staff of any district or regional board of education, or any board of education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment require him or her to hold a valid and effective standard, provisional or emergency certificate, appropriate to his or her office, position or employment issued by the State Board of Examiners and includes a school nurse and a school athletic trainer.

“Traditional route” means an approved collegiate teacher preparation program.

“Vocational-technical education” means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills that individuals need to prepare for further education and for careers in current or emerging employment sectors.

### SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS

#### 6A:9-3.1 Purpose

(a) The Professional Standards for Teachers identify the knowledge, skills and dispositions that teachers need to practice responsibly.

(b) The Professional Standards for School Leaders identify the knowledge, skills and dispositions that school leaders need to practice responsibly.

(c) 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 accreditation of preparation programs, recommendation of candidates for certification and the approval of professional development.

(d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

#### 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.

#### 6A:9-3.3 Professional standards for teachers

(a) Teacher preparation, district induction, and professional development programs shall align their learning opportunities with the following standards:

1. Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

i. Teachers know and understand:

(1) In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;

(2) The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;

(3) That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and

(4) Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

ii. Teachers value and are committed to:

(1) Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and

(2) Enthusiasm for the discipline(s) they teach and in making connections to every day life.

iii. Teachers engage in activities to:

(1) Promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;

(2) Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and

(3) Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

2. Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

i. Teachers know and understand:

(1) How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;

(2) How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and

(3) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

ii. Teachers value and are committed to:

(1) The educability of all children and adolescents;

(2) The belief that all children and adolescents bring talents and strengths to learning;

(3) Appreciation for multiple ways of knowing;

(4) The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and

(5) The belief that all children and adolescents can learn at high levels and achieve success.

iii. Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

3. Standard Three: Diverse Learners: Teachers shall understand the practice of culturally responsive teaching.

i. Teachers know and understand:

(1) How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;

(2) The supports for and barriers to culturally responsive teaching in school environments; and

(3) The process of second language acquisition and strategies to support the learning of students whose first language is not English.

ii. Teachers value and are committed to:

(1) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and

(2) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

iii. Teachers engage in activities to:

(1) Create a learning community in which individual differences are respected;

(2) Learn about the diverse students they teach, and the students' families and communities;

(3) Use strategies to support the learning of students whose first language is not English; and

(4) Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

4. Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

(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 under the direction of the mentor teacher appointed by the school principal.

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.

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 district board of education shall be responsible for the implementation of the local mentor plan through the following:

1. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:

- i. The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators;

- ii. The teacher is committed to the goals of the local mentor plan;

- iii. The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;

- iv. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy;

- v. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible;

- vi. The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves;

- vii. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;

- viii. The teacher provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and

- ix. The teacher agrees to complete a comprehensive mentor training program.

2. Annually, the district board of education shall submit a report on the effectiveness of the local mentor plan to the Department. The report, using data collected on a Department-developed form, shall include program impact on job satisfaction, adequacy of time and training and recommended program changes and additions.

3. District boards of education shall align the mentor plan with the Professional Standards for Teachers no later than September 1, 2004.

(e) District boards of education shall be responsible for budgeting any State funds appropriated for the novice teacher mentoring program.

1. Subject to the availability of funds, the Department shall appropriate State funds based on the number of

novice teachers employed each year in a given public district board of education.

2. District boards of education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program.

3. District boards of education shall ensure that State funds shall be used for one or more of the following:

- i. Stipends for mentor teachers;

- ii. The costs associated with release time;

- iii. Substitutes for mentor teachers and novice teachers; and

- iv. Professional development and training activities related to the program.

#### 6A:9-8.5 Requirements for nonpublic school training programs

(a) Nonpublic schools may choose to participate in the training provided for first-year novice teachers pursuant to N.J.A.C. 6A:9-8.3 if they meet the following requirements:

1. Prior to enrolling any candidate in a teacher training program, the individual with the authority to execute binding documents on behalf of the nonpublic school shall enter into a written agreement with the Department agreeing to comply with all requirements pursuant to N.J.A.C. 6A:9-8.4(b) and (d);

2. A teacher on staff in a non-administrative, non-supervisory capacity who holds a standard New Jersey instructional certificate shall be assigned as mentor;

3. The school is accredited by an accrediting agency accepted by the Department; and

4. The candidate is employed as a classroom teacher in a position that would require an appropriate instructional certificate in a public school.

#### 6A:9-8.6 Evaluation of provisional teachers

(a) An appropriately certified building principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring *for purposes of* certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State-developed forms.

1. The first formative evaluation shall be completed at the end of 10 weeks, or proportionally longer if the teacher is part-time, after the provisional teacher assumes full responsibility of a classroom.

2. The second formative evaluation shall be completed at the end of 20 weeks, or proportionally longer for

part-time teachers, after the provisional teacher assumes full responsibility of a classroom.

3. The final summative evaluation shall be completed at the end of 30 weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom. This final, summative evaluation shall be completed by the building principal who shall make one of three recommendations for certification pursuant to N.J.A.C. 6A:9-8.7(b).

(b) Within 15 days following each evaluation, the evaluator pursuant to (a) above shall provide a copy of the evaluation to the provisional teacher.

(c) Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

#### **6A:9-8.7 Recommendation for certification of provisional teachers**

(a) Within 30 days after the conclusion of the State-approved district training program, the building principal shall submit the final evaluation directly to the Secretary that shall contain a recommendation regarding standard certification for each provisional teacher.

(b) The final evaluation for each provisional teacher shall include one of the following recommendations:

1. Approved: Recommends issuance of a standard certificate;
2. Insufficient: Recommends that a standard certificate not be issued but that the candidate be permitted to seek entry on one more occasion into a State-approved district training program; or
3. Disapproved: Recommends that a standard certificate not be issued and that the candidate not be allowed to enter into another State-approved district training program.

(c) Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.

#### **6A:9-8.8 Requirements for the standard certificate**

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

1. Possess a provisional certificate pursuant to N.J.A.C. 6A:9-8.2; and

2. Successfully complete a State-approved district training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4 while employed provisionally in a position requiring the appropriate instructional certificate.

(b) A candidate who holds a standard New Jersey instructional certificate shall be eligible for additional standard certificates if the candidate meets the requirements of N.J.A.C. 6A:9-8.1(a)1, 3 and 4. This provision does not apply to holders of the Teacher of Military Science endorsement or candidates seeking vocational education, special education, English as a second language, bilingual/bicultural education and preschool through grade three endorsements.

(c) A candidate who has completed the requirements pursuant to N.J.A.C. 6A:9-8.1(b) and at least one year of appropriate teaching experience under a valid out-of-State license or certificate shall be eligible for a standard certificate upon completion of the test requirement. For the candidate who has completed the requirements pursuant to N.J.A.C. 6A:9-8.1(b) but has not met the GPA requirements pursuant to N.J.A.C. 6A:9-8.1(a)2, three years of successful teaching experience under a valid out-of-State certificate is necessary. Successful teaching experience will be demonstrated by the offer of contract renewal from the employing district or submission of satisfactory performance evaluations.

(d) A candidate who holds National Board for Professional Teacher Standards (NBPTS) certification and the corresponding out-of-State license or out-of-State certificate shall be eligible for the standard certificate in the NBPTS certificate field without additional requirements.

(e) A candidate who presents official evidence of the following requirements shall be eligible for a standard certificate:

1. Completion of requirements pursuant to N.J.A.C. 6A:9-8.1(a);
2. Completion of at least one year of appropriate, successful teaching experience under a valid out-of-State license or certificate;
3. Completion of an out-of-State non-traditional or alternate route teacher preparation program that is determined by the Department to be comparable to the State's school-based training and evaluation program provided to all New Jersey novice teachers; and
4. A valid standard certificate from the state in which (e)3 above was completed.

### **SUBCHAPTER 9. INSTRUCTIONAL CERTIFICATES**

#### **6A:9-9.1 Authorizations—general**

(a) Each teaching endorsement is required for the corresponding teaching assignment.

1. Each endorsement is valid for grades preschool through 12, with the following exceptions:

i. The elementary endorsements, which are valid in grades kindergarten through grade eight as specified in N.J.A.C. 6A:9-9.2(b)2 and 3; and

ii. The Preschool through Grade Three endorsement that is valid in preschool through grade three.

2. Teachers with English endorsements, who taught reading prior to February 1976, may continue to teach in the same assignment. Certified teachers employed by school districts using a whole school reform model pursuant to N.J.A.C. 6A:24-4 are authorized to teach reading in accord with the specifications of the model.

3. Teachers with elementary school endorsements issued prior to January 20, 2004 may continue to teach in grades nursery through eight in any employing district. These teachers must demonstrate to the district that they have content knowledge appropriate to the subject(s) taught. All teachers certified to teach after January 20, 2004 hired to teach in grades six through eight must hold either the elementary school with subject matter specialization or the subject matter endorsement.

4. Teachers with special education endorsements issued prior to January 20, 2004 may continue to teach students with disabilities in grades preschool through grade 12 if they can demonstrate to the district content knowledge appropriate to the content and the content level to be taught.

5. Teachers holding endorsements that are no longer issued as of January 20, 2004 may continue to teach in the subject areas in which the teacher was authorized to teach under the former rules.

6. 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 in the Office.

#### 6A:9-9.2 Endorsements and authorizations

(a) The teaching endorsements and authorizations in (a)1 through 9 below are grouped within the relevant CCCS.

1. Visual and performing arts:

i. Art: This endorsement authorizes the holder to teach art in all public schools;

ii. Dance: This endorsement authorizes the holder to teach dance in all public schools with the exception of approved vocational programs;

iii. Music: This endorsement authorizes the holder to teach vocal and instrumental music and related theory in all public schools;

iv. Speech arts and dramatics: This endorsement authorizes the holder to teach speech arts and dramatics in all public schools with the exception of approved vocational programs; and

v. Theater: This endorsement authorizes the holder to teach theater in all public schools with the exception of approved vocational programs.

2. Comprehensive health and physical education:

i. Health education: This endorsement authorizes the holder to teach health education in all public schools;

ii. Health and physical education: This endorsement authorizes the holder to teach health and physical education in all public schools;

iii. Physical education: This endorsement authorizes the holder to teach physical education in all public schools; and

iv. Swimming and water safety instructor: This endorsement authorizes the holder to teach swimming, diving and water safety in all public schools.

3. Language arts literacy:

i. English: This endorsement authorizes the holder to teach English in all public schools;

ii. English as a Second Language: This endorsement authorizes the holder to teach English as a second language in all public schools; and

iii. Reading: This endorsement authorizes the holder to teach reading in all public schools.

4. Mathematics:

i. Mathematics: This endorsement authorizes the holder to teach mathematics in all public schools.

5. Science:

i. Biological science: This endorsement authorizes the holder to teach biological, environmental and general science in all public schools. Biological science includes botany, anatomy and physiology, zoology and biology;

ii. Chemistry: This endorsement authorizes the holder to teach chemistry, environmental and general science in all public schools;

iii. Earth science: This endorsement authorizes the holder to teach earth, environmental and general science in all public schools. Earth science includes astronomy, geology, meteorology, oceanography, physical geography and space science;

iv. Physical science: This endorsement authorizes the holder to teach physical, environmental and general science in all public schools. Physical science includes

physics, chemistry, and earth and space sciences other than geography; and

v. Physics: This endorsement authorizes the holder to teach physics, environmental and general science in all public schools.

6. Social studies:

i. Psychology: This endorsement authorizes the holder to teach psychology in all public schools; and

ii. Social studies: This endorsement authorizes the holder to teach social studies in all public schools. Social studies includes American history, European history, world history, government, political science, sociology, geography, anthropology and economics.

7. World languages: This endorsement authorizes the holder to teach one of the following designated world languages in all public schools:

- i. American Sign Language;
- ii. Chinese;
- iii. French;
- iv. German;
- v. Greek;
- vi. Hebrew;
- vii. Italian;
- viii. Japanese;
- ix. Latin;
- x. Portuguese;
- xi. Russian;
- xii. Spanish; or
- xiii. Other world languages.

8. Technological literacy:

i. Technology education. This endorsement authorizes the holder to teach technology education in all public schools. Technology education includes design fundamentals, energy systems, manufacturing and construction technology, technical graphics, and communications technology.

9. Career education and consumer, family and life skills:

i. Career cluster endorsements: These endorsements authorize the holder to teach subjects grouped within one of the following careers clusters in all public schools in accord with (c) below:

- (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.

ii. Driver education: This endorsement authorizes the holder to teach driver education in all public schools.

(b) The teaching endorsements below authorize the holder to teach specific populations, subjects, ages and/or grade levels:

1. Bilingual/bicultural education: This endorsement authorizes the holder to teach bilingual/bicultural education in all public schools.

2. Elementary school: This endorsement authorizes the holder to:

i. Serve as an elementary school teacher in grades kindergarten through 5 in all public schools;

ii. Teach any of the CCCS subjects approved by the State Board in grades kindergarten through 5; and

iii. Teach reading, writing, arithmetic, and spelling, for basic skills purposes only, in grades 6 through 12.

3. Elementary school with subject matter specialization: This endorsement authorizes the holder to:

i. Teach the specialty subjects on the face of the certificate full-time in grades five through eight in all public schools. This endorsement does not permit the holder to teach the subject matter specialization in grades nine through 12;

ii. Teach all CCCS subjects in grades K through 5 pursuant to (b)2 above; and

iii. Teach reading, writing, arithmetic and spelling, for basic skills purposes only, in grades 6 through 12.

4. Preschool through grade 3: This endorsement authorizes the holder to teach preschool through grade 3 in public schools and to teach public school students in approved settings providing early childhood education.

5. Special education: These endorsements authorize the holder to teach special education to one of the designated populations listed in (b)5i through iv below. In addition to the content area(s) or grade level(s) that the teachers' content and/or grade level endorsements authorize, the holder of a special education endorsement also may provide consultative services and supportive resource programs including modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

i. Blind or visually impaired: This endorsement authorizes the holder to teach blind or visually impaired students;

ii. Deaf or hard of hearing for oral/aural communication: This endorsement authorizes the holder to teach deaf or hard of hearing students using oral/aural communication strategies;

iii. Deaf or hard of hearing for sign language communication: This endorsement authorizes the holder to teach deaf or hard of hearing students using sign language communication strategies; and

iv. Students with disabilities: This endorsement authorizes the holder to teach students classified with disabilities with the exception of those identified in (b)5i through iii above.

(c) Teaching endorsements in the career clusters listed below authorize the holder to teach in approved vocational-technical education programs and related courses in all public schools. They are grouped in the 16 career clusters recognized nationally and by the Department. Specific occupational endorsements are available under each career cluster. A list of these endorsements will be developed by the Department in consultation with representatives of affected Statewide organizations. The list will be available from the Office and will be updated as new occupations emerge based on employer demand and as other occupations become obsolete.

1. Agriculture, food and natural resources: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the production, processing, marketing distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture and other plant and animal products and resources. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

2. Architecture and construction: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the design-

ing, planning, managing, building and maintaining the built environment. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

3. Arts, audio-video technology and communications services: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

4. Business, management and administration: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

5. Education and training: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of education and training services, and related learning support services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

6. Finance: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to services for financial and investment planning, banking, insurance and business financial management. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

7. Government and public administration: Endorsements in this career cluster authorize the holder to teach students preparing for occupations related to governance, national security, foreign service, revenue and taxation, regulation and management and administration at the local, State and Federal levels. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

8. Health science: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of therapeutic services, diagnostic services, support services and biotechnology research and development. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

9. Hospitality and tourism: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the management, marketing and operations of restaurants and other food

services, lodging, attractions, recreation events and travel related services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

10. Human services: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to families and human needs. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

11. Information technology: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the designing, developing, supporting and managing hardware, software, multimedia and systems integration services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

12. Law, public safety and security: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of legal, public safety, protective services and homeland security, including professional and technical support services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

13. Manufacturing: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and performance of materials processing into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

14. Marketing, sales and service: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and performance of marketing activities to reach organizational objectives. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

15. Science, technology, engineering and mathematics: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of scientific research and professional and technical services including laboratory and testing services, and research and development services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

16. Transportation, distribution and logistics: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

## SUBCHAPTER 10. STANDARDS FOR NEW JERSEY EDUCATOR PREPARATION PROGRAMS IN HIGHER EDUCATION

### 6A:9-10.1 Requirements and standards for the approval of professional education programs preparing educational personnel

(a) The State Board shall approve teacher and school leader preparation programs in New Jersey institutions of higher education based on the following criteria:

1. Compliance with State professional standards for teachers and school leaders as established in N.J.A.C. 6A:9-3.3 and 3.4; and
2. Accreditation by a national accrediting body recognized by the Council on Higher Education Accreditation and approved by the Commissioner.

(b) Higher education institutions who prepare educators shall ensure that their professional education programs meet the following requirements:

1. Assess teaching candidates based on the New Jersey Professional Standards for Teachers and assess administrator candidates based on the New Jersey Professional Standards for School Leaders;
2. Provide outcome-based data, including:
  - i. Performance of graduates;
  - ii. Numbers of educator candidates prepared in critical shortage areas and from diverse backgrounds; and
  - iii. Placement and retention rates;
3. Use the standards of national specialty organizations in developing programs in each content/specialty area. If national standards are not available, State standards shall be used in developing programs;
4. Provide opportunities to learn the knowledge, skills and dispositions included in the State Professional Standards for Teachers and School Leaders, including clear links between the standards and a coherent set of high-quality experiences; structured opportunities to work with diverse learners; diagnoses of candidate needs and progress tied to individualized developmental experiences; and approaches that are standards-driven;

**6A:9–11.8 Health and physical education**

(a) In addition to the requirements in N.J.A.C. 6A:9–8.1, to be eligible for the CE, CEAS or standard certificate with a health and physical education endorsement, the candidate shall complete one of the following:

1. A 30-credit coherent sequence of courses in health and a minimum of 15 credits in physical education; or
2. A 30-credit coherent sequence of courses in physical education and a minimum of 15 credits in health.

**6A:9–11.9 Physical science**

(a) In addition to the requirements in N.J.A.C. 6A:9–8.1, to be eligible for the CE, CEAS or standard certificate with a physical science endorsement, the candidate shall complete one of the following:

1. A 30-credit coherent sequence of courses in physics and a minimum of 15 credits in chemistry; or
2. A 30-credit coherent sequence of courses in chemistry and a minimum of 15 credits in physics.

**6A:9–11.10 World languages**

(a) In addition to the requirements in N.J.A.C. 6A:9–8.1, to be eligible for the CE, CEAS or standard certificate with a world language endorsement, the candidate shall:

1. Possess linguistic competency in the designated world language as demonstrated on a Department-approved, nationally recognized test of oral language proficiency for spoken language, reading/writing proficiency for classical languages or receptive/expressive proficiency for American Sign Language; and
2. Complete a minimum of three semester-hour credits in second language acquisition theory and related methodologies offered by a regionally accredited four-year college or university.

(b) Elementary school teachers assigned to teach world languages shall comply with the requirements in (a)1 and 2 above.

**6A:9–11.11 Elementary school with subject matter specialization**

(a) In addition to the requirements in N.J.A.C. 6A:9–8.1, to be eligible for the elementary school with subject matter specialization endorsement, the candidate shall:

1. Hold an elementary school CE, CEAS or standard certificate with an elementary school endorsement;
2. Complete study in the characteristics of young adolescents;
3. Pass a State test; and
4. Complete a coherent sequence of courses in, but not limited to, one of the following specializations:

i. Thirty semester-hour credits in a single CCCS subject field;

ii. Thirty semester-hour credits in the subject fields of mathematics and science, with a minimum of 15 semester hour credits in each subject field;

iii. Thirty semester-hour credits in the subject fields of social studies and language arts/literacy, with a minimum of 15 semester hour credits in each subject field;

iv. Thirty semester-hour credits in the subject fields of health and physical education, with a minimum of 15 semester hour credits in each subject field;

v. Thirty semester-hour credits in the subject fields of visual and performing arts, with a minimum of 15 semester hour credits in each subject field; or

vi. Fifteen semester-hour credits in a single world language.

**6A:9–11.12 Swimming and water safety instructor**

(a) To be eligible for the swimming and water safety instructor endorsement, candidates shall hold:

1. A New Jersey instructional certificate;
2. A valid Cardiopulmonary Resuscitation for Professional Rescuer Certificate issued by the American Red Cross or the YMCA;
3. A valid Lifeguard Certificate issued by the American Red Cross or YMCA; and
4. A valid Water Safety Instructor Certificate issued by the American Red Cross or the YMCA.

(b) The chief school administrator of the employing district board of education shall:

1. Annually notify the county superintendent of all teachers assigned to teach swimming and/or diving; and
2. Forward to the county superintendent copies of each valid American Red Cross or YMCA certificate identified in (a)2 through 4 above for every person assigned to teach swimming and/or diving.

**6A:9–11.13 Technology education**

(a) The technology education endorsement established in N.J.A.C. 6A:9–9.2(a)8 is required to teach technology education in all public schools. Technology education *includes* design fundamentals, energy systems, manufacturing and construction technology, technical graphics, and communications technology. The requirements are established in N.J.A.C. 6A:9–8.1.

(b) Holders of New Jersey industrial arts endorsements issued after 1985 that completed technology education programs as verified by the college/university where the program was completed shall be deemed eligible to be issued the technology education endorsement.



(c) Holders of New Jersey industrial arts endorsements that have not completed technology education programs shall be eligible to be issued the technology education endorsement upon completing the test requirement and one of the following:

1. A Department-approved program in technology education;
2. Six graduate level credits in technology education;
3. Fifty hours of professional development in technology education from State-approved providers; or
4. Three years of experience teaching technology education as certified by the district chief school administrator.

## SUBCHAPTER 12. REQUIREMENTS FOR ADMINISTRATIVE CERTIFICATION

### 6A:9-12.1 Use of requirements

(a) These requirements will be used by the Department in the following ways:

1. As a basis for approving college preparation programs for administrative and supervisory personnel;
2. As the basis for evaluating the eligibility of candidates for administrative or supervisory certification; and
3. As the basis for defining the nature and extent of experience used in development of residencies required of administrative candidates for certification.

(b) Colleges and universities shall provide the office with a list of those students that have matriculated in New Jersey administrative preparation programs approved by the Department prior to January 20, 2004. This includes those students that matriculated in the approved programs in fall 2004 and spring 2005. The list of students shall be submitted to the office no later than March 31, 2005. Those candidates must complete all requirements specified under former N.J.A.C. 6:11-9 by September 1, 2007. Candidates that do not complete all of the requirements specified under former N.J.A.C. 6:11-9 by September 1, 2007 shall fulfill the requirements in this subchapter.

### 6A:9-12.2 College degrees

All candidates for administrative and supervisory certification, except as indicated in N.J.A.C. 6A:9-12.7, must hold a master's or higher degree from a regionally accredited college or university.

### 6A:9-12.3 Authorization

(a) The school administrator endorsement is required for any position that involves services as a district-level administrative officer. Such positions shall include superintendent, assistant superintendent, and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of district-wide goals, plans, policies and budgets, by recommending their approval by the district board of education and by directing their district-wide implementation. Holders of this endorsement are authorized to recommend all staff appointments and other personnel actions, such as terminations, suspensions and compensation, including the appointment of school business administrators, for approval by the district board of education. Holders of this endorsement are authorized to direct district operations and programs, and to supervise and evaluate building administrators and central office staff, including school business administrators. They are also authorized to oversee the administration and supervision of school-level operations, staff and programs.

(b) The principal endorsement is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include assistant superintendent for curriculum and instruction, principal, assistant principal, vice-principal and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit, and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this endorsement also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff members and to direct the activities of school-level supervisors.

(c) The supervisor endorsement is required for both supervisors of instruction and athletic directors who do not hold a standard principal's endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

(d) The school business administrator endorsement is required for the chief financial officer of a district. Such positions shall include assistant superintendent for business and school business administrator. Holders of this endorsement are authorized to perform duties at the district level in the areas of financial budget planning and administration, financial accounting and reporting, insurance/risk administration and purchasing. Holders of this endorsement may also engage in facilities planning, construction and maintenance, personnel administration, administration of transportation and food services, and central data processing management.

ii. Two hundred twenty-five clock hours of formal instruction in leadership and human resource management; communications; data-based research strategies for decision-making; finance and law; and

iii. A district internship providing professional experiences in school administration; and

3. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

(k) Each candidate who holds a valid New Jersey supervisor endorsement and a master's degree or higher in a field other than one required in (a)1 above, but has zero to five years supervisory experience will be eligible for a principal CE upon presenting the following:

1. Official documentation of five years of successful full-time teaching experience;

2. Official documentation evidencing completion of a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department. This program is pursuant to (j)2 above with the following exceptions: the program is a minimum of 275 clock hours plus a 90-hour internship; and

3. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

(l) Each candidate who can provide documentation of at least five years of successful full-time teaching experience and a master's degree or higher in a field other than one required in (a)1 above will be eligible for a principal CE upon presenting the following:

1. Official documentation evidencing completion of a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department. This program is pursuant to (j)2 above with the following exceptions: the program is a minimum of 350 clock hours plus a 120-hour internship;

2. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

#### 6A:9-12.6 Supervisor

(a) To be eligible for the standard administrative certificate with a supervisor endorsement, a candidate shall be required to:

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

2. Successfully complete one of the following:

i. A college curriculum approved by the Department of Education as the basis for issuing this endorsement; or

ii. A program of college studies at the graduate level including six credits in curriculum development, three credits in staff supervision, and three elective credits in staff supervision or curriculum development. A candidate must complete graduate study in general principles of staff supervision and curriculum development and evaluation for grades kindergarten through 12. The elective credits must be in supervision and/or curriculum development in particular grade levels, or in specific subject fields; and

3. Hold a standard New Jersey instructional or educational services certificate or its out-of-State equivalent, and complete three years of successful, full-time teaching experience under the appropriate certificate.

(b) Applicants in possession of a written evaluation for the supervisor certificate completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

#### 6A:9-12.7 School business administrator

(a) To be eligible for the school business administrator CE, the candidate shall:

1. Hold a Master's degree or higher degree from a regionally accredited college or university or be in possession of a certified public accountant license; and

2. Complete at least 18 credits of graduate or undergraduate study in the following areas:

i. Economics;

ii. Law;

iii. Accounting;

iv. Organizational theory;

v. Management or administration; and

vi. Finance.

(b) To be eligible for a provisional administrative certificate with a school business administrator endorsement, the candidate shall:

1. Hold a school business administrator CE; and

2. Obtain and accept an offer of employment in a position that requires the school business administrator endorsement in a public school district that has agreed formally to sponsor the residency.

(c) To be eligible for the standard administrative certificate with a school business administrator endorsement, the candidate shall:

1. Possess a provisional certificate pursuant to (a) and (b) above; and

2. Complete a one to two-year State-approved district residency program while employed under provisional certification. The residency shall:

i. Take place in a functioning public school district environment, and will require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by providing support for the educational goals of the district;

ii. Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;

iii. Be administered by a State-appointed mentor, an experienced school business administrator who has completed a State-approved orientation, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the district superintendent shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended professional experiences during residency which shall be specified in the standard written agreement; and

iv. Provide professional experiences, training, and 145 clock hours of formal instruction in the areas of standards listed in (c)2i above; school plant planning, construction and maintenance; school financial and legal practices including budget planning and administration and double entry accounting (GAAP); pupil transportation; labor relations and personnel; insurance/risk administration; and food service administration.

(d) Each candidate for the standard administrative certificate with an endorsement for school business administrator shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate's standard certificate. All evaluations shall be based on the candidate's performance in areas of authorization defined in N.J.A.C. 6A:9-12.3(d) and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.

(e) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident's progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing district board of education concerning the standard certification of the candidate.

(f) The mentor shall meet with the resident school business administrator at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident school business administrator. The Department may require resident school business administrators to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.

(g) Standard certification of school business administrator certificate candidates shall be approved or disapproved pursuant to the following procedures:

1. Before the end of the residency year, the mentor shall submit to the Department a comprehensive evaluation report on the candidate's performance pursuant to N.J.A.C. 6A:9-12.5(d);

2. This final report shall include one of the following certification recommendations:

i. Approved: Recommends issuance of a standard certificate;

ii. Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or

iii. Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.

3. Mentors act as agents of the Board of Examiners in formulating their certification recommendations. Those recommendations shall not be subject to review or approval by local boards of education.

1. Approved: Recommends issuance of a standard educational services certificate with a SAC endorsement;

2. Insufficient: Recommends that a standard educational services certificate with a SAC endorsement not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency. Except for those candidates who receive approval pursuant to N.J.A.C. 6A:9-17.17(d), a candidate who receives a second insufficient is precluded from continuing or re-entering a residency; or

3. Disapproved: Recommends that a standard educational services certificate with a SAC endorsement not be issued and that the candidate is precluded from continuing or re-entering a residency.

(h) If the candidate disagrees with the residency supervisor's recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.17.

(i) An emergency certificate is not available for SAC.

### 6A:9-13.3 School nurse

(a) The school nurse endorsement authorizes the holder to perform nursing services and to teach in areas related to health in public schools in grades preschool through 12.

(b) To be eligible for the standard certificate, a candidate shall hold a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing, hold a bachelor's degree from a regionally accredited college or university, hold current cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) certificates and complete either a Department-approved college curriculum for the preparation of school nurses or a program of studies that includes:

1. A minimum of 30 semester-hour credits chosen from the areas listed below. The candidate shall complete the requirements in (b)1i through vii below and may take elective credits in any area in (b)1i through x below.

i. A minimum of six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program and clinical experience in a school nurse office;

ii. Human growth and development;

iii. Health assessment

iv. Fundamentals of substance abuse and dependency;

v. Special education and/or learning disabilities;

vi. Methods of teaching health in grades preschool through grade 12 including curriculum development;

vii. Public health including such areas as public health nursing, community health problems and communicable disease control;

viii. Human and intercultural relations. Studies designed to develop understanding of social interaction and culture change, including courses such as the following: urban sociology, history of minority groups, intergroup relations, and suburban and inner-city problems;

ix. Guidance and counseling; and

x. School law including legal aspects of school nursing; and

2. Student teaching including experience in both the school nurse office and in the classroom.

(c) An emergency certificate is not available for this endorsement.

(d) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

### 6A:9-13.4 School nurse/non-instructional

(a) The school nurse/non-instructional endorsement authorizes the holder to perform nursing services in public schools in grades preschool through 12. This certificate does not authorize the holder to teach in areas related to health.

(b) To be eligible for the standard educational services certificate with a school nurse/non-instructional endorsement, a candidate shall hold a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing, hold a bachelor's degree from a regionally accredited college or university, hold current cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) certificates and complete either a Department-approved college curriculum for the preparation of school nurses or a program of studies that includes:

1. A minimum of six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program and clinical experience in a school nurse office;

2. Human growth and development;

3. Health assessment;

4. Public health, including such areas as public health nursing, community health problems and communicable disease control;

5. Fundamentals of substance abuse and dependency;

6. Special education and/or learning disabilities;

7. Human and intercultural relations. Studies designed to develop understanding of social interaction and culture change, including courses such as the following: urban sociology, history of minority groups, intergroup relations, and suburban and inner-city problems;

8. Guidance and counseling; and

9. School law including legal aspects of school nursing.

(c) An emergency certificate may be issued to a candidate who holds a bachelor's degree from a regionally accredited college or university and a current New Jersey registered professional nurse license and current CPR/AED certificates. The candidate shall present evidence of study in public health nursing and child and/or adolescent growth and development and verification of matriculation into a State-approved school nurse/non-instructional program. The study must appear on the transcript of a regionally accredited four-year college or university.

#### 6A:9-13.5 School social worker

(a) The school social worker endorsement authorizes the holder to serve as a school social worker in any school district in the State in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school social worker endorsement, the candidate shall hold a master's degree from a regionally accredited college or university and complete a total of 30 graduate-level semester hour credits with a study in each of the areas listed below:

1. Psychology, including general psychology, educational psychology, psychology of adolescence and child growth and development;

2. Special education and/or learning disabilities;

3. Social problems, including study in dealing with delinquency, poverty, interracial and intercultural problems;

4. A minimum of six semester-hour credits in social case work, introductory and advanced, including principles and practices in social case work, interviewing, and methods and skills in diagnosis;

5. Mental hygiene and social psychiatry, including dynamics of human behavior and psychopathology;

6. Medical information, including the role of the social worker in health problems or fundamentals of substance abuse and dependency;

7. Community organizations, agencies and resources; and

8. Social policy and public welfare services, including the care and protection of at-risk children and families.

(c) Holders of a master's degree in social work from a regionally accredited college or university will be issued a standard educational services certificate with a school social worker endorsement.

(d) An emergency certificate may be issued to a candidate who meets the following requirements:

1. A bachelor's degree in social work or a related area from a regionally accredited college or university;

2. Study in at least three of the study topics listed in (b)1 through 8 above to include a course in social case-work; and

3. Matriculation in an approved school social worker master's program.

(e) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

#### 6A:9-13.6 Speech-language specialist

(a) The speech-language specialist endorsement authorizes the holder to provide service as a speech-language specialist in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a speech-language specialist endorsement, the candidate shall:

1. Hold a master's or higher degree in speech-language pathology from a regionally accredited college or university; and

2. Pass a State-approved test of comprehensive knowledge in the field of speech-language pathology.

(c) Individuals who hold a valid New Jersey speech correctionist endorsement and a master's degree in speech-language pathology shall be issued the speech-language specialist endorsement upon submission of a completed application and required fee.

(d) Individuals holding a valid New Jersey speech correctionist endorsement who have completed seven years of work as a speech correctionist in a New Jersey school setting and a Department-approved retraining program may serve in a position requiring speech-language specialist certification.

(e) An emergency certificate may be issued to a candidate who holds a bachelor's degree in speech pathology from a regionally accredited college or university.

**6A:9-17.4 District reporting responsibility**

(a) The chief school administrator of a district shall notify the Board of Examiners when:

1. Tenured teaching staff members who are accused of criminal offenses or unbecoming conduct resign or retire from their positions;
2. Nontenured teaching staff members who are accused of criminal offenses or unbecoming conduct, resign, retire or are removed from their positions;
3. A certificate holder fails to maintain any license, certificate or authorization pursuant to N.J.A.C. 6A:9-4.1(b) that is mandated in order for the holder to serve in a position; or
4. He or she becomes aware that a certificate holder has been convicted of a crime while in the district's employ.

**6A:9-17.5 Grounds for revocation and suspension of certification**

The Board of Examiners may revoke or suspend the certificate(s) of any certificate holder on the basis of demonstrated inefficiency, incapacity, conduct unbecoming a teacher or other just cause. Other just cause shall include, but not be limited to, offenses within the terms of the forfeiture statute, N.J.S.A. 2C:51-2, or the disqualification statute, N.J.S.A. 18A:6-7.1. The Board of Examiners may revoke or suspend a certificate upon evidence that the holder did not meet the qualifications for the certificate at the time of issuance or no longer satisfies the criteria set forth in N.J.A.C. 6A:9-5.1(b). The Board of Examiners shall not revoke or suspend a certificate without providing the holder an opportunity to be heard pursuant to N.J.A.C. 6A:9-17.6.

**6A:9-17.6 Revocation or suspension of certificates**

(a) The Board of Examiners may issue an order to show cause to a certificate holder if the Board of Examiners believes that the conduct of the holder may warrant the revocation or suspension of the certificate(s) held where:

1. The Commissioner transmits a contested case to the Board of Examiners that resulted in a teaching staff member's loss of tenure, dismissal, resignation or retirement;
2. Pursuant to N.J.A.C. 6A:9-17.4, the Board of Examiners receives information from a district that a teaching staff member no longer is employed in the district;
3. The Board of Examiners receives information regarding a certificate holder's criminal conviction;
4. The Board of Examiners receives notice that a teaching staff member who is certified in New Jersey and who also holds a teaching certificate in another state has had action taken against his or her certificate by the other state;

5. Pursuant to N.J.S.A. 9:6-8.10, the Division of Youth and Family Services (DYFS) forwards to the Board of Examiners a copy of a report in which DYFS has substantiated that a certificate holder has abused or neglected a student or a report in which DYFS identifies its concerns with the conduct of a teaching staff member;

6. Pursuant to N.J.S.A. 18A:6-7.3, the Commissioner notifies the Board of Examiners that an individual who holds New Jersey certification is disqualified from employment in public schools;

7. A certificate holder fails to maintain any license, certificate or authorization that is mandated pursuant to N.J.A.C. 6A:9-4.1(b) in order for the holder to serve in a position; or

8. Pursuant to (b) below, an individual files a petition with the Board of Examiners seeking the revocation or suspension of a certificate holder's certificate.

(b) The following procedures shall apply to persons filing a petition pursuant to (a)8 above:

1. The person filing the petition shall submit to the Secretary a sworn statement that he or she has firsthand knowledge supporting the charges set forth in the petition and shall furnish evidence of proof of service of the petition on the other party or parties involved;

2. Upon receipt of the petition, the Secretary shall notify the certificate holder that the holder shall file a response within 30 days of the date of the Secretary's notice; and

3. The Board of Examiners shall review the petition and response to determine whether to issue an order to show cause. In the event that the Board of Examiners issues an order to show cause, the Board of Examiners shall be the petitioner in the ensuing revocation or suspension proceeding.

(c) Nothing in the foregoing shall preclude the Board of Examiners from issuing an order to show cause on its own initiative when the Board of Examiners has reason to believe that grounds for revocation or suspension of a certificate exist.

**6A:9-17.7 Procedures for revoking or suspending a certificate**

(a) After review of the information received pursuant to N.J.A.C. 6A:9-17.6, the Board of Examiners shall determine by public vote whether to initiate a revocation or suspension proceeding. In those cases where the Board of Examiners moves for revocation or suspension, the Secretary, on behalf of the Board of Examiners, shall issue an order to show cause that states the specific charges that form the basis of the revocation or suspension proceeding.

(b) The certificate holder shall file an answer with the Board of Examiners no later than 30 days from the date of



mailing of the order to show cause. The answer may not generally deny the charges, but must respond specifically to each allegation.

(c) If the certificate holder does not file an answer within 30 days, the Secretary shall send a second notice affording an additional response time of 15 days from the date of mailing of the second notice. The second notice shall also advise the certificate holder that, should the Board of Examiners not receive any response within that time, the allegations against the certificate holder as set forth in the order to show cause shall be deemed admitted and that the Board of Examiners shall proceed to a decision on the allegations in the order to show cause on the basis of the evidence before it.

(d) If the certificate holder files an answer and there are material facts in dispute, the Board of Examiners shall either hear the matter directly or transmit the matter to OAL for a hearing. The hearings at OAL shall be heard in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administration Procedure Rules, N.J.A.C. 1:1.

(e) If the certificate holder files an answer and no material facts appear to be in dispute, the Secretary shall send the certificate holder a hearing notice informing him or her of the opportunity to submit written briefs, affidavits and other supporting documentation for the Board of Examiners' consideration. The certificate holder shall submit 21 copies of all response papers.

(f) After receipt of the written submissions pursuant to (e) above, the Secretary will place the matter on the Board of Examiners' agenda and notify the certificate holder of the date the Board of Examiners will consider the matter. The notice will advise the certificate holder whether his or her appearance is necessary.

(g) The Board of Examiners may transmit the matter to OAL if, after review of the written submissions, the Board of Examiners determines that there are material facts in dispute. The Board of Examiners may identify the specific issues OAL shall consider.

(h) In all cases, the Board of Examiners shall clearly articulate the findings of fact upon which its decision was based. If the Board of Examiners has decided a matter solely on the papers, it shall set forth the reasons it deemed summary decision appropriate.

(i) The Office may refuse to issue a new certificate to a certificate holder who is otherwise eligible for the additional certificate if the certificate holder is the subject of a pending action to revoke or suspend his or her certificate(s) pursuant to N.J.A.C. 6A:9-17.7.

#### **6A:9-17.8 Revoked and suspended certificates**

(a) If the Board of Examiners orders the revocation or suspension of a certificate, the holder shall surrender it to the Secretary within 20 days after mailing of the revocation or suspension order.

(b) After the Board of Examiners has revoked or suspended a certificate, the Secretary shall notify:

1. The 50 states and territories and other such agencies that are part of the Interstate Certification Project;
2. The county superintendents of schools;
3. Appropriate governmental pension and annuity funds, or retirement services;
4. The chief school administrator in the employing district; and
5. Any other agency or entity as may be required.

(c) The Board of Examiners may reinstate a suspended certificate at the end of the suspension period, provided that the certificate holder has met all conditions that the Board of Examiners established.

#### **6A:9-17.9 Suspension of certificates for failure to give notice of intention to resign**

(a) A teacher employed by a district board of education who, without the consent of the board, ceases to perform his or her duties prior to the expiration of the employment, shall be deemed guilty of unprofessional conduct.

(b) The Commissioner may, upon receiving notice of the fact, suspend the certificate for a period not to exceed one year.

(c) Appeal of the Commissioner's decisions pursuant to this section shall be to the State Board in accord with N.J.A.C. 6A:4.

#### **6A:9-17.10 Application for certification after revocation**

(a) A certificate that has been revoked for any of the grounds set forth in this chapter shall not be reinstated. An individual who has had a certificate revoked may file an application for a new certificate with the Board of Examiners.

(b) The Board of Examiners shall not issue a new certificate to a candidate whose certificate(s) has been revoked unless the following conditions are met:

1. The candidate shall satisfy all criteria for the issuance of the certificate that are in effect at the time of the application for the new certificate;
2. At least four years shall have passed since the effective date of the revocation of the previous certificate;