

(b) If such approval is given by the Commissioner of Education, it shall be of three months' duration, and may be renewed by him or her upon application for a period of three months at a time. Consideration of said request shall be made on a case-by-case basis. If the acting status of said individual is to extend beyond a year, no such permission can be given except upon recommendation of the Commissioner of Education to the State Board of Education that the application of the district board of education be granted.

SUBCHAPTER 13. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS

Authority

N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-7, 18A:6-34, 18A:6-38 and 18A:26-10.

Source and Effective Date

R.1998 d.293, effective June 1, 1998.
See: 30 N.J.R. 894(a), 30 N.J.R. 2079(a).

6:11-13.1 General provisions

(a) The purpose of this subchapter is to govern the implementation of required professional development for active teachers. The rules define the categories of school personnel affected; the amount of required professional development and the period provided for fulfilling the requirement; the schedule by which the requirement is to be implemented; the procedures for review and approval of continuing professional development and/or inservice; professional responsibility for fulfilling the requirement; and the manner in which the requirement shall be monitored.

(b) These rules affect all active teaching staff members employed as of January 2000 whose positions require possession of the instructional or educational services licenses in accordance with N.J.A.C. 6:11-6, 10 and 11. The requirement for continuing professional development and/or inservice for active teachers shall take effect beginning in January 2000.

(c) These rules apply to all district boards of education, charter schools, and non-public schools whose staff hold positions which require the possession of the instructional or educational services licenses. Hereinafter in this subchapter when the term district board of education is used it means and includes district boards of education, charter school boards of trustees and applicable non-public school governing bodies. In addition, the term district administrator means and includes district board of education administrator, charter school administrator and applicable non-public school administrator.

Amended by R.1998 d.500, effective October 5, 1998.
See: 30 N.J.R. 2330(a), 30 N.J.R. 3642(a).

In (b), changed N.J.A.C. references.

6:11-13.2 Amount, duration and content of required continuing professional development

(a) Each active teacher shall be required to complete 100 clock hours of State-approved continuing professional development and/or inservice every five years. The initial five-year period shall extend from January 2000 to January 2005.

(b) The content of each teacher's continuing education shall be specified in a Professional Improvement Plan or in the evaluation process of applicable non-public schools that:

1. Meets common State standards for continuing education established by the Commissioner of Education; and

2. Is developed in accordance with N.J.A.C. 6:3-4.1 through 4.3 to meet the needs of the individual teacher in the context of his or her job.

(c) Common standards for the content of State-required continuing education shall emphasize, but not be limited to, knowledge and skills essential to achieve the Core Curriculum Content Standards, as they have been adopted by the State Board of Education.

(d) The 100-hour requirement may be satisfied through a combination of various State-approved experiences, as recommended by the Professional Teaching Standards Board (N.J.A.C. 6:11-13.4) and approved by the Commissioner of Education. Those experiences may include: formal courses and conferences sponsored by colleges, district boards of education, professional associations, training organizations or other entities approved by the Commissioner. Part or all of the 100-hour requirement may be satisfied through an inservice program which has been approved by the County Professional Development Board under standards established by the Commissioner based on the recommendations of the Professional Teaching Standards Board. Completion of each actual hour of inservice training shall satisfy one hour of State-required continuing education.

6:11-13.3 Procedures for review and approval of continuing education

(a) There shall be established within the Department of Education a Professional Standards Board comprised of 19 members including: 10 teachers; two college representatives, at least one of which represents a teacher education program; three district administrators; two members of local boards of education; and two members of the general public. The members shall be appointed by the Commissioner with the approval of the State Board. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be reappointed up to three times. The Commissioner shall solicit nominations from the major professional associations for the respective members. The Commissioner or his or her designee shall serve ex-officio on the board.

(b) With regard to State required continuing education, the Professional Standards Board shall:

1. Develop and recommend to the Commissioner implementation procedures, standards and/or criteria and a schedule of implementation for the regulations.

2. Advise the Commissioner of Education, based on research and surveys of practicing professionals, concerning common standards to assure that required continuing education experiences are challenging and meaningful to teachers and relevant to the task of enabling students to achieve high academic standards;

3. Disseminate requests for professional development proposals to potential providers;

4. Review and recommend to the Commissioner approval/nonapproval of all providers and/or program offerings proposed by affiliated groups, professional teaching associations, colleges and universities, professional development schools, and other nondistrict providers based on established criteria developed by the Professional Teaching Standards Board and approved by the Commissioner of Education;

5. Disseminate a list of all approved providers to district boards of education;

6. Establish standards and criteria for review and approval of inservice and other continuing education programs of district boards of education and other professional development opportunities for teachers including instructorships in professional development schools and colleges, curriculum development activities, and sabbaticals; and

7. Maintain a Statewide list of approved trainers for inservice efforts.

(c) There shall be established a County Professional Development Board in each county of the State. The board shall be comprised of 15 members from the respective county appointed by the Commissioner at the recommendation of the county superintendent of schools. Such members shall include seven active teachers, two college representatives, two district administrators, two school board members, two members of the general public and the county superintendent as a nonvoting member. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be reappointed up to three times.

1. In developing recommendations for the Commissioner's consideration the county superintendent shall solicit nominations from the county education association affiliate, local colleges, and associations that represent district administrators and school boards for their respective members; and

2. The County Professional Development Board shall have the delegated authority of the Commissioner to review and approve the inservice professional development programs of district boards of education under standards established by the Commissioner on the recommendation of the State Professional Teaching Standards Board.

(d) District boards of education shall be required to establish a Professional Development Committee comprised of four teachers, elected by the district board of education instructional and educational services staff through their majority representative, and two administrative staff appointed by the chief school administrator. Pursuant to (b)1 above, such teacher elections and administrative appointments shall comply with such procedures, standards and/or criteria developed by the Professional Teaching Standards Board and approved by the Commissioner. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be reappointed up to three times. Charter schools and applicable non-public schools shall have proportional representation.

1. The Committee shall be empowered to work in conjunction with the chief school administrator, with input from parents, community members and local business leaders, to assess inservice needs and professional development opportunities and to plan and implement professional development programs in accordance with the standards recommended by the State Professional Teaching Standards Board and approved by the Commissioner. Plans developed by the local Professional Development Committee shall be presented to the County Professional Development Board and then to the district board of education for approval based on the committee's recommendations.

Amended by R.1998 d.500, effective October 5, 1998.

See: 30 N.J.R. 2330(a), 30 N.J.R. 3642(a).

In (b)1, inserted "implementation procedures, standards and/or criteria and" following "Commissioner"; in (c), deleted "for a term of two years" at the end of the second sentence and added the fourth and fifth sentences; and in (d), substituted the second through fifth sentences for a former second sentence.

6:11-13.4 Compliance, enforcement and assistance

(a) The 100 hours of approved professional development and/or inservice shall be legally binding and it shall be each active individual teacher's responsibility in conjunction with district board of education policies to take whatever steps are necessary in order to meet the requirement.

(b) In addition to enforcing the 100-hour requirement, the State and employing district board of education shall actively assist and support a teacher's efforts to meet the requirement. Specifically, it is the responsibility of the local supervisor and district administrator through the Professional Improvement Plan process or applicable non-public school evaluation process to monitor the teacher's efforts continuously through progressive supervision where the teacher's progress is inadequate.

6:11-13.5 Monitoring responsibility

(a) To ensure that enforcement of the 100-hour requirement reflects a policy of continuous monitoring, constructive support and timely intervention, the requirements for continuing education of active teachers shall also provide that:

1. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five-year period, the district administration shall take appropriate remedial action applying sound and accepted principles of progressive supervision as well as by using existing laws and rules to the fullest extent.

2. The district administration shall be required to provide recognition of each teacher's fulfillment of the continuing education requirement. Following the first five-year cycle beginning in January 2000, the district administration shall be required to report annually to the Department of Education all instances of noncompliance and a description of actions taken to address them.

3. The Department of Education, under advisement of the Professional Teaching Standards Board, shall monitor, assess and analyze the various continuing education/professional development and/or inservice activities for their effectiveness in meeting the needs of the State, local boards of education and individual teachers. Based on the review of the Professional Teaching Standards Board, the Department of Education shall prepare an annual report for the State Board of Education. "Annual report" means a report providing information concerning the implementation of all the preceding sections of this subchapter including those concerning the amount, duration and content of required continuing professional development; review and approval of continuing education; compliance, enforcement and assistance; monitoring responsibility; and the future role of the Professional Teaching Standards Board.

4. District self-evaluation programs shall be initiated under the direction of each County Professional Development Board so that there is a constant dialogue between and among all those with a stake in the professional development of and/or inservice for teachers. This pro-

cess shall be overseen and coordinated by the county superintendent of schools.

5. In June 2001, the Commissioner of Education shall submit a progress report to the State Board of Education to address implementation issues including funding and compliance, as well as any other issues that might arise.

Amended by R.1998 d.500, effective October 5, 1998.

See: 30 N.J.R. 2330(a), 30 N.J.R. 3642(a).

In (a), added a third sentence in 3, and added 5.

6:11-13.6 Future role(s) of Professional Teaching Standards Board to create standards of professional conduct and performance

(a) In addition to performing its regulatory role in recommending specific standards for the 100-hour continuing education program requirement, the Professional Teaching Standards Board shall define within five years of its first meeting an affirmative, additional independent role for the board in establishing and advocating broader standards of professional performance and conduct.

(b) Such standards shall embody those ideals which the teaching profession publicly advocates and to which it subscribes, above and beyond those minimum requirements that government establishes to protect the public.

(c) In general, the Board shall define its role to include, but not necessarily be limited to, the following:

1. Establishing and advocating nonmandated standards of effective and ethical practice;

2. Gathering and disseminating information on exemplary practice;

3. Recognizing individual teachers who exemplify the board's standards, as well as exemplary schools and districts;

4. Providing nonbinding notices of noncompliance to individual districts and professionals who do not meet standards; and

5. Where necessary, referring to the State any such instances of noncompliance where there may be cause for State action.