

CHAPTER 9

PROFESSIONAL LICENSURE AND STANDARDS

Authority

N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-34,
18A:6-38, 18A:26-2.7, and 18A:26-10.

Source and Effective Date

R.2009 d.24, effective December 10, 2008.
See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

Chapter Expiration Date

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

Chapter Historical Note

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

Subchapter 7, Paraprofessional Approval, was repealed by R.2005 d.298, effective September 6, 2005.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

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

Chapter 9, Professional Licensure and Standards, was readopted as R.2009 d.24, effective December 10, 2008. See: Source and Effective Date. See, also, section annotations.

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

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

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for Teachers and School Leaders; and Subchapter 16, Required Professional Development for School Leaders, was repealed and Subchapter 16, Other Alternate-Route Programs for Documented Areas of Teacher Shortage, was adopted as new rules by R.2013 d.091, effective July 1, 2013.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

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SUBCHAPTER 18. (RESERVED)

transportation, manufacturing and construction technologies. A technology education endorsement does not provide an endorsement to teach educational technology and/or computer and information skills.

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

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

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

Rewrote “Vocational-technical education”.

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

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

Added “Technology discipline major”.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Case Notes

Initial Decision (2008 N.J. AGEN LEXIS 118) adopted, which concluded that petitioner, an acknowledged recipient of a bona fide bache-

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

SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS

6A:9-3.1 Purpose

(a) The Professional Standards for Teachers 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;

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

(4) The negative impact of bias, prejudice and discrimination on students and society.

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.

i. Teachers know and understand:

(1) How to plan instruction based on students' needs, developmental progress and prior knowledge;

(2) Available and appropriate resources and materials for instructional planning;

(3) Techniques for modifying instructional methods, materials and the environment to help all students learn; and

(4) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

ii. Teachers value and are committed to the development of students' critical thinking, independent problem solving and performance capabilities.

iii. Teachers engage in activities to:

(1) Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;

(2) Plan instruction based on knowledge of classroom, school and community culture;

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

(4) Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;

(5) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;

(6) Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and

(7) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

5. Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

i. Teachers know and understand:

(1) The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and

(2) Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

ii. Teachers value and are committed to the belief that students' strengths are the basis for growth and their errors are opportunities for learning.

iii. Teachers engage in activities to:

(1) Analyze student performance using multiple sources of data, and to modify future plans and

instructional techniques that promote desired student learning outcomes;

(2) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;

(3) Accurately document and report assessment data and ongoing student data to parents and professional staff; and

(4) Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

6. Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

i. Teachers know and understand:

(1) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;

(2) How the classroom environment influences learning and promotes positive behavior for all students; and

(3) How classroom participation supports student commitment.

ii. Teachers value and are committed to:

(1) The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;

(2) Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and

(3) The expression and use of democratic values in the classroom.

iii. Teachers engage in activities to:

(1) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;

(2) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;

(3) Create a positive classroom climate which is socially, emotionally and physically safe;

(4) Establish and maintain appropriate standards of behavior;

(5) Use instructional time effectively; and

(6) Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

7. Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

i. Teachers know and understand:

(1) How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program;

(2) Available resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities; and

(3) The characteristics of students with special needs.

ii. Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.

iii. Teachers engage in activities to:

(1) Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;

(2) Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;

(3) Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology;

(4) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships; and

(5) Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.

8. Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

i. Teachers know and understand the power of communication in the teaching and learning process.

ii. Teachers value and are committed to:

(1) Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and

(2) Being a thoughtful and responsive listener.

iii. Teachers engage in activities to:

(1) Communicate clearly in English, using precise language and appropriate oral and written expressions;

(2) Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;

(3) Use effective verbal and nonverbal techniques which foster individual and collective inquiry;

(4) Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and

(5) Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

9. Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

i. Teachers know and understand:

(1) The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;

(2) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and

(3) How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

ii. Teachers value and are committed to:

(1) Recognizing the role of parents, guardians and other family members as a child's primary teacher;

(2) Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and

(3) Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

iii. Teachers engage in activities to:

(1) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;

(2) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and

(3) Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

10. Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

ii. Teachers value and are committed to:

(1) Refining practices that address the needs of all students and the school community;

(2) Professional reflection, assessment and learning as an ongoing process; and

(3) Collaboration with colleagues to give and receive help.

iii. Teachers engage in activities to:

(1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;

(2) Learn through professional education organizations; and

(3) Make the entire school a productive learning climate through participation in collegial activities.

11. Standard Eleven: Professional Responsibility. Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

i. Teachers know and understand:

(1) Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and

(2) Strategies to foster professional and productive relationships with students and colleagues.

ii. Teachers value and are committed to:

(1) Recognizing that an educator's actions reflect on the status and substance of the profession;

(2) Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;

(3) Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and

(4) Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

iii. Teachers engage in activities to:

(1) Promote aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;

(2) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by Federal and/or state statutes or accepted professional practice;

(3) Maintain professional relationships with students and colleagues;

(4) Provide access to various points of view without deliberate distortion of subject matter; and

(5) Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

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

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

In (a), added 3i(4).

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

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

In (a)7i(1), deleted "and" from the end; in (a)7i(2), inserted "for instruction and methods of teaching"; substituted "for" for "to" following "techniques" and inserted "including students with autism and other developmental disabilities; and"; added (a)7i(3); in (a)7iii(3), inserted "through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology"; in (a)7iii(4), inserted "and inclusive educational practices and collaborative partnerships"; and added (a)11.

Case Notes

Initial Decision (2008 N.J. AGEN 774) adopted, which determined that a fifth-grade teacher's performance, even after notice of the charges and assistance and opportunities to improve, was deficient and inefficient as charged so that the teacher should be dismissed and removed from employment. The teacher demonstrated a pattern of carelessness, a lack of dedication, and inefficiency in his teaching, failed to establish and maintain an orderly and supportive learning environment for his class, and continued to refuse and/or fail to efficiently comply with schedules, content, methods, and pacing, and to provide documentation prescribed for instruction and for evaluation of student performance pursuant to the New Jersey Professional Standards for Teachers, N.J.A.C. 6A:9-3.3, and the Core Curriculum Content Standards of N.J.A.C. 6A:8-1.1. In re Tenure Hearing of Jones, OAL Dkt. No. EDU 2152-07, 2008 N.J. AGEN LEXIS 1181, Final Decision (September 29, 2008).

6A:9-3.4 Professional standards for school leaders

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

1. Standard One: School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

i. Administrators have knowledge and understanding of:

- (1) Learning goals in a pluralistic society;
- (2) The principles of developing and implementing strategic plans;
- (3) Systems theory;
- (4) Information sources, data collection and data analysis strategies;
- (5) Effective communication; and
- (6) Effective consensus-building and negotiation skills.

ii. Administrators believe in, value and are committed to:

- (1) The educability of all;
- (2) A school vision of high standards of learning;
- (3) Continuous school improvement;
- (4) The inclusion of all members of the school community;

(5) Ensuring that students have the knowledge, skills and values needed to become successful adults;

(6) A willingness to continuously examine one's own assumptions, beliefs and practices; and

(7) Doing the work required for high levels of personal and organization performance.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) The vision and mission of the school are effectively communicated to staff, parents, students and community members;

(2) The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities;

(3) The core beliefs of the school vision are modeled for all stakeholders;

(4) The vision is developed with and among stakeholders;

(5) The contributions of school community members to the realization of the vision are recognized and celebrated;

(6) Progress toward the vision and mission is communicated to all stakeholders;

(7) The school community is involved in school improvement efforts;

(8) The vision shapes the educational programs, plans and actions;

(9) An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;

(10) Assessment data related to student learning are used to develop the school vision and goals;

(11) Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;

(12) Barriers to achieving the vision are identified, clarified and addressed;

(13) Needed resources are sought and obtained to support the implementation of the school mission and goals;

(14) Existing resources are used in support of the school vision and goals; and

(15) The vision, mission and implementation plans are regularly monitored, evaluated, and revised.

2. Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

i. Administrators have knowledge and understanding of:

(1) Student growth and development;

(2) Applied learning theories;

(3) Applied motivational theories;

(4) Curriculum design, implementation, evaluation and refinement;

(5) Principles of effective instruction;

(6) Measurement, evaluation and assessment strategies;

(7) Diversity and its meaning for educational programs;

(8) Adult learning and professional development models;

(9) The change process for systems, organizations and individuals;

(10) The role of technology in promoting student learning and professional growth; and

(11) School cultures.

ii. Administrators believe in, value and are committed to:

(1) Student learning as the fundamental purpose of schooling;

(2) The proposition that all students can learn;

(3) The variety of ways in which students can learn;

(4) Life-long learning for self and others;

(5) Professional development as an integral part of school improvement;

(6) The benefits that diversity brings to the school community;

(7) A safe and supportive learning environment; and

(8) Preparing students to be contributing members of society.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) All individuals are treated with fairness, dignity and respect;

(2) Professional development promotes a focus on student learning consistent with the school vision and goals;

(3) Students and staff feel valued and important;

(4) The responsibilities and contributions of each individual are acknowledged;

(5) Barriers to student learning are identified, clarified and addressed;

(6) Diversity is considered in developing learning experiences;

(7) Life-long learning is encouraged and modeled;

(8) There is a culture of high expectations for self, student and staff performance;

(9) Technologies are used in teaching and learning;

(10) Student and staff accomplishments are recognized and celebrated;

(11) Multiple opportunities to learn are available to all students;

(g) A candidate who has graduated from a regionally accredited college or university that does not award grades and does not calculate GPAs shall be exempt from the requirements in (a)2 above.

1. Upon application, the candidate shall provide the Office with an original registrar's letter from the college or university bearing the college or university seal and clarifying the institution's policy regarding GPAs.

2. The candidate shall satisfy all other requirements for certification, without exception.

(h) Any student matriculated in an approved in-State or out-of-State teacher education program prior to October 31, 2009 shall not be subject to (a)3 and 4 and (b) above if he or she graduates on or before January 31, 2013.

Amended by R.2004 d.416, effective November 1, 2004.

See: 36 N.J.R. 3237(a), 36 N.J.R. 4927(b).

Added (d) and (e).

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

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

In (a)3, added the second sentence in the introductory paragraph and added i.

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

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

Made two stylistic changes in (a)2; deleted "who graduates on or after September 1, 2004"; and added (f) and (g).

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

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

In (a)2, inserted the last sentence; and in (a)3, inserted "a major in the subject area or".

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

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

In the introductory paragraph of (a), inserted "and (b) below"; in (a)2, substituted "in any year" for the second occurrence of "2004" and "of that same year" for the fourth and last occurrences of "2004", and deleted the third occurrence of "2004"; in (a)3, substituted "Until October 30, 2009, for" for "For"; added new (a)4; recodified former (a)4 and (a)5 as (a)6 and (a)7; added new (b); recodified former (b) through (f) as (c) through (g); deleted former (g); and added (h).

Amended by R.2010 d.294, effective December 20, 2010.

See: 42 N.J.R. 1654(a), 42 N.J.R. 3058(b).

Deleted (a)3; recodified (a)4 through (a)7 as (a)3 through (a)6; rewrote the introductory paragraph of (a)3; in (a)3i, inserted "as documented by the official transcript of a regionally accredited four-year college or university"; in (a)3iii, inserted "as documented by the official transcript of a regionally accredited college or university" and "as documented by the official transcript of a four-year, regionally accredited college or university", and deleted a comma following "senior"; in (a)4, deleted a comma following "Standards" and "four-year" following "accredited"; in the introductory paragraph of (b), inserted a comma following "2009"; in (b)3, deleted "four-year" following "accredited"; and in (b)4, deleted a comma following "standards" and "four-year" following "accredited".

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

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

Rewrote the section.

Administrative correction.

See: 45 N.J.R. 2033(a).

Case Notes

Board's decision to deny petitioner's application for certification was not arbitrary, capricious, or unreasonable where the Board properly exercised its discretion to deny certification in the absence of a recommendation for certification from a preparing institution and was under no obligation to issue a certificate to the petitioner absent a recommendation from a preparing institution; petitioner did not complete a State-approved post-baccalaureate program, nor did she obtain a recommenda-

tion from an accredited institution. *Glennon v. N.J. State Bd. of Examiners*, OAL Dkt. No. EDU 7419-07, 2009 N.J. AGEN LEXIS 745, Final Decision (September 18, 2009).

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

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;

2. Obtain and accept an offer of employment in a position that requires instructional certification; and

3. Be registered in a State-approved district training program upon employment and in accordance with N.J.A.C. 6A:9-8.3.

(b) The effective date of provisional certificate issuance is the date on which the holder of a CE or CEAS begins employment with the district board of education in a certificated position in accordance with N.J.S.A. 18A:26-2 and 18A:27-4a.

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

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

In (a)1, deleted "and" from the end; in (a)2, substituted "and" for the period at the end; and added (a)3 and (b).

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

(a) Each district board of education shall be authorized to employ a holder of a CE or CEAS 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. On-going mentoring of the provisional teacher who holds a CEAS shall take place over a period of 30 weeks or proportionally longer if the provisional teacher holds a part-time teaching position 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.

2. The building principal or an appropriately certified school administrative designee shall observe and formally

evaluate the provisional teacher in accordance with N.J.A.C. 6A:9-8.6 and 8.7.

3. Except for (b)4 and 5 below, a minimum of 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 and 2 above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(c).

4. For provisional teachers who are holders of a career and technical education CE, a minimum of 200 hours of formal instruction in a State-approved career and technical education professional education program that is aligned with the Professional Standards for Teachers and that includes the essential knowledge and skills regarding the delivery of career and technical education programs shall be completed concurrently with the requirements of (b)1 and 2 above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(b).

5. For provisional teachers who are holders of an elementary school (K-6 and N-8) CE, a minimum of 290 hours of formal instruction over two years in a State-approved program of formal instruction that is aligned with the Professional Standards for Teachers shall be completed. This instruction must include a minimum of 45 hours of study in the teaching of language arts/literacy at the K-6 level and a minimum of 45 hours of study in teaching mathematics at the K-6 level. Provisional teachers holding an elementary school (K-6 or N-8) CE may be exempted from completing 45 hours of study in the teaching of language arts/literacy at the K-6 level, as well as from completing 45 hours of study in the teaching of mathematics at the K-6 level if:

i. For each area of study, they have completed 45 hours of study in that area as documented by a Department-approved provider or through equivalent coursework on the transcript of a regionally accredited college or university; or

ii. For each area of study, they document the equivalent of at least one year of successful experience as a full-time teacher during which the subject area is regularly taught, among the other subjects for which a K-6 teacher would be responsible. This experience must take place within the three years prior to receiving their certificate of eligibility and documented by submitting a completed, original form provided by the Office.

(c) School districts or consortia of school districts, in conjunction with a college or university, shall provide formal instruction to the provisional teachers they employ pursuant to (b)3 above. The school 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 school district or

consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The school district or consortium's written plan shall include documentation of its efforts to secure college or university participation.

(d) School districts unable to provide formal instruction to provisional teachers in their employ shall provide access to formal instruction through a network of Department-authorized providers.

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

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

Rewrote the first, second and last sentences in (b)1.

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

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

In (a), substituted "holder of a CE or CEAS" for "provisional teacher"; in (b)1, inserted "or 90 hours", substituted "in preparation for" for "shall take place prior to the time at which", "to take" for "takes" and "professional support and instruction" for "pre-professional support, instruction and clinical experiences and study"; in (b)2, inserted "or proportionally longer if the provisional teacher holds a part-time teaching position"; in (b)3, substituted "administrative designee" for "administrator"; in (b)4, substituted "A minimum of" for "Approximately" and updated the N.J.A.C. reference; in (d), substituted "providers" for "regional training centers"; and deleted (e).

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

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

Deleted former (b)1; recodified former (b)2 through (b)4 as (b)1 through (b)3; in (b)3, substituted "Except for (b)4 and 5 below, a" for "A" and updated the N.J.A.C. reference; and added (b)4 and (b)5.

Administrative correction.

See: 42 N.J.R. 936(a).

Amended by R.2010 d.294, effective December 20, 2010.

See: 42 N.J.R. 1654(a), 42 N.J.R. 3058(b).

In (b)5i, deleted "four-year" following "accredited".

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

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

Rewrote the section.

6A:9-8.4 Requirements for local mentor plan

(a) All novice teachers are required to participate in a mentoring program that takes place over a period of 30 weeks for provisional teachers holding a CEAS and 34 weeks for provisional teachers holding a CE. Provisional teachers shall participate for a proportionally longer period of time if in a part-time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the school principal, and conducted within the parameters of a school district's local mentor plan and the requirements of N.J.A.C. 6A:9-8.3.

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 to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year. The employing school district may at its discretion pay the cost of mentoring fees.

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

(b) All district boards of education that employ novice teachers in positions requiring the possession of instructional

certificates shall comply with the provisions of this subchapter and shall ensure the following:

1. That rigorous mentoring shall be 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 each novice teacher is assigned a mentor at the beginning of the contracted teaching assignment;

3. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher over the course of 30 weeks or proportionally longer if the novice teacher holds a part-time teaching assignment; and

4. That the school district superintendent develops a local mentor plan.

(c) The school district superintendent shall ensure the development of a local mentor plan as follows:

1. The superintendent in each school district shall develop a local mentor plan that includes:

i. Goals that, at a minimum, enhance teacher knowledge of and strategies related to the CCCS 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;

viii. Provisions for the use of State funds; and

ix. Criteria and guidelines for the 20-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1.

2. The school district superintendent shall submit the local mentor plan to the district board of education for initial approval.

3. The local professional development committee shall submit the addendum for the 20-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1 to the district board of education for initial approval and to the county superintendent for final approval.

4. After plan review, the district board of education shall submit the plan to the executive county super-

intendent for final review and approval. The executive county superintendent shall notify the Department of plan approval.

5. Every three years, the local mentor plan shall be revised and resubmitted to the executive county superintendent based on program evaluation.

(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 to serve as a mentor teacher;

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

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

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

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

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

viii. The mentor teacher applicant 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 mentor teacher applicant agrees to complete a comprehensive mentor training program.

2. Annually, the district board of education shall submit to the Department a report on the effectiveness of the local mentor plan. 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.

(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.

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

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

Rewrote (a); in (d), added (1) in li, substituted "The mentor teacher applicant" for "The teacher" at the beginning of ii through ix.

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

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

Rewrote (a); substituted "rigorous mentoring shall be" for "rigorous one-year mentoring is" in (b)1; added (c)lix and made related stylistic changes; recodified (c)3 as (c)4, added (c)3; deleted "or retired teacher or administrator" in (d)1i; and deleted (d)1i(1).

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

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

In the introductory paragraph of (a), inserted the second sentence; added new (b)2; recodified former (b)2 through (b)4 as (b)3 through (b)5; in (b)3, inserted "over the course of 30 weeks or proportionally longer if the novice teacher holds a part-time teaching assignment"; in (c)2, inserted "initial"; rewrote (c)4; and added (c)5.

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

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

Rewrote the section.

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. Performance evaluations for career and technical education teachers shall also include career and technical education knowledge and skills.

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.

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

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

In the introductory paragraph of (a), inserted the last sentence.

Case Notes

Initial Decision (2008 N.J. AGEN LEXIS 171) adopted, which rejected petitioner's contention that a board of education is limited in the number and timing of the evaluations that may be conducted of an alternate route teacher for purposes of evaluating whether to renew the teacher's employment; the regulations do not purport to limit a board of education's right and duty to conduct evaluations of its non-tenured teaching staff members. *El-Hewie v. Bd. of Educ. of Bergen County Vocational School Dist.*, OAL Dkt. No. EDU 7673-06, Commissioner's Decision (April 10, 2008).

Initial Decision (2008 N.J. AGEN LEXIS 171) adopted, which found that the failure to originally designate a formal mentor for an alternate

route teacher was not grounds for reinstatement, and the credible evidence demonstrated substantial efforts on the part of the district to provide the teacher with assistance and mentoring; a board of education's failure to strictly comply with the evaluation or training program requirements is not grounds for the reinstatement of a provisional teacher whose employment is not renewed. *El-Hewie v. Bd. of Educ. of Bergen County Vocational School Dist.*, OAL Dkt. No. EDU 7673-06, Commissioner's Decision (April 10, 2008).

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 directly to the Secretary the final evaluation.

(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. A second rating of "insufficient" shall be deemed a "disapproved" in accord with (b)3 below; 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.

Amended by R.2006 d.170, effective May 15, 2006.
See: 37 N.J.R. 4612(a), 38 N.J.R. 2126(a).

Added the last sentence to (b)2.

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

In (a), inserted "directly to the Secretary" preceding "the final" and deleted "directly to the Secretary that shall contain a recommendation regarding standard certification for each provisional teacher" following "evaluation".

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 and 8.3(b)3. This provision does not apply to holders of the Teacher of Military Science endorsement.

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

(d) A candidate who holds the Meritorious New Teacher Candidate (MNTC) designation and the corresponding out-of-State license or certificate shall be eligible for the standard certification in the MNTC designated field without additional requirements. The MNTC designation, offered through the American Association of Colleges for Teacher Education (AACTE), is designed to recognize and reward exceptionally well-prepared new teachers. Similar to National Board Certification, this designation is one of professional accomplishment for prospective teachers who excelled at every phase of preparation and demonstrated a deep commitment to high expectations for all children.

Amended by R.2006 d.170, effective May 15, 2006.
See: 37 N.J.R. 4612(a), 38 N.J.R. 2126(a).

In (b), inserted "and 8.3(b)4" at the end of first sentence and rewrote the second sentence; in (c), deleted the last two sentences; recodified (d) and (e) as (e) and (f), added (d), and changed internal reference.

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

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

In (c) and (d), inserted the last sentence; added new (f); and recodified former (f) as (g).

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

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

In (g)4, substituted "(g)3" for "(f)3".

Amended by R.2009 d.365, effective December 7, 2009.

See: 41 N.J.R. 2529(a), 41 N.J.R. 4433(d).

Added (h).

Amended by R.2011 d.053, effective February 7, 2011.

See: 42 N.J.R. 1947(a), 43 N.J.R. 282(b).

Deleted former (c), (d), (g) and (h); and recodified former (e) and (f) as (c) and (d).

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

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

In (b), substituted "3, and 4 and 8.3(b)3" for "3 and 4 and 8.3(b)4"; and in (c), deleted "out-of-State" preceding the first occurrence of "certificate".

6A:9-8.9 Requirements for interstate reciprocity

(a) Notwithstanding any other provision of this subchapter, any applicant for instructional certification who presents a valid instructional certificate issued by any other state shall, upon payment of the appropriate fee, be issued a New Jersey instructional certificate for the equivalent and currently-issued New Jersey grade-level or subject endorsement and certificate level covered by this subchapter, that is, a New Jersey CE, CEAS, or standard certificate. If there is no equivalent current New Jersey endorsement, then the provisions of N.J.A.C. 6A:9-8.1 through 8.8 shall apply to the applicant. There are two limitations to this rule:

1. If New Jersey has an equivalent endorsement with required subject matter test for the applicant's endorsement, the applicant shall have passed a state subject-matter test to receive his or her out-of-State endorsement or else must pass the appropriate New Jersey subject-matter test; and

2. Candidates who have not taught successfully for three years under their out-of-State certificate shall be required to meet the New Jersey GPA requirement. Successful teaching experience shall be documented by a letter of experience from the applicant's supervisor or authorized district representative.

New Rule, R.2011 d.053, effective February 7, 2011.

See: 42 N.J.R. 1947(a), 43 N.J.R. 282(b).

Former N.J.A.C. 6A:9-8.9, Mentoring and evaluation by approved agencies, recodified to N.J.A.C. 6A:9-8.10.

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

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

In (a), substituted "grade-level" for "grade level" and "CE, CEAS," for "certificate of eligibility, certificate of eligibility with advanced standing,"; and in (a)1, substituted "subject-matter" for the second occurrence of "subject matter".

6A:9-8.10 Mentoring and evaluation by approved agencies

An approved agency and its designated staff shall be authorized to provide the services, evaluations, and recommendations specified within N.J.A.C. 6A:9-8.5 through 8.7 for provisional Teachers of Supplemental Instruction in Reading and Mathematics, Grades K-8 in their employ.

New Rule, R.2009 d.24, effective January 5, 2009.

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

Recodified from N.J.A.C. 6A:9-8.9 by R.2011 d.053, effective February 7, 2011.

See: 42 N.J.R. 1947(a), 43 N.J.R. 282(b).

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

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

Substituted "K-8" for "K-12".

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 school teacher endorsement is valid in grades kindergarten through six. Any holder of the former teacher of elementary school grades K-5 endorsement now shall be authorized to teach kindergarten through grade six;

ii. The elementary school teacher with subject matter specialization endorsement is valid in grades five through eight;

iii. The preschool through grade three endorsement is valid in preschool through grade three; and

iv. The teacher of supplementary instruction in reading and mathematics, grades K-8 is valid in grades kindergarten through eight.

2. Teachers with English endorsements, who taught reading prior to February 1976, may continue to teach in the same assignment.

3. Teachers with elementary school endorsements valid in grades nursery through eight issued no later than March 1, 2008, may teach in grades nursery through eight in any employing school district, subject to the qualification for teaching three- and four-year-old children in N.J.A.C. 6A:9-11.1(h). These teachers must demonstrate to the school district that they have content knowledge appropriate to the subject(s) taught. All elementary school teachers certified to teach in grades kindergarten through five after January 20, 2004, and 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 holding the teacher of the blind or partially sighted, teacher of the deaf or hard of hearing and/or the teacher of handicapped endorsements issued prior to September 1, 2008 may 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 career and 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 on the Department's website.

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

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

In (a), rewrote 3 and substituted "issued prior to September 1, 2008 may teach students" for "issued prior to January 20, 2004 may continue to teach students" in 4.

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

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

Rewrote (a)1i; recodified (a)1ii. as (a)1iii.; added (a)1ii; made a stylistic change in (a)1iii.; in (a)3, substituted "no later than March 1, 2008" for "prior to September 1, 2007" and inserted "school" before "district" two times; and rewrote (a)4.

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

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

In (a)1ii, deleted "and" from the end; in (a)1iii, substituted "; and" for a period at the end; added (a)1iv; and in (a)6, substituted "career and technical" for "vocational-technical".

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

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

Rewrote the section.