

**CHAPTER 9C**

**PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF MEMBERS AND SCHOOL LEADERS**

**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 9C, Professional Development for Teaching Staff Members and School Leaders, expires on December 10, 2015. See: 43 N.J.R. 1203(a).

**Chapter Historical Note**

Chapter 9C, Professional Development for Teaching Staff Members and School Leaders, was recodified from Subchapter 15, Required Professional Development for Teachers and School Leaders, of Chapter 9, Professional Licensure and Standards, by administrative change effective August 4, 2014. As part of the recodification, attendant technical changes were made to the rule text concerning cross-references and the applicability of current chapter definitions. See: 46 N.J.R. 1743(a).

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SUBCHAPTER 1. (RESERVED)

SUBCHAPTER 2. DEFINITIONS

**6A:9C-2.1 Definitions**

The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in this chapter.

SUBCHAPTER 3. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS

**6A:9C-3.1 General provisions**

(a) The purpose of this subchapter is to govern required professional development for active teachers and school leaders.

(b) These rules apply to:

1. All active teachers, defined as staff whose positions require possession of the instructional or education services certificates in accordance with N.J.A.C. 6A:9A-3 and 6A:9B-8, 10, and 12; and

2. All active school leaders serving on a permanent or interim basis whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9B-11.

(c) These rules apply to all district boards of education, charter schools, and nonpublic schools that choose to participate in the professional development requirements for teachers and school leaders outlined in this subchapter and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates. Hereinafter in this subchapter, the term district board of education includes district boards of education, charter school boards of trustees, and applicable nonpublic school governing bodies choosing to participate in the new professional development requirements for teachers outlined in the subchapter. In addition, the term district administrator includes district board of education, charter school, and applicable nonpublic administrators choosing to participate.

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), inserted the second sentence and deleted "the procedures for review and registration of professional development providers;" following "implemented;"; and in (b), substituted "teachers" for "teaching staff members employed as of September 2000 and thereafter".

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:9C-3.2 Definition of professional development**

(a) Professional development shall be comprised of professional learning opportunities aligned with student learning and educator development needs, and school, school district, and/or State improvement goals.

(b) Professional development shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the CCCS.

(c) Professional development shall include the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on:

1. Evaluating student learning needs through ongoing reviews of data on student performance; and
2. Defining a clear set of educator learning goals based on the rigorous analysis of these data.

(d) Professional learning shall incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

(e) Professional development may be supported by external expert assistance or additional activities that:

1. Address defined student and educator learning goals;
2. Advance primarily ongoing school-based professional development; and
3. Include, but are not limited to, courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit entities outside the school such as universities, educational service agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.

(f) Professional development shall align with the professional standards for teachers and school leaders in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3.

Amended by R.2008 d.7, effective January 7, 2008.  
See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

Rewrote (a); in (b), substituted "PDP" for "PIP" and updated the N.J.A.C. references; rewrote (d); and in (f), substituted "as well as collaborative learning experiences in school or district level teams" for "registered on the Professional Development Provider Registration System".

Repeal and New Rule, R.2013 d.091, effective July 1, 2013.  
See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

Section was "Amount, duration and content of required continuing professional development".

**6A:9C-3.3 Standards for professional learning**

(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;
4. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;
6. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and
7. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.

(b) The standards in (a)1 through 7 above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.

Amended by R.2008 d.7, effective January 7, 2008.  
See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

Rewrote (a)3; deleted former (a)4; recodified former (a)5 as (a)4; in (a)4, deleted "district" preceding "professional"; in (c), inserted a period following "N.J.A.C. 6A:9-3.3" and inserted "for approval and adoption"; in (d), inserted the last sentence; in (e)2, substituted a period for "; and" at the end; added (e)2i through (e)2iii; in (e)3, inserted "school"; rewrote (f); and added (h) and (i).

Repeal and New Rule, R.2013 d.091, effective July 1, 2013.  
See: 45 N.J.R. 152(a), 45 N.J.R. 1605(a).

Section was "Procedures for implementation of professional development".

**6A:9C-3.4 Requirements for individual teacher professional development planning and implementation**

(a) To meet the professional development requirement, each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be reduced by a pro rata share reflecting the use of family or medical leave.