

CHAPTER 11

PROFESSIONAL LICENSURE AND STANDARDS

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.1999 d.50, effective January 11, 1999.
See: 30 N.J.R. 3997(a), 31 N.J.R. 534(a).

Executive Order No. 66(1978) Expiration Date

Chapter 11, Professional Licensure and Standards, expires on January 11, 2004.

Chapter Historical Note

Chapter 11, Professional Licensure and Standards, was filed and became effective prior to September 1, 1969.

Subchapter 7 was repealed and a new Subchapter 7, Standards for New Jersey College Teacher Preparation Programs, was adopted by R.1982 d.269, effective August 16, 1982 (operative July 1, 1982, except for N.J.A.C. 6:11-7.1(b), which was operative September 1, 1985). See: 14 N.J.R. 456(b), 14 N.J.R. 914(a).

Pursuant to Executive Order No. 66(1978), Subchapter 4, Types of Certificates, was readopted as R.1983 d.492, effective October 20, 1983. See: 15 N.J.R. 1154(a), 15 N.J.R. 1860(b).

Pursuant to Executive Order No. 66(1978), Subchapter 11, Requirements for Educational Services Certification, was readopted as R.1984 d.432, effective October 1, 1984. See: 16 N.J.R. 1841(a), 16 N.J.R. 2523(a).

Pursuant to Executive Order No. 66(1978), Subchapter 3, Basic Certification Policies, was readopted as R.1985 d.665, effective December 12, 1985. See: 17 N.J.R. 2181(a), 18 N.J.R. 85(a).

Pursuant to Executive Order No. 66(1978), Chapter 11, Professional Licensure and Standards, was readopted as R.1990 d.510, effective September 21, 1990, and Subchapter 9, Basis for Issuance of Administrative and Supervisory Certification, was repealed and Subchapter 10, Requirements for Administrative Certification, Subchapter 11, Basis for Issuance of Educational Services Certificates, and Subchapter 12, Requirements for Educational Services Certification, were recodified as Subchapters 9 through 11 by R.1990 d.510, effective October 15, 1990. See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Pursuant to Executive Order No. 22(1994), the expiration date of Chapter 11, Professional Licensure and Standards, was extended from September 21, 1995 to March 21, 1997. See: 26 N.J.R. 3783(a), 26 N.J.R. 3942(a).

Pursuant to Executive Order No. 66(1978), Chapter 11, Professional Licensure and Standards, was readopted as R.1997 d.114, effective February 6, 1997. See: 28 N.J.R. 5128(a), 29 N.J.R. 534(a).

Subchapter 12, Acting Administrators, was adopted as R.1997 d.536, effective December 15, 1997. See: 29 N.J.R. 3919(a), 29 N.J.R. 5286(a).

Subchapter 13, Required Professional Development for Teachers, was adopted as R.1998 d.293, effective June 1, 1998. See: 30 N.J.R. 894(a), 30 N.J.R. 2079(a).

Pursuant to Executive Order No. 66(1978), Chapter 11, Professional Licensure and Standards, was readopted as R.1999 d.50, effective January 11, 1999. See: Source and Effective Date.

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SUBCHAPTER 1. DIVISION OF TEACHER PREPARATION AND CERTIFICATION

6:11-1.1 Functions

(a) The Division of Teacher Preparation and Certifica-
tion is the unit of the State Department of Education that is
responsible for:

(c) The district board of education should request, through the county superintendent's office, the Commissioner of Education's authorization or a letter of approval for the foreign teacher so employed, upon receipt of which the Commissioner of Education may issue to the said teacher a

letter certifying him or her for the period of his or her temporary service in the State as a teacher employed in an experimental program as authorized by the rules of the State Board of Education.

As amended, R.1984 d.469, eff. October 15, 1984 (operative September 1, 1985).

See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).

"district" substituted for "local". "N.J.S.A. 18A:6-7" substituted for "(18A:607)". Section recodified from 3.29.

6:11-3.23 Notice of certification deficiency regarding substitution of alternative educational background and/or experience

The Secretary of the State Board of Examiners (Secretary) shall notify all unsuccessful applicants for certification of the certification requirements lacking and of the procedures set forth in N.J.A.C. 6:11-3.24 for submitting evidence of alternative education and/or experience.

As amended, R.1976 d.14, eff. January 16, 1976.

See: 7 N.J.R. 542(a), 8 N.J.R. 62(b).

Repealed section "Appeals".

New Rule, R.1976 d.159, eff. May 25, 1976.

See: 8 N.J.R. 173(a), 8 N.J.R. 276(a).

As amended, R.1984 d.469, eff. October 15, 1984 (operative September 1, 1985).

See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).

Added "of Examiners" and "Preparation and Certification". Recodified from 3.31.

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Recodified subsections (b)-(f) upward to sections.

Case Notes

Application of criteria. *Babic v. St. Bd. of Examiners*, 1978 S.L.D. 816, *Stoolmacher v. St. Bd. of Examiners*, 1975 S.L.D. 951.

6:11-3.24 Substitution of alternative education and/or experience

(a) Any applicant lacking required preparation may provide the State Board of Examiners with evidence of alternative education and/or experience except that such education and/or experience may not be substituted for a passing score on the State certification test nor may the State Board of Examiners in any circumstances waive the test requirement.

(b) The applicant shall submit his or her request in writing to the secretary for review of substitution of alternative educational background and/or experience by the State Board of Examiners.

(c) The Secretary shall provide review procedures (see N.J.A.C. 6:11-3.25 through 3.30) to the applicant upon request.

(d) The applicant shall submit to the Secretary for review by the Board, 20 copies of information and documentation for consideration of substitution of alternative educational background and/or experience.

Amended by R.1985 d.665, effective January 6, 1986.

See: 17 N.J.R. 2181(a), 18 N.J.R. 85(a).

(b) substantially amended.

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Recodified from N.J.A.C. 6:11-3.23(b); added submission requirements.

6:11-3.25 Review of alternative education and/or experience by State Board of Examiners

(a) The Secretary shall review information submitted by the applicant for sufficiency and transmit it to the State Board of Examiners for review no later than its second regular meeting after the information has been received by the Bureau.

(b) In reviewing the applicant's alternative education and/or experience, the Board of Examiners may request written commentary by appropriate members of the staff of the Department of Education, who shall have direct knowledge of and who shall be able to document the alternative education and/or experience of the applicant. Copies of any such commentary shall be supplied to the applicant.

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Recodified from N.J.A.C. 6:11-3.23(c); editorial changes only.

6:11-3.26 Public discussion of alternative education and/or experience

(a) The Secretary shall give an applicant not less than 15 days' notice of the Board of Examiners' meeting at which his or her application for certification based on alternative education and/or experience will be considered.

(b) The applicant may be present at the meeting and may be accompanied by a representative of his or her choice who has direct knowledge of his or her experience.

(c) The applicant may be questioned by the Board of Examiners and shall be given an opportunity to be heard.

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Recodified from N.J.A.C. 6:11-3.23(d); notification of Board meeting extended from 10 to 15 days.

6:11-3.27 Rendering of decisions on applications for substitution

(a) The Board of Examiners shall render its decision on each application for substitution of educational background and/or experience no later than the first regular meeting after the information provided by the applicant was reviewed by the Board of Examiners.

(b) The Board of Examiners' decision shall be in written form, setting forth its reasons for the decision.

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Recodified from N.J.A.C. 6:11-3.23(e); editorial changes.

6:11-3.28 Appeal of decisions on applications for substitution

Decisions shall be appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6:24-1.

Amended by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).
Recodified from N.J.A.C. 6:11-3.23(f); stylistic changes.

6:11-3.29 Interstate contracts

In accordance with the Interstate Agreement on Qualifications of Education Personnel (N.J.S.A. 18A:26-11), the Commissioner of Education may, with the approval of the State Board of Education upon recommendation of the State Board of Examiners, enter into contracts with other states to allow transfer of teachers' credentials between New Jersey and other states.

As amended, R.1984 d.469, eff. October 15, 1984 (operative September 1, 1985).
See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).
Added "Commissioner of Education". Recodified from 3.32, Old 3.25 "Equivalency of State service" was abolished.
Recodified from N.J.A.C. 6:11-3.24 by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

6:11-3.30 Procedure for provisional staff contesting of recommendations for standard certification

(a) When the Secretary of the State Board of Examiners receives any adverse recommendation concerning the standard certification of a provisional staff member, the Secretary shall notify the provisional staff member of the date upon which the State Board of Examiners will consider such recommendation. If the adverse recommendation has not already been contested by the provisional staff member pursuant to N.J.A.C. 6:11-9.5(b)6v or N.J.A.C. 6:11-5.5(e), the Secretary shall allow the provisional staff member an additional opportunity to provide the State Board of Examiners with written materials documenting the reasons why the provisional staff member believes standard certification should be awarded.

(b) When a provisional staff member contests an adverse recommendation concerning his or her standard certification, the secretary shall formally notify the provisional staff member of the opportunity to request a hearing before an administrative law judge.

(c) Upon receipt of notification pursuant to (b) above, the provisional staff member shall be allowed 20 days to request a hearing. The hearing shall be conducted pursuant to the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

(d) The State Board of Examiners shall take final action on the opinions rendered by administrative law judges concerning the certification of provisional staff members.

New Rule, R.1988 d.491, effective October 17, 1988.
See: 20 N.J.R. 1320(c), 20 N.J.R. 2567(a).
Amended by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).
Recodified from N.J.A.C. 6:11-3.25; internal cites corrected.

SUBCHAPTER 4. TYPES OF CERTIFICATES

6:11-4.1 Standard certificate

The standard certificate is a permanent certificate issued to candidates who have met all requirements for State certification.

As amended, R.1977 d.6, effective January 7, 1977.
See: 8 N.J.R. 457(a), 8 N.J.R. 505(a), 9 N.J.R. 68(a).
Amended by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).
Stylistic rewording.

Case Notes

Teacher could not acquire tenure for service under permanent certificate for kindergarten through eighth grade combined with prior period of service under emergency certificate in another field. *Breitwieser v. State-Operated School Dist. of City of Jersey City, Hudson County*, 286 N.J.Super. 633, 670 A.2d 73 (A.D.1996).

Applicant seeking endorsements as teacher of general business and supervisor certificate was not entitled to standard instructional certificate; experience not substituted for required prerequisites. *McLaughlin v. State Board of Examiners*, 93 N.J.A.R.2d (EDU) 338.

6:11-4.2 Provisional certificate

The provisional certificate is a temporary one-year certificate issued to candidates who have met requirements for initial employment as part of a State-approved district training program or residency leading to standard certification.

As amended, R.1984 d.369, effective October 15, 1984 (operative September 1, 1985).
See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).
(b) added; recodified from 4.3. Original 4.2 "Temporary Certificate" deleted.
Amended by R.1988 d.491, effective October 17, 1988.
See: 20 N.J.R. 1320(c), 20 N.J.R. 2567(a).
Added (d) and (e).
Amended by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).
Requirements in (b) for provisional certificates deleted and replaced in other sections.

Case Notes

Teacher could not acquire tenure for service under permanent certificate for kindergarten through eighth grade combined with prior period of service under emergency certificate in another field. *Breitwieser v. State-Operated School Dist. of City of Jersey City, Hudson County*, 286 N.J.Super. 633, 670 A.2d 73 (A.D.1996).

Where properly certified teachers are available a board need not apply on behalf of teachers for provisional certificates. *Kuett v. Bd. of Ed., Westfield, Union Cty.*, 1976 S.L.D. 601.

6:11-4.3 Emergency certificate

(a) An emergency certificate is a substandard one-year certificate issued only in the field of educational services, teacher of the handicapped, teacher of the blind and partially sighted, and teacher of the deaf and hard of hearing.

6:11-4.8 Conditional certificate to teach a world language

(a) A district board of education that declares its inability to locate a certified teacher shall submit an application for a conditional world language certificate. The application shall include the documentation in (b) below to support the candidate's eligibility for conditional certification.

(b) To be eligible for a conditional certificate for the teaching of a world language, the candidate shall:

1. Hold a bachelor's degree from a regionally accredited four-year college or university maintaining an overall cumulative grade point average of at least 2.75 when a grade of 4.0 equals an A grade; and
2. Possess linguistic competency in the designated world language as demonstrated on the American Council

on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI).

(c) Annual renewal of the conditional certificate is required for a maximum of five years including the initial year.

(d) For renewal of the conditional certificate for the teaching of a world language, the candidate shall:

1. Complete a minimum of three semester hour credits in world language methodology offered by a regionally accredited four-year college or university within 12 months of obtaining the initial conditional certificate; and
2. Demonstrate progress toward meeting State requirements for standard certification within a five-year period.

New Rule, R.2001 d.45, effective February 5, 2001.
See: 32 N.J.R. 3887(a), 33 N.J.R. 552(b).

SUBCHAPTER 5. REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATION

6:11-5.1 Requirements for the provisional certificate

(a) To be eligible for the provisional certificate in instructional fields, except in the field of Preschool through Grade 3 and as indicated in N.J.A.C. 6:11-8, the candidate shall:

1. Hold a bachelor's degree from an accredited college or university maintaining an overall cumulative grade point average of at least 2.75 when a grade point of 4.0 equals an A grade. Effective September 2000, candidates entering their junior year in traditional teacher preparation programs must achieve a cumulative grade point average of at least 2.75. All other teacher candidates must also achieve a cumulative grade point average of at least 2.75 effective September 2000.

2. Complete at least 30 credits in a coherent major appropriate to the instructional field;

3. Pass a State test of subject matter knowledge for fields of teaching specialization or a test of general knowledge for the elementary endorsement; and

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

(b) Candidates who complete the requirements in (a)1 through 3 above shall be issued Certificates of Eligibility which will permit them to seek provisional employment in positions requiring instructional certification.

(c) Certificates of Eligibility with Advanced Standing shall be issued to all persons who meet the test requirement pursuant to (a)3 above and who have completed one of the following programs of teacher preparation:

1. A New Jersey college program, graduate or undergraduate, approved by the State Department of Education for the preparation of teachers pursuant to N.J.A.C. 6:11-7;

2. A college preparation program included in the interstate certification reciprocity system of the National Association of State Directors of Teacher Education and Certification (NASDTEC);

3. An out-of-State teacher education program approved by the National Council for the Accreditation of Teacher Education (NCATE);

4. A teacher education program approved for certification by the state department of education in one of the states party to the Interstate Agreement on Qualifications of Educational Personnel, 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 certificate;

5. An out-of-State teacher education program not approved by NASDTEC or NCATE but approved by the

state department of education in which the program is located and approved by the Secretary of the New Jersey State Board of Examiners as meeting the standards outlined in N.J.A.C. 6:11-7; or

6. At least 27 months of appropriate teaching experience in a state party to the Agreement within seven years prior to applying for a certificate in another state in the Agreement, and a comparable and valid standard or advanced certificate, still in force, issued by one of the states in the Agreement.

(d) The following pertain to the provisional certificate in the field of Preschool through Grade 3:

1. Each candidate for the provisional certificate in the field of Preschool through Grade 3 shall:

- i. Hold a bachelor's degree from an accredited college or university;

- ii. Complete an academic major in liberal arts or science;

- iii. Pass an appropriate State test; and

- iv. Obtain and accept an offer of employment in a position that requires the endorsement, teacher of Preschool through Grade 3.

2. Applicants who meet the requirements in (d)1i, ii and iii above and applicants who have completed an approved teacher training program in another instructional field but have not completed the requirements outlined in N.J.A.C. 6:11-5.3(h) shall be issued Certificates of Eligibility which will permit them to seek and accept employment in positions requiring certification as a teacher of Preschool through Grade 3.

3. Certificates of Eligibility with Advanced Standing shall be issued to all persons who have completed the requirements outlined in (d)1i, ii and iii above and N.J.A.C. 6:11-5.3(h) for Preschool through Grade 3 certification.

As amended, R.1984 d.469, effective October 15, 1984.

See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).

N.J.A.C. 6:11-5.1(a) became operative October 15, 1984. The rest of the section becomes operative September 1, 1985. Section substantially amended.

Repeal and New Rule, R.1989 d.614, effective December 18, 1989.

See: 21 N.J.R. 2717(a), 21 N.J.R. 3934(a).

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Reference to exceptions added in (a).

Amended by R.2000 d.52, effective February 7, 2000.

See: 31 N.J.R. 3559(a), 32 N.J.R. 448(a).

Rewrote (a)1.

Amended by R.2000 d.138, effective April 3, 2000.

See: 32 N.J.R. 4(a), 32 N.J.R. 1193(a).

In (a), inserted "in the field of Preschool through Grade 3 and" following "except" in the introductory paragraph; and added (d).

Case Notes

Applicant not entitled to certification of English teacher despite receipt from superintendent's office of materials misstating coursework requirement. *LaRosa v. Ellis*, 93 N.J.A.R.2d (EDU) 459.

6:11-5.2 Requirements for the standard certificate

(a) To be eligible for the standard certificate in all instructional fields, except in the Preschool through Grade 3 endorsement and as indicated in N.J.A.C. 6:11-8.3, 8.6 and 8.7, the candidate shall:

1. Possess a provisional certificate pursuant to N.J.A.C. 6:11-5.1; and

2. Complete a State-approved district or nonpublic school training program pursuant to N.J.A.C. 6:11-5.3 (a) through (g), (i) and (j), 5.4 and 5.5 while employed provisionally in a position requiring the relevant endorsement to the instructional certificate.

(b) To be eligible for the standard Preschool through Grade 3 endorsement, the candidate shall:

1. Possess a provisional certificate pursuant to N.J.A.C. 6:11-5.1; and

2. Complete a State-approved district or nonpublic school training program pursuant to N.J.A.C. 6:11-5.3(a) through (f) and (h) through (j), 5.4 and 5.5.

(c) Candidates who hold standard New Jersey instructional certificates shall be issued additional standard endorsements in areas where they meet provisional certification requirements without having to meet the requirements in (a)1 and 2 above with the exception of the Military Science and teacher of Preschool through Grade 3 endorsements.

(d) Holders of other standard instructional teaching endorsements, except as indicated in N.J.A.C. 6:11-8.2 and 8.7, may obtain a teacher of Preschool through Grade 3 endorsement upon completion of approximately 200 hours of formal training or 13 semester hour credits in areas listed in N.J.A.C. 6:11-5.3(h) and completion of a year of teaching under a provisional certificate in a Preschool through Grade 3 school setting pursuant to N.J.A.C. 6:11-5.3(a) through (f) and (h) through (j), 5.4 and 5.5.

(e) Holders of standard Preschool through Grade 3 endorsements shall be issued additional instructional endorsements where they meet the requirements for provisional certification and complete requirements in (a)1 and 2 above.

As amended, R.1984 d.369, effective October 15, 1984 (operative September 1, 1985).

See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).

Section substantially amended.

Repeal and New Rule, R.1989 d.614, effective December 18, 1989.

See: 21 N.J.R. 2717(a), 21 N.J.R. 3934(a).

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Reference to exceptions added.

Amended by R.2000 d.138, effective April 3, 2000.

See: 32 N.J.R. 4(a), 32 N.J.R. 1193(a).

Rewrote the section.

6:11-5.3 Requirements for State-approved district training programs

(a) Each district school or consortium seeking to hire a provisional teacher must submit a plan to the Department of Education and receive approval in accordance with the same procedures used for initial approval of collegiate preparation programs.

(b) Each plan shall describe the key elements of the proposed training program in accordance with guidelines established and published by the State Department of Education.

(c) Districts or consortia of institutions shall show evidence in their plans of having sought joint sponsorship of their State-approved training programs with colleges or universities.

(d) No public school district shall be authorized to employ a provisional teacher unless it has submitted a plan and received the approval of the commissioner at the recommendation of the State Board of Examiners.

(e) The State Department of Education shall issue a standard training program plan which districts may agree to implement in lieu of developing an original plan pursuant to (a) above.

(f) Each State-approved district training program shall provide essential knowledge and skills to provisional teachers through the following phases of training:

1. A full-time seminar/practicum of no less than 20 days duration which takes place prior to the time at which the provisional teacher takes full responsibility for a classroom. This seminar/practicum shall provide formal instruction in the essential areas for professional study listed in (g) below. It should introduce basic teaching skills through supervised teaching experiences with students. The seminar and practicum components of the experience shall be integrated and shall include an orientation to the policies, organization and curriculum of the employing district. This requirement shall not apply to provisional teachers who are holders of Certificates of Eligibility with Advanced Standing pursuant to N.J.A.C. 6:11-5.1(c).

2. A period of intensive on-the-job supervision beginning the first day on which the provisional teacher assumes full responsibility for a classroom and continuing for a period of at least 10 weeks. During this time, the provisional teacher shall be visited and critiqued no less than one time every two weeks by members of a Professional Support Team (see (i) below) and shall be observed and formally evaluated at the end of 10 weeks by the appropriately certified members of the team. At the end of the 10-week period, the provisional teacher shall receive a formal written progress report from the chairperson of the Support Team.

3. An additional period of continued supervision and evaluation of no less than 20 weeks duration. During this period, the provisional teacher shall be visited and critiqued at least four times and shall be observed formally and evaluated at least twice. No more than two months shall pass without a formal observation. Opportunities shall be provided for the provisional teacher to observe the teaching of experienced colleagues.

(g) Approximately 200 hours of formal instruction in the following topics shall be provided in all three phases of the program combined. This requirement shall not apply to provisional teachers who are holders of Certificates of Eligibility with Advanced Standing pursuant to N.J.A.C. 6:11-5.1(c).

1. Curriculum: Studies designed to foster an understanding of the curriculum taught and the assessment of teaching, including topics such as the following: the organization and presentation of subject matter, the development and use of tests and other forms of assessment, the evaluation and selection of instructional materials and the appropriate use of textbooks and teachers' guides, the use and interpretation of standardized tests and teacher-developed instruments, the reading process and other language art skill development appropriate to the field of specialization and grade level, and a knowledge of techniques and materials for fostering the development of reading and language arts skills.

2. Student development and learning at all levels: Studies designed to foster an understanding of students, their characteristics as individuals, and the ways in which they learn, including topics such as: student interests, motivation, preventing classroom disruption, creating a healthy learning climate, individual and group learning, language development, individual differences, and the role of technology in early learning.

3. The classroom and the school: Studies designed to foster an understanding of the school as a social unit and classroom management, including such topics as: the bureaucratic/social structure of public education, the making of teaching decisions, allocation of instructional time, setting of priorities, pacing of instruction, setting of goals, questioning techniques, student practice and independent work.

(h) Approximately 200 hours or 13 semester hour credits of formal instruction in the following topics shall be earned by all candidates seeking a Preschool through Grade 3 endorsement:

1. Child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight including cognitive and linguistic factors that affect learning and development; the creation of a climate that fosters and nurtures diversity and equity for all children including those who are limited English profi-

cient and those with special needs and addresses multiple intelligences and diverse learning styles; the integration of play; and language and literacy across the curriculum;

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

3. Curriculum/assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices including such topics as: integration across all core curriculum content areas; responsiveness to cultural and linguistic differences with an equitable and individualized focus; activities designed to foster intellectual stimulation through play; implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and assessment that is multidimensional, ongoing, and performance based.

(i) Training and supervision of provisional teachers in State approved alternative programs shall be provided by a Professional Support Team comprised of a school principal, an experienced mentor teacher, a college faculty member, and a curriculum supervisor. Districts or schools which do not employ curriculum supervisors or have been unable to establish a relationship with a college should provide for comparable expertise on the team. The school principal shall serve as chairperson of the team.

(j) The State Department of Education shall coordinate the training efforts of districts and shall establish regional programs for provisional teachers. The Department shall provide orientation programs for Support Team Members.

R.1984 d.369, effective October 15, 1984 (operative September 1, 1985). See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).

Amended by R.1989 d.614, effective December 18, 1989.

See: 21 N.J.R. 2717(a), 21 N.J.R. 3934(a).

N.J.A.C. 6:11-5.3, Requirements for provisional certification for State-approved alternative programs, was repealed; 5.4 was recodified as new 5.3 and new (e) was added and 5.5 was recodified with amendments as 6:11-5.3(f)-(i).

Amended by R.1990 d.510, effective October 15, 1990.

See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).

Corrected internal cite, corrected internal codification and deleted requirement for five week formal evaluation.

Amended by R.2000 d.138, effective April 3, 2000.

See: 32 N.J.R. 4(a), 32 N.J.R. 1193(a).

In (f)2, made an internal reference change; inserted a new (h); and recodified former (h) and (i) as (i) and (j).

6:11-5.4 Requirements for the evaluation of provisional teachers

(a) Provisional teachers shall be observed and evaluated by appropriately certified Support Team Members as described in N.J.A.C. 6:11-5.3.

(b) Evaluation of provisional teachers shall be shared by at least two, but no more than three members of the Support Team.

(c) The State Department of Education shall devise standardized criteria and forms for a final comprehensive evaluation of each provisional teacher, conducted at the end of the provisional period by appropriately certified Support Team Members.

(d) Mentor teachers shall not participate in any way in decisions which might have a bearing on the employment or certification of provisional teachers. They shall not assess or evaluate the performance of provisional teachers unless they are appropriately certified administrators. 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.

R.1984 d.369, effective October 15, 1984 (operative September 1, 1985).
See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).
Amended by R.1989 d.614, effective December 18, 1989.
See: 21 N.J.R. 2717(a), 21 N.J.R. 3934(a).
Recodified from N.J.A.C. 6:11-5.6 and new (d) added.

6:11-5.5 Recommendation for certification of provisional teachers

(a) At the conclusion of the State-approved district training program, the chairperson of the Support Team shall prepare a comprehensive evaluation report on the provisional teacher's performance. This report shall be submitted by the Chairperson directly to the Bureau of Teacher Preparation and Certification and shall contain a recommendation as to whether or not a standard certificate should be issued to the provisional teacher.

(b) The final comprehensive evaluation report on each provisional teacher shall be made on standard forms developed by the State Department of Education.

(c) The final report on 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 allowed to seek entry on one more occasion in the future 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 a State-approved district training program.

(d) The Support Team chairperson shall provide the provisional teacher with a copy of the provisional teacher's written evaluation report and certification recommendation before submitting it to the Division of Teacher Preparation and Certification.

(e) If the provisional teacher disagrees with the chairperson's recommendation, the provisional teacher may, within 15 days of receipt of the evaluation report and certification recommendation, submit to the chairperson written materials documenting the reasons why the provisional teacher believes standard certification should be awarded or a recommendation of insufficient granted. The chairperson shall forward all such documentation to the Division of Teacher Preparation and Certification along with the evaluation report and recommendation concerning certification. The provisional teacher may contest the unfavorable recommendation pursuant to N.J.A.C. 6:11-3.30.

(f) Candidates who receive a recommendation of "disapproved" or two or more recommendations of "insufficient" may petition the State Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations. The candidate shall be responsible for demonstrating why he or she would be likely to succeed if granted the requested opportunity. Disapproval of any candidate's request by the State Board of Examiners may be appealed to the Commissioner of Education.

R.1984 d.369, effective October 15, 1984 (operative September 1, 1985).
See: 16 N.J.R. 1646(a), 16 N.J.R. 2788(a).
Amended by R.1988 d.491, effective October 17, 1988.
See: 20 N.J.R. 1320(c), 20 N.J.R. 2567(a).
Substantially amended.
Amended by R.1989 d.614, effective December 18, 1989.
See: 21 N.J.R. 2717(a), 21 N.J.R. 3934(a).
Recodified from N.J.A.C. 6:11-5.7 and new (f) added.
Amended by R.1990 d.510, effective October 15, 1990.
See: 22 N.J.R. 1873(a), 22 N.J.R. 3240(a).
"Bureau" changed to "Division"; cite corrected.

SUBCHAPTER 6. ENDORSEMENTS ON THE INSTRUCTIONAL CERTIFICATE**6:11-6.1 Authorizations—General**

(a) Each teaching endorsement is required for the corresponding teaching assignment. Each endorsement is valid for all levels, except that the elementary endorsement is valid for grades nursery through eight.

(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 September 2000, the district administration shall be required to report annually to the Department of Education all instances of noncompliance and a description of actions 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 Develop-

ment 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 process 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.

Amended by R.1999 d.299, effective September 7, 1999.

See: 31 N.J.R. 1415(a), 31 N.J.R. 2643(a).

In (a)2, substituted a reference to September 2000 for a reference to January 2000.

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.