

(4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

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.

Amended by R.2014 d.073, effective May 5, 2014.

See: 45 N.J.R. 2524(a), 46 N.J.R. 761(a).

Rewrote the section.

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Section was "Professional standards for teachers".

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;
- (12) The school is organized and aligned for success;
- (13) Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined;
- (14) Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies;
- (15) The school culture and climate are assessed on a regular basis;
- (16) A variety of sources of information is used to make decisions;
- (17) Student learning is assessed using a variety of techniques;
- (18) Multiple sources of information regarding performance are used by staff and students;
- (19) A variety of supervisory and evaluation models is employed; and
- (20) Pupil personnel programs are developed to meet the needs of students and their families.

3. Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

i. Administrators have knowledge and understanding of:

- (1) Theories and models of organizations and the principles of organizational development;
- (2) Operational procedures at the school and district level;
- (3) Principles and issues relating to school safety and security;
- (4) Human resources management and development;
- (5) Principles and issues relating to fiscal operations of school management;
- (6) Principles and issues relating to school facilities and use of space;
- (7) Legal issues impacting school operations; and
- (8) Current technologies that support management functions.

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

- (1) Making management decisions to enhance learning and teaching;
- (2) Taking risks to improve schools;
- (3) Trusting people and their judgments;
- (4) Accepting responsibility;
- (5) High-quality standards, expectations and performances;
- (6) Involving stakeholders in management processes; and
- (7) A safe environment.

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

- (1) Knowledge of learning, teaching and student development is used to inform management decisions;
- (2) Operational procedures are designed and managed to maximize opportunities for successful learning;
- (3) Emerging trends are recognized, studied and applied as appropriate;
- (4) Operational plans and procedures to achieve the vision and goals of the school are in place;

(5) Collective bargaining and other contractual agreements related to the school are effectively managed;

(6) The school plant, equipment and support systems operate safely, efficiently and effectively;

(7) Time is managed to maximize attainment of organizational goals;

(8) Potential problems and opportunities are identified;

(9) Problems are confronted and resolved in a timely manner;

(10) Financial, human and material resources are aligned to the goals of schools;

(11) The school acts entrepreneurially to support continuous improvement;

(12) Organizational systems are regularly monitored and modified as needed;

(13) Stakeholders are involved in decisions affecting schools;

(14) Responsibility is shared to maximize ownership and accountability;

(15) Effective problem-framing and problem-solving skills are used;

(16) Effective conflict resolution skills are used;

(17) Effective group-process and consensus-building skills are used;

(18) Effective communication skills are used;

(19) A safe, clean and aesthetically pleasing school environment is created and maintained;

(20) Human resource functions support the attainment of school goals; and

(21) Confidentiality and privacy of school records are maintained.

4. Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

i. Administrators have knowledge and understanding of:

(1) Emerging issues and trends that potentially impact the school community;

(2) The conditions and dynamics of the diverse school community;

(3) Community resources;

(4) Community relations and marketing strategies and processes; and

(5) Successful models of school, family, business, community, government and higher education partnerships.

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

(1) Schools operating as an integral part of the larger community;

(2) Collaboration and communication with families;

(3) Involvement of families and other stakeholders in school decision-making processes;

(4) The proposition that diversity enriches the school;

(5) Families as partners in the education of their children;

(6) The proposition that families have the best interests of their children in mind;

(7) Resources of the family and community needing to be brought to bear on the education of students; and

(8) An informed public.

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

(1) High visibility, active involvement and communication with the larger community is a priority;

(2) Relationships with community leaders are identified and nurtured;

(3) Information about family and community concerns, expectations and needs is used regularly;

(4) There is outreach to different business, religious, political and service agencies and organizations;

(5) Credence is given to individuals and groups whose values and opinions may conflict;

(6) The school and community serve one another as resources;

(7) Available community resources are secured to help the school solve problems and achieve goals;

(8) Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals;

(9) Community youth family services are integrated with school programs;

(10) Community stakeholders are treated equitably;

(11) Diversity is recognized and valued;

(12) Effective media relations are developed and maintained;

(13) A comprehensive program of community relations is established;

(14) Public resources and funds are used appropriately and wisely;

(15) Community collaboration is modeled for staff; and

(16) Opportunities for staff to develop collaborative skills are provided.

5. Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

i. Administrators have knowledge and understanding of:

(1) The purpose of education and the role of leadership in modern society;

(2) Various ethical frameworks and perspectives on ethics;

(3) The values of the diverse school community;

(4) Professional codes of ethics; and

(5) The philosophy and history of education.

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

(1) The ideal of the common good;

(2) The principles in the Bill of Rights;

(3) The right of every student to a free, quality education;

(4) Bringing ethical principles to the decision-making process;

(5) Subordinating one's own interest to the good of the school community;

(6) Accepting the consequences for upholding one's principles and actions;

(7) Using the influence of one's office constructively and productively in the service of all students and their families; and

(8) Development of a caring school community.

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

(1) Examine personal and professional values;

- (2) Demonstrate a personal and professional code of ethics;
- (3) Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance;
- (4) Serve as role models;
- (5) Accept responsibility for school operations;
- (6) Consider the impact of their administrative practices on others;
- (7) Use the influence of the office to enhance the educational program rather than for personal gain;
- (8) Treat people fairly, equitably and with dignity and respect;
- (9) Protect the rights and confidentiality of students and staff;
- (10) Demonstrate appreciation for and sensitivity to the diversity in the school community;
- (11) Recognize and respect the legitimate authority of others;
- (12) Examine and consider the prevailing values of the diverse school community;
- (13) Expect that others in the school community will demonstrate integrity and exercise ethical behavior;
- (14) Open the school to public scrutiny;
- (15) Fulfill legal and contractual obligations; and
- (16) Apply laws and procedures fairly, wisely and considerately.

6. Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

i. Administrators have knowledge and understanding of:

- (1) Principles of representative governance that undergrid the system of American schools;
- (2) The role of public education in developing and renewing a democratic society and an economically productive nation;
- (3) The law as related to education and schooling;
- (4) The political, social, cultural and economic systems and processes that impact schools;

(5) Models and strategies of change and conflict resolution as political, social, cultural and economic contexts of schooling;

(6) Global issues and forces affecting teaching and learning;

(7) The dynamics of policy development and advocacy under our democratic political system; and

(8) The importance of diversity and equity in a democratic society.

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

(1) Education as a key to opportunity and social mobility;

(2) Recognizing a variety of ideas, values and cultures;

(3) Importance of a continuing dialogue with other decision makers affecting education;

(4) Actively participating in the political and policy-making context in the service of education; and

(5) Using legal systems to protect student rights and improve student opportunities.

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

(1) The environment in which schools operate is influenced on behalf of students and their families;

(2) Communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate;

(3) There is ongoing dialogue with representatives of diverse community groups;

(4) The school community works within the framework of policies, laws and regulations enacted by local, State and Federal authorities;

(5) Public policy is shaped to provide quality education for students; and

(6) Lines of communication are developed with decision makers outside the school community.

Amended by R.2015 d.194, effective December 7, 2015.

See: 47 N.J.R. 1706(a), 47 N.J.R. 2978(a).

Section was "Professional standards for school leaders". In (a), inserted a comma following "induction".