

## CHAPTER 9

### PROFESSIONAL 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-5.1.c(2), Chapter 9, Professional Licensure and Standards, expires on June 7, 2016. See: 47 N.J.R. 1706(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Subchapter 7, Paraprofessional Approval, was repealed by R.2005 d.298, effective September 6, 2005.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for Teachers and School Leaders; and Subchapter 16, Required Professional Development for School Leaders, was repealed and Subchapter 16, Other Alternate-Route Programs for Documented Areas of Teacher Shortage, was adopted as new rules by R.2013 d.091, effective July 1, 2013.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).

Chapter 9, Professional Licensure and Standards, was recodified in part as Chapter 9, Professional Standards, by administrative change, effective August 4, 2014. As part of the administrative change, former Subchapter 4, State Board of Examiners, was recodified as Subchapter 3 of N.J.A.C. 6A:9B; former Subchapter 5, General Certification Policies, was recodified as Subchapter 5 of N.J.A.C. 6A:9B; former Subchapter 6, Types of Certificates, was recodified as Subchapter 6 of N.J.A.C. 6A:9B; former Subchapter 7, Qualifying Academic Credentials, was recodified as Subchapter 7 of N.J.A.C. 6A:9B; former Subchapter 8, Requirements for Instructional Certificate, was recodified as Subchapter 8 of N.J.A.C. 6A:9B; former Subchapter 9, Instructional Certificates, was recodified as Subchapter 9 of N.J.A.C. 6A:9B; former Subchapter 10, Standards for New Jersey Educator Preparation Programs in Higher Education, was recodified as Subchapter 3 of N.J.A.C. 6A:9A; former Subchapter 11, Exceptions to Requirements for the Instructional Certificate, was recodified as Subchapter 10 of N.J.A.C. 6A:9B; former Subchapter 12, Requirements for Administrative Certification, was re-

codified as Subchapter 11 of N.J.A.C. 6A:9B; former Subchapter 13, Requirements for Educational Services Certification, was recodified as Subchapter 12 of N.J.A.C. 6A:9B; former Subchapter 14, Acting Administrators, was recodified as Subchapter 13 of N.J.A.C. 6A:9B; former Subchapter 15, Required Professional Development for Teachers and School Leaders, was recodified as Subchapter 3 of N.J.A.C. 6A:9C; former Subchapter 16, Other Alternate Route Programs for Documented Areas of Teacher Shortage, was recodified as Subchapter 14 of N.J.A.C. 6A:9C; and Subchapter 17, State Board of Examiners' Proceedings, was recodified as Subchapter 4 of N.J.A.C. 6A:9B. See: 46 N.J.R. 1743(a).

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

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#### SUBCHAPTER 1. SCOPE AND PURPOSE

##### 6A:9-1.1 Scope

This chapter sets forth the rules governing the preparation, licensure, and professional development of educators required by their positions to be certified. It also contains rules governing the approval of educator preparation programs and the content of such programs. Finally, it contains the rules delineating the organization of, powers of, duties of, and proceedings before the State Board of Examiners.

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

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

Inserted a comma following "licensure" and following "duties of", and deleted "those" preceding "educators".

##### 6A:9-1.2 Purpose

(a) The purpose of this chapter is to establish a licensure system based on professional standards for pre-service preparation, certification, and professional development that continuously serves to improve the quality of instruction for New Jersey's children to equip them to work and succeed in an ever-changing and increasingly complex global economy.

(b) A standards-based, rigorous system of licensure, designed to support improved student achievement of the Core Curriculum Content Standards (CCCS) will serve to improve the quality of the New Jersey educator workforce and to improve student performance.

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 a comma following "certification" and substituted "to equip them" for "so that they are equipped"; and in (b), inserted "(CCCS)".

## SUBCHAPTER 2. DEFINITIONS

### 6A:9-2.1 Definitions

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:

"Accepted cohort of candidates" means the group of candidates accepted into all professional educator preparation programs leading to State certification within each New Jersey institution of higher learning.

"Accreditation" means an institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation and approved by the Commissioner. The institution must meet State, professional and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals. This review is substantiated through a site visit to the institution by a team of education professionals trained to assess educator preparation programs.

"Agency" means a Department-approved international agency that recruits foreign teachers for New Jersey school districts in subject areas that the State Board has defined as having a critical shortage.

"ALJ" means an administrative law judge assigned by the Director of the Office of Administrative Law to preside over contested cases pursuant to N.J.S.A. 52:14F-1 et seq.

"Alternate route" means a non-traditional teacher preparation program.

"Approved agency" shall mean an entity which is approved by the State and provides services to nonpublic school students in accordance with N.J.S.A. 18A:46A-1 et seq.

"Approved program" means a Department-approved planned program of professional preparation for educators at an institution of higher education.

"Authorization" means any requirement, other than a teaching certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession.

"Board of Examiners" means the New Jersey State Board of Examiners.

"CCCS" means the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8.

"Career and technical education" means organized educational activities that offer a sequence of courses (which may

include structured learning experiences) providing students with the rigorous academic and technical knowledge and skills required to prepare for postsecondary education or training and for careers in emerging and established professions; that may lead to technical skill proficiency, a credential, a certificate, or a degree; and that include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

"Career and technical education professional education program" means a training program that includes the essential knowledge and skills regarding the delivery of career and technical education programs that is provided to all novice career and technical education teachers as part of their State-approved district training programs during the first year of teaching in New Jersey.

"Career cluster" means one of the vocational-technical program areas recognized nationally and by the New Jersey Department of Education.

"Certificate" means one of three types of credentials, instructional, educational services and administrative, that the Board of Examiners issues which permits an individual to serve as a teaching staff member. The Board of Examiners will issue a separate endorsement for each subject area that falls under a specific type of certificate. The endorsement shall be considered part of that certificate.

"Certificate of advanced study in educational administration and supervision" means a postmasters college or university program, minimum of 24 graduate semester-hour credits, that prepares school leaders with the knowledge, skills and dispositions to be an effective school leader. The program results in out-of-State certification as a principal or superintendent and in a Certificate of Advanced Study in School Leadership from the college or university.

"Certificate of Eligibility" (CE) means a credential with lifetime validity issued to persons who have completed degree, academic study and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.

"Certificate of Eligibility with Advanced Standing" (CEAS) means a credential with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

"Charter school alternate route" means a three-tiered certification program, including qualification for a certificate of eligibility, issuance of a provisional certificate upon employment, and final recommendation by the principal upon one year of successful completion of teaching at the charter

school. Charter school certificates may only be used for employment in charter schools and do not satisfy the requirements for employment in traditional public schools.

"Charter school certificate of eligibility" or "CSCE" means a credential with lifetime validity issued to a person who has a bachelor's degree and has satisfied applicable test requirements for certification. The CSCE permits the applicant to seek and accept employment at charter schools in positions requiring certification. The CSCE may only be used for employment in charter schools and does not satisfy the requirements for employment in traditional public schools.

"Charter school provisional certificate" means a two-year certificate issued to novice teacher candidates who have been hired by a charter school but who have not yet met the requirements for standard certification. Charter school provisional certificates are issued to novice instructional staff who are employed at a charter school, may only be used for employment in charter schools, may be renewed once at the discretion of the employing school, and do not satisfy the requirements for obtaining employment in traditional public schools.

"Charter school standard certificate" means a permanent certificate issued to a person who has met all charter school certification requirements. This certificate may only be used for employment in charter schools and does not satisfy the requirements for employment in traditional public schools.

"Coherent sequence of courses" means a sequence of at least 30 semester-hour credits of college level coursework in a subject field that includes study at the introductory, intermediate and advanced levels.

"Commissioner" means the Commissioner of Education or the Commissioner's designee.

"Consortium" means a joint sponsorship between one or more public school districts and a college or university providing formal instruction to provisional teachers.

"Cooperative education experience" means a paid structured learning experience in which students who are enrolled in an approved career and technical education program are placed into employment which is appropriate for the approved program, and through written cooperative arrangements between a school and employers, students receive instruction, including required academic courses and approved programs, by alternation of study in school and at the employment site.

"Department" means the New Jersey State Department of Education.

"District boards of education" means all providers of publicly-funded preschool, elementary, secondary, and adult high school education programs, including county vocational school districts, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the

Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

"Dual content major" means any college major that combines two of the Core Curriculum Content Standards.

"Early Childhood Program Expectations" means the standards set forth in N.J.A.C. 6A:8-2.1(a)3.

"Education preparation program" means a program approved by the Commissioner to prepare individuals for educator certification.

"Educational technology" means the implementation of technology as an integral part of the instructional process across all curriculum areas that supports a learner centered environment.

"Endorsement" means the specific subject area in which a certificate holder is authorized to serve.

"Executive county superintendent" means an executive county superintendent of schools pursuant to N.J.S.A. 18A:7-1.

"Field experience" means a course designed to permit preservice students to engage in observation of teachers in a classroom setting and to assume some level of teaching responsibility that shall take place prior to the culminating student teaching experience.

"Formal instruction" means a Department-approved planned program of professional preparation for holders of certificates of eligibility which is located at a regional training center site operated by a school district, school district consortium or institution of higher education.

"Full-time teaching" means the equivalent of 900 clock-hours of teaching per year.

"GPA" means grade point average.

"IEP" means an individualized education program. It is a written plan developed at a meeting pursuant to N.J.A.C. 6A:14-2.3 which sets forth present levels of performance, measurable annual goals and short-term objectives or benchmarks and describes an integrated, sequential program of individually designed instructional activities and related services necessary for a student with disabilities to achieve the stated goals and objectives. This plan shall establish the rationale for the student's educational placement, serve as the basis for program implementation and comply with the mandates set forth in N.J.A.C. 6A:14.

"Interdisciplinary major" means any college major that combines two or more academic, scientific or artistic disciplines, permitting students to explore an area of interest from several perspectives.

"Liberal arts major" means any college major such as philosophy, history, literature, sociology or world language that is intended primarily to provide general knowledge and to develop an individual's general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills.

"Mentor teacher" means a New Jersey certified experienced teacher who is assigned to provide support and guidance to a novice teacher.

"NASDTEC" means the National Association of State Directors of Teacher Education and Certification.

"NCATE" means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.

"Nonpublic school" means an elementary or secondary school within the State, other than a public school, offering education for grades kindergarten through 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and which complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). For purposes of this chapter, preschools licensed by the Division of Youth and Family Services that are not under contract to provide services to Abbott districts shall be considered nonpublic schools.

"North American Industry Classification System (NAICS) code" is an economic classification system based on groups of goods and services that use similar or identical production processes.

"Novice teacher" means any full-time or part-time teacher who has not completed one year of full-time teaching under a valid State teaching certificate.

"OAL" means the Office of Administrative Law established pursuant to N.J.S.A. 52:14F-1 et seq.

"Office" means the office within the Department that is assigned to provide staff support to the State Board of Examiners in the exercise of its statutory and regulatory responsibilities.

"Official transcript" means either a paper or electronic transcript certified as official by the originating, regionally-accredited institution of higher education or a Department-recognized foreign credentialing agency.

"Paraprofessional" means a school aide or classroom aide who assists appropriately certified personnel with the supervision of pupil activities.

"Practicum" means a course of study designed especially for the preparation of educational services candidates that involves the practical application of previously studied theory under the supervision of college/university faculty. As part of the practicum, candidates write diagnostic and instructional reports.

"Professional Development Committee" means the local committee established by the district board of education pursuant to N.J.A.C. 6A:9C-3.3(d) to plan and implement local district professional development programs.

"Professional development standards" means the standards that govern the creation and review of district professional development plans and guide teachers in the selection of professional development activities.

"Professional Standards for School Leaders" means the knowledge, skills and dispositions that all new school administrators must acquire and describes what all school administrators should know and be able to do. See N.J.A.C. 6A:9-3.4.

"Professional Standards for Teachers" means the knowledge, skills and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do. See N.J.A.C. 6A:9-3.3.

"Program approval" means State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for certification.

"Progress toward completion" means that the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate that he/she has completed the share of study needed per year to earn full certification within the years allowed for certificate renewal. The required "share of study" shall be equal to the number of credits remaining for full certification divided by the maximum number of years the specific certificate can be renewed. A minimum of six credits must be completed each year.

"Provisional certificate" means a two-year certificate issued to candidates who have met the requirements for initial employment but who have not yet met the requirements for standard certification. Provisional certificates are issued to newly-employed instructional, administrator, and educational services staff who are employed as part of a State-approved district training program or residency leading to standard certification. Provisional certificates are also issued to initially-employed educational services staff who have at least one year, but less than three years, of successful full time experience or the equivalent in another state under that state's standard certificates.

"Provisional Teacher Program" means the school-based training and evaluation program provided to all novice teachers during the first year of teaching in New Jersey.

"Provisional teaching year" means a year of full-time teaching under provisional certification required of all novice teachers before they can be approved for standard teacher certification.

"Regionally accredited college or university" means an institution of higher education accredited by one of the following regional accreditation associations:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. North Central Association of Colleges and Schools;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

“Science major” means a college major in any of the physical or natural sciences.

“School leader” means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

“Secretary” means the Secretary of the New Jersey State Board of Examiners.

“Standard certificate” means a permanent certificate issued to a person who has met all certification requirements.

“State Board” means the New Jersey State Board of Education.

“Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the career clusters, as described in N.J.A.C. 6A:8-3.2, Career education and counseling. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to: demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social goals.

“Support resource program” means an educational program in which the primary instructional responsibility for the student shall be the regular classroom teacher with input from the special education teacher. The special education teacher shall provide modifications to the instructional strategies or testing procedures necessary in accordance with the student’s IEP. A support resource program provided in the student’s regular class shall be at the same time and in the same activities as the rest of the class.

“TEAC” means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.

“Teaching staff member” means a member of the professional staff of any district or regional board of education, or any board of education of a county vocational school district, holding office, position or employment of such character that the qualifications for such office, position or employment require him or her to hold a valid and effective standard, provisional or emergency certificate, appropriate to his or her office, position or employment issued by the State Board of

Examiners and includes a school nurse and a school athletic trainer.

“Technology discipline major” means any college major that concentrates on the application of scientific principles to solve problems. Majors including, but not limited to, engineering, computer science, information technology, design technology, aviation technology, military technology, or industrial technology are acceptable technology discipline majors.

“Technology education” means instruction by a teacher holding the Technology Education endorsement and covering New Jersey Core Curriculum Content Standard (NJCCCS) 8.2 and the International Technology Education Association (ITEA) standards. The ITEA standards are published in “Standards for Technological Literacy,” © ITEA, incorporated herein by reference, as amended and supplemented and are available at <http://www.iteaconnect.org/TAA/PDFs/xstnd.pdf>. The ITEA standards recognize the increasing reliance of modern society on a range of technologies, stress the incorporation of technological study into all aspects of the curriculum, and promote experiential learning about technology development, use, maintenance, and impact on the individual, environment, economy, and society as a whole. Examples of the topics that can be taught under NJCCCS 8.2 and the ITEA standards include, but are not limited to, the nature of technology; technology and society, engineering and technological design; abilities for a technological world; energy and power; information and communication; and 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”.

Amended by R.2014 d.112, effective July 7, 2014.

See: 45 N.J.R. 2072(a), 46 N.J.R. 1634(a).

Added definition “Accepted cohort of candidates”.

Administrative change.

See: 46 N.J.R. 1743(a).

#### Case Notes

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).

### 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, induction, educator evaluation, 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.

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

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

In (c), inserted “, induction, educator evaluation.”.

#### 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, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### i. Performances:

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

##### ii. Essential Knowledge:

(1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;

(2) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs;

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and

(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.

#### 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.



(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.