

**Notice of Proposal Regarding Readoption with Amendments of
N.J.A.C. 6A:9, Professional Standards**

The following is the accessible version of the notice of proposal for the proposed readoption with amendments of N.J.A.C. 6A:9. The notice of proposal includes two sections – [a summary of the chapter](#) and [the rule text, including proposed amendments](#).

Education

State Board of Education

Professional Standards

Proposed Readoption with Amendments: N.J.A.C. 6A:9

Authorized By: New Jersey State Board of Education, Angelica Allen-McMillan, Ed.D, Acting Commissioner, Department of Education, Acting Secretary, State Board of Education.

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; and P.L. 2012, c. 11.

Calendar Reference: See Summary below for explanation of exception to calendar requirement.

Proposal Number: PRN 2022-161.

Submit written comments by February 17, 2023, to:

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The agency proposal follows:

Summary

The Department of Education (Department) proposes to readopt with amendments N.J.A.C. 6A:9, Professional Standards, which sets forth the State's Professional Standards for Teachers and the Professional Standards for School Leaders. As the Department filed this notice of proposal on November 10, 2022, which is prior to the existing expiration date of November

12, 2022, the chapter expiration date is extended 180 days to May 11, 2023, pursuant to N.J.S.A. 52:14B-5.1.c(2). The chapter also sets forth definitions applicable to the chapter and to N.J.A.C. 6A:9A, 6A:9B, and 6A:9C.

N.J.A.C. 6A:9, Professional Licensure and Standards, was first adopted in 2004 and readopted in 2009. The chapter set 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 their content. Finally, it contains the rules delineating the organization of, powers of, duties of, and proceedings before, the State Board of Examiners. On August 4, 2014, the chapter was recodified into four chapters – N.J.A.C. 6A:9, 6A:9A, 6A:9B, and 6A:9C – through a notice of administrative changes (see 46 N.J.R. 1743(a)). At that time, the heading at N.J.A.C. 6A:9 was changed to Professional Standards, as it includes only the scope and purpose, definitions for all four chapters, as well as the professional standards for teachers and school leaders to which pre-professional and professional programs must align. The chapter was most recently readopted in 2015.

The amendments proposed in this rulemaking and at N.J.A.C. 6A:9A, 6A:9B, and 6A:9C in separate, simultaneous rulemakings are intended to provide options to certain candidates for an instructional certificate. The proposed amendments also will implement a number of recently enacted State laws that created new endorsements for instructional certificates or altered the requirements for existing endorsements, including the following:

- P.L. 2013, c. 68, which created pathways for military spouses to earn a certificate through reciprocity;
- P.L. 2017, c. 6, which requires educator preparation programs that lead to an instructional certificate to include instruction or clinical experience in special

education and credit hours in autism spectrum disorder for the teacher of students with disabilities endorsement;

- P.L. 2017, c. 70, which revised the requirements for the school nurse endorsement;
- P.L. 2018, c. 81, which authorized the computer science endorsement to the instructional certificate;
- P.L. 2021, c. 57, which established the Alternate Route Interstate Reciprocity Pilot Program;
- P.L. 2021, c. 87, which revised the substitute credential requirements;
- P.L. 2021, c. 279, which established the early college high school program endorsement to the instructional certificate; and
- P.L. 2021, c. 420, which required alternative measures for candidates for the career and technical education endorsement to demonstrate basic skills.

Coupled with the recently adopted rules at N.J.A.C. 6A:9B-5.6 to create a five-year pilot program to issue limited certificates of eligibility (CE) or limited certificates of eligibility with advanced standing (CEAS) to eligible candidates to work in participating school districts (see 54 N.J.R. 401(a)), the Department anticipates that the proposed amendments to all four chapters will encourage more individuals to apply for an instructional certificate, while maintaining the high quality of the State's teacher workforce. The proposed amendments to the State's system of educator preparation, certification, mentoring, and professional development will also help alleviate existing teacher shortages that have been amplified by the COVID-19 pandemic and will further the Department's efforts to increase diversity in the education workforce. The proposed amendments at N.J.A.C. 6A:9 include a new definition for "military spouse" and amendments to existing definitions for clarity and alignment to statute. Additionally, the proposed amendments at

N.J.A.C. 6A:9 will expand the purpose of professional standards for teachers and leaders to include the Department's commitment to equity and culturally responsive teaching.

Unless specified in this Summary, all other amendments are proposed for clarity, stylistic or grammatical improvement, to update links for webpages, or to update or add cross-references to the New Jersey Administrative Code or New Jersey Statutes Annotated.

Subchapter 1. Scope and Purpose

N.J.A.C. 6A:9-1.1 Scope

This scope of the chapter includes the rules governing preparation, licensure, and professional development of educators. This chapter sets forth the applicable definitions for preparation, licensure, and professional development of educators required for licensure and certification pursuant to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. The section also contains the Professional Standards for Teachers and the Professional Standards for School Leaders.

N.J.A.C. 6A:9-1.2 Purpose

This section sets forth the purpose of the chapter, which is to establish definitions applicable to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. The purpose of the chapter also is to establish professional standards for pre-service preparation, certification, and professional development that continuously serve to improve the quality of instruction for New Jersey students to prepare them for post-secondary education and careers. The purpose also states that a standards-based, rigorous system of licensure designed to support improved student achievement of the New Jersey Student Learning Standards (NJSLS) will serve to improve the quality of New Jersey's educator workforce and student performance.

Subchapter 2. Definitions

N.J.A.C. 6A:9-2.1 Definitions

This section provides definitions for terms that apply to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C.

The Department proposes to amend the terms “accreditation” and “official transcript” and to delete the terms “CAEP,” “NCATE,” “TEAC” and “regionally accredited college or university” to align the chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C with the United States Department of Education’s (USED) terminology, definitions, and guidance. Specifically, the Department proposes to replace the existing definition of “accreditation,” which means a status attained by an institution that has a professional education unit and has successfully completed a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The definition also states that 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. Pursuant to the amended definition, the Department proposes to include “accredited” and to state that both terms mean a status of public recognition attained by an educational institution or program that met the U.S. Secretary of Education’s standards and requirements. The proposed amendments will include all accredited agencies recognized by the USED.

The Department proposes to amend the definition for “authorization,” which means any requirement, other than an instructional certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession. The Department proposes to replace “other than an instructional certificate” with “license, certificate, or endorsement” and “established by the State or Federal government or by a profession that

allows an individual to engage in the practice of that profession” with “State or Federal law or by a professional licensing board for the individual to serve in a position,” respectively. The proposed amendments will broaden the term to include all possible licenses, certificates, and endorsements inclusive of all school-based roles requiring professional credentials.

The Department proposes to amend the definition for “CE educator preparation program,” which means a program designed to lead to a standard certificate where preparation primarily occurs while candidates are working under a provisional certificate. The Department proposes to add “and approved pursuant to N.J.A.C. 6A:9A-3.1” at the end to clarify that the term applies to Commissioner-approved educator preparation programs. The same amendment is proposed to the definition for “CEAS educator preparation program.”

The Department proposes to delete the term “certificate of advanced study in educational administration and supervision” because this term is neither used at the existing chapter, N.J.A.C. 6A:9A, 6A:9B, or 6A:9C, nor in the chapters that are proposed for readoption with amendments.

The Department proposes to delete the terms “charter school alternate route,” “certificate of advanced study in educational administration and supervision,” and “stakeholder” because they are neither used at the existing chapter, N.J.A.C. 6A:9A, 6A:9B, or 6A:9C, nor in the chapters that are proposed for readoption with amendments.

The Department proposes a definition for “chief school administrator” to mean the superintendent of schools, or the administrative principal if there is no superintendent, and includes charter school or renaissance school project lead persons.

The Department proposes a definition for “early college high school program” to mean a partnership between a school district and an institution of higher education that allows eligible students enrolled in such programs to simultaneously complete requirements toward earning a

State-endorsed high school diploma and participation in college-level courses resulting in earned college-level credits that are transferable to the institution of higher education in the partnership as part of an organized course of study in attainment of a postsecondary degree at no cost to the participant or the participant's family.

The Department proposes a definition for "military spouse" to mean a person whose spouse is an active-duty military member of the Armed Forces of the United States, who is the subject to a military transfer to New Jersey.

The Department proposes to amend the definition for "official transcript," which means either a paper or electronic transcript certified as official by the originating, regionally accredited higher education institution or a Department-recognized foreign credentialing agency. The Department proposes to delete "regionally accredited" to fully align the definition with the USED's terminology for accrediting agencies as "regional" and "national" are no longer used to distinguish or categorize accreditors. The Department also proposes to delete the term "regionally accredited college or university" for the same reason.

The Department proposes to amend the definition for "progress toward completion," which means the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate, that the certificate holder has completed the share of study needed per year to earn standard certification within the years allowed for certificate renewal. The definition also states that the required "share of study" shall be equal to the number of credits remaining for standard certification divided by the maximum number of years the specific certificate can be renewed. The definition further states that a minimum of six credits toward the goal of a standard certificate from an approved program shall be completed each year by the candidate. The Department proposes to replace "emergency certified teaching staff member must demonstrate"

with “demonstration” in the first sentence to make the sentence more concise. The Department also proposes to delete the last sentence, as it is unnecessary because “share of study” dictates what courses remain.

The Department proposes to amend the definition for “provisional certificate” to delete the second sentence, which states that provisional certificates may be renewed pursuant to N.J.A.C. 6A:9B-8.5. The Department also proposes to delete the fourth sentence, which states that, as required at N.J.A.C. 6A:9B, such staff shall also be enrolled in a CE educator preparation program and/or a district mentoring program, or a residency program. The sentences proposed for deletion merely state provisions at N.J.A.C. 6A:9B, which are unnecessary for a definition.

The Department proposes a definition for “spouse” to mean the person to whom an individual is legally married pursuant to New Jersey law, and also includes a partner in a civil union, pursuant to N.J.S.A. 37:1-33, or a domestic partner, pursuant to N.J.S.A. 26:8A-1 et seq. The Department proposes to delete the term “stakeholder” because it is neither used in the existing chapter or N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, nor in the chapters that are proposed for readoption with amendments.

The Department proposes to amend the definition of “teacher shortage area,” which means an area of specific grade, subject matter, or discipline classification, or a geographic area in which the Commissioner determines there is an insufficient supply of elementary or secondary school teachers. The Department proposes to delete “area of” and to replace “subject matter, or discipline classification” with “subject area” to align the term with the USED’s teacher shortage area reporting categories.

Subchapter 3. Professional Standards for Teachers and Professional Standards for School Leaders

This subchapter sets forth the Professional Standards for Teachers and the Professional Standards for School Leaders.

N.J.A.C. 6A:9-3.1 Purpose

This section explains the purpose of the Professional Standards for Teachers and the Professional Standards for School Leaders. This section also states that the standards are to be used in relation to the approval of educator preparation programs, recommendation of candidates for a certificate, induction, educator evaluation, and the approval of professional development. The purpose further states that the level of mastery of the Professional Standards for Teachers and the Professional Standards for School Leaders shall be on a continuum from pre-service and novice through veteran educator.

The Department proposes new N.J.A.C. 6A:9-3.1(c), which states that the purpose of the Professional Standards for Teachers and the Professional Standards for School Leaders is to ensure that teachers and leaders have a comprehensive understanding of their own frames of reference and their impact on expectations for, and relationships with, students and their families. The proposed subsection also states that the standards are grounded in the assumption that all students bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote student learning.

N.J.A.C. 6A:9-3.2 Scope

This section states that the Professional Standards for Teachers apply to all educators who hold an instructional certificate and the Professional Standards for School Leaders apply to all administrators who hold a supervisor, principal, or school administrator endorsement.

The Department proposes new N.J.A.C. 6A:9-3.2(c), which states that the Professional Standards for Teachers and the Professional Standards for School Leaders shall apply to all teachers and school leaders as they seek knowledge and skills to customize learning for students with a range of individual needs, including, but not limited to, students with disabilities, students who perform above or below grade level, and students with varying cultural and linguistic backgrounds and the specific needs of students for whom English is a new language.

N.J.A.C. 6A:9-3.3 Professional Standards for Teachers

This section sets forth the Professional Standards for Teachers, a set of standards that identifies the knowledge, skills, and dispositions that teachers should exhibit. The Professional Standards for Teachers are comprised of 11 domains: Learner Development; Learning Differences; Learning Environments; Content Knowledge; Application of Content; Assessment; Planning for Instruction; Professional Learning; Leadership and Collaboration; and Ethical Practice. A teacher must be knowledgeable about the specific areas in the professional standards and a school district's educator evaluation system must be aligned with the standards.

N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders

This section states that school leader preparation, school district induction, and professional development programs shall align their learning opportunities with the Professional

Standards for Educational Leaders 2015, developed by the National Policy Board for Educational Administration (NPBEA).

As the Department has provided a 60-day comment period on this notice of proposal, this notice is excepted from the rulemaking calendar requirement, pursuant to N.J.A.C. 1:30-3.3(a)5.

Social Impact

The rules proposed for readoption with amendments will have a positive social impact on students, teacher candidates, school districts, and CEAS and CE educator preparation programs because the Professional Standards for Teachers and Professional Standards for School Leaders provide uniform, high-level expectations for the preparation provided to teacher candidates by CEAS and CE educator preparation programs, and for professional development provided by school districts. The proposed amendments to the purpose of the Professional Standards for Teachers and Professional Standards for School Leaders reflect the Department's commitment to equity and culturally responsive teaching to ensure that educators approach instruction through a culturally responsive lens, which will lead to educational equity. High-level preparation and ongoing professional development will continue to lead to educators' improved quality of instruction. The rules proposed for readoption with amendments will clarify the various new and amended definitions referred to, or proposed at this chapter, N.J.A.C. 6A:9A, 6A:9B, and 6A:9C.

Economic Impact

The rules proposed for readoption with amendments will have no financial impact on educator preparation programs or school districts because the Professional Standards for Teachers and Professional Standards for School Leaders merely set forth professional goals for individual educators and do not establish particular operational requirements. The proposed

amendments regarding military spouses, which are proposed pursuant to P.L. 2013, c. 68, will have a positive financial impact by creating a seamless reciprocity pathway to enable these individuals to seek employment as teachers immediately after relocating to New Jersey.

Jobs Impact

It is not anticipated that jobs will be either generated or lost as a result of the rules proposed for readoption with amendments.

Agriculture Industry Impact

The rules proposed for readoption with amendments will have no impact on the agriculture industry.

Federal Standards Analysis

The rules proposed for readoption with amendments will further align New Jersey's rules with Federal requirements pursuant to the Every Student Succeeds Act (P.L. 114-95, 20 U.S.C. §§ 6301 et al.) and ensure New Jersey's public-school system prepares students for postsecondary education and the 21st century workplace. The rules proposed for readoption with amendments are in compliance with both Federal regulations and State statutes, rules, and regulations.

Regulatory Flexibility Statement

A regulatory flexibility analysis is not required because the rules proposed for readoption with amendments do not impose reporting, recordkeeping, or other compliance requirements on small businesses, as defined in the Regulatory Flexibility Act, N.J.S.A. 52:14B-16 et seq. The rules proposed for readoption with amendments impact solely on individual educators, school

districts, and educator preparation programs in New Jersey, which are affiliated with school districts or higher education providers that employ more than 100 people full-time.

Housing Affordability Impact Analysis

There is an extreme unlikelihood that the rules proposed for readoption with amendments will have any impact on the affordability of housing in New Jersey. There is an extreme unlikelihood that the rules proposed for readoption with amendments would evoke a change in the average costs associated with housing because the rules apply only to professional standards and training of individual educators, school districts, and educator preparation programs in New Jersey.

Smart Growth Development Impact Analysis

The rules proposed for readoption with amendments will have an insignificant impact on smart growth. There is an extreme unlikelihood that the rules proposed for readoption with amendments would evoke a change in housing production in Planning Areas 1 or 2, or within designated centers, under the State Development and Redevelopment Plan in New Jersey because the rules proposed for readoption with amendments concern the professional standards and training of individual educators, school districts, and educator preparation programs in New Jersey.

Racial and Ethnic Community Criminal Justice and Public Safety Impact

There is an extreme unlikelihood that the rules proposed for readoption with amendments would have an impact on pretrial detention, sentencing, probation, or parole policies concerning juveniles and adults in the State because the rules proposed for readoption with amendments concern individual educators, school districts, and educator preparation programs in New Jersey. Accordingly, no further analysis is required.

Full text of the rules proposed for readoption may be found in the New Jersey Administrative Code at N.J.A.C. 6A:9.

Full text of the proposed amendments follows (additions indicated in boldface **thus**; deletions indicated in brackets [thus]):

Subchapter 1. Scope and Purpose

6A:9-1.1 Scope

This chapter sets forth the applicable definitions for preparation, licensure, and professional development of educators required for licensure and certification pursuant to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. [It] **This chapter** also contains the Professional Standards for Teachers and the Professional Standards for School Leaders.

6A:9-1.2 Purpose

- (a) The purpose of this chapter is to establish definitions applicable to this chapter[,] and [to] N.J.A.C. 6A:9A, 6A:9B, and 6A:9C[, and]. **Furthermore, the purpose of this chapter is** to establish professional standards for pre-service preparation, certification, and professional development that continuously serve to improve the quality of instruction for New Jersey's [children] **students and** prepare them for post-secondary education [and/or] **and** careers.
- (b) (No change.)

Subchapter 2. Definitions

6A:9-2.1 Definitions

The following words and terms shall have the following meanings when used in this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, unless the context clearly indicates otherwise:

...

“Accreditation” and **"accredited"** both mean[s] **a status of public recognition attained by an educational institution [that has a professional education unit and has successfully completed a review process by a national professional organization recognized by the Council on Higher Education Accreditation or 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.] or program that meets the U.S. Secretary of Education’s standards and requirements.**

...

“Approved agency” shall mean an entity [which] **that** 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 career-focused institution” means a private career school that is approved to operate by a certificate of approval issued by the commissioners of the Department of Education and the Department of Labor and Workforce Development, [as prescribed in] **pursuant to N.J.S.A. 34:15C-10.1.**

...

“Authorization” means any requirement, [other than an instructional certificate,] **license, certificate, or endorsement** established by [the] State or Federal [government] **law** or by a [profession that allows an] **professional licensing board for the** individual to [engage in the practice of that profession] **serve in a position.**

...

[“CAEP” means the Council for the Accreditation of Educator Preparation. CAEP is a national professional accrediting body for educator preparation.]

“Career and technical education” or “CTE” means **the same as that term is** defined [in] **at** N.J.A.C. 6A:19-1.2.

“Career cluster” means **the same as that term is** defined [in] **at** N.J.A.C. 6A:19-1.2.

“CE educator preparation program” means a program designed to lead to a standard certificate where preparation primarily occurs while candidates are working under a provisional certificate, **and approved pursuant to N.J.A.C. 6A:9A-3.1.**

"CEAS educator preparation program" means a program provided by an accredited higher education institution **and approved pursuant to N.J.A.C. 6A:9A-3.1.** This program primarily occurs prior to a candidate actively working under a provisional certificate.

“Certificate” means a legal document **that is** issued by the Board of Examiners [that] **and** permits an individual to serve as a teaching staff member. [Three] **The three** categories of certificates are instructional, administrative, and educational services. Within each certificate category, standard, provisional, **and** emergency certificates, [and/or] CEs, and CEASs may be

available. Each certificate shall be issued with at least one endorsement, which shall be considered part of the certificate.

...

[“Certificate of advanced study in educational administration and supervision” means a postmasters higher education institution 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 an out-of-State certificate as a principal or superintendent and in a Certificate of Advanced Study in School Leadership from the higher education institution.]

“Certificate of eligibility” (CE) means a certificate with lifetime validity issued to [persons] **an individual** who [have] **has** completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in corresponding positions requiring certification.

“Certificate of eligibility with advanced standing” (CEAS) means a certificate with lifetime validity issued to [persons] **an individual** who [have] **has** completed degree, academic study, **and** applicable test requirements, [and] **in addition to** CEAS educator 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 certificate program, including qualification for a charter school certificate of eligibility, issuance of a provisional certificate upon employment, and final recommendation by the principal upon two years of successful

completion of teaching at the charter school. Charter school certificates may be used only for employment in charter schools and do not satisfy the requirements for employment in school districts, excluding charter schools.]

...

“Chief school administrator” means the superintendent of schools, or the administrative principal if there is no superintendent, and includes charter school or renaissance school project lead persons.

...

“Clinical practice” means the culminating field-based experience or internship of educator preparation. In this hands-on experience in a **preschool through grade 12 (P-12)** setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.

...

“Cooperative education experience” means the same as that term is defined [in] at N.J.A.C. 6A:19-[4.2]1.2.

...

“CTE Teacher Bridge” means the process by which holders of standard instructional certificates with an endorsement in a subject area that authorizes them to teach grades nine through 12 may obtain a CTE endorsement to teach CTE programs that align to an in-demand industry sector or occupation that is **identified and approved by the Department as experiencing a shortage of CTE teachers[, as identified and approved by the Department].**

“District board(s) of education” or “school district(s)” means all providers of publicly funded preschool, elementary, secondary, [and] **or** 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 Children and Families, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for [the disabled] **students with disabilities** whose staff hold appropriate certificates.

“District mentoring program” means a program of induction and support [for] **that is designed to develop** non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, [designed to develop them] into effective professionals within the school district.

...

“Early Childhood Program Expectations” means the standards set forth [in] **at N.J.A.C. 6A:8-2.1(a)3** **2.1(a)4**.

“Early college high school program” means a **partnership between a school district and an institution of higher education that allows eligible students enrolled in such programs to simultaneously complete requirements toward earning a State-endorsed high school diploma and participation in college-level courses resulting in earned college-level credits that are transferable to the institution of higher education in the partnership, as part of an organized course of study in attainment of a postsecondary degree, at no cost to the participant or the participant’s family.**

...

“Educational technology” means the implementation of technology as an integral part of the instructional process across all curriculum areas **in a way** that supports a learner-centered environment.

“Educator preparation program” means a Commissioner-approved CEAS[,] or CE [educator preparation] program, **pursuant to N.J.A.C. 6A:9A-3.1**, or **an** out-of-State [educator preparation] program, pursuant to N.J.A.C. 6A:9B-8.2(b), that is housed at a higher education institution or other program provider and prepares candidates for instructional, administrative, or educational services certification.

“Emergency certificate” means a substandard certificate issued only to educational services certificate candidates who meet the requirements [specified] for each endorsement pursuant to N.J.A.C. 6A:9B-14.

“Endorsement” means an authorization allowing a certificate holder to teach one or more specific subject [area(s)] **areas** or to serve in one or more specific teaching staff [role(s)] **roles**.

...

“IEP” means an individualized education program as **that term is** defined [in] **at** N.J.A.C. 6A:14-1.3.

“Industry credential” means a certification **that is** issued by an approved career-focused institution or by an occupational or industry group [to] **and** demonstrates competency or completion of training for a particular jobcategory.

...

“Military spouse” means a person whose spouse is an active-duty military member of the Armed Forces of the United States, who is the subject of a military transfer to New Jersey.

...

[“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 kindergarten through grade 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and that complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352), **42 U.S.C. §§ 2000d et seq.** For purposes of this chapter, preschools licensed by the Department of Children and Families that are not under contract to provide services to SDA districts shall be considered nonpublic schools.

“North American Industry Classification System (NAICS) code” [is an] **means the** economic classification system based on groups of goods and services that use similar or identical production processes.

“Novice teacher” means any [teacher] **teaching staff member** serving full- or part-time under a provisional certificate who has not yet been issued a standard instructional certificate in any endorsement area.

...

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

“Paraprofessional” means a school or classroom aide who assists appropriately certified personnel with the supervision of [pupil] **student** activities.

...

“Program completion” means the fulfillment of all requirements of a Commissioner-approved **educator preparation program**, or of an out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b).

...

“Progress toward completion” means the [emergency certified teaching staff member must demonstrate] **demonstration**, before renewal of [the] **an** emergency certificate, that [he or she] **the certificate holder** has completed the share of study needed per year to earn standard certification within the years allowed for certificate renewal. The required “share of study” shall be equal to the number of credits remaining for standard certification divided by the maximum number of years the specific certificate can be renewed. [A minimum of six credits toward the goal of a standard certificate from an approved program shall be completed each year by the candidate.]

“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 a standard certificate. [Provisional certificates may be renewed pursuant to N.J.A.C. 6A:9B-8.5.] Provisional certificates are issued to instructional, administrator, and educational services staff whose

employment with a specific school district is authorized by a CE or CEAS. 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. [As required under N.J.A.C. 6A:9B, such staff shall also be enrolled in a CE educator preparation program and/or a district mentoring program, or a residency program.]

...

["Regionally accredited college or university" means a higher education institution 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. Higher Learning Commission;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.]

...

"Spouse" means the person to whom an individual is legally married to pursuant to New Jersey law, and also includes a partner in a civil union, pursuant to N.J.S.A. 37:1-28 et seq., or a domestic partner, pursuant to N.J.S.A. 26:8A-1 et seq.

...

["Stakeholder" means a person or group with an interest or concern in an education policy or issue.]

“Structured learning experience (SLE)” means **the same as that term is** defined [in] **at** N.J.A.C. 6A:19-2.1.

“Substitute credential” means the credential required for [persons] **individuals** who do not hold an administrative, educational services, or instructional certificate and who are temporarily serving in replacement of a certified and regularly employed classroom teacher.

“Supervisor” means an appropriately certified “teaching staff member,” as defined [in] **at** N.J.S.A. 18A:1-1, employed by a school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor endorsement.

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

“Teacher shortage area” means [an area of] **a** specific grade, subject [matter, or discipline classification] **area**, or [a] geographic area in which the Commissioner determines there is an insufficient supply of elementary or secondary school teachers.

“Teaching staff member” means **the same as that term is** defined [in] **at** N.J.S.A. 18:1-1.

“Technology education” means instruction by a teacher holding the Technology Education endorsement and covering NJSLS 8.2 and the International Technology Education and Engineering Association (ITEEA) standards. The ITEEA standards are published in “Standards for Technological Literacy,” (C) ITEEA, incorporated herein by reference, as amended and supplemented and are available at <https://www.iteea.org/File.aspx?id=67767&v=b26b7852>.

Subchapter 3. Professional Standards for Teachers and School Leaders

6A:9-3.1 Purpose

- (a) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth [in] **at N.J.A.C. 6A:9-3.3 and 3.4, respectively**, shall be used in the approval of educator preparation programs, recommendation of candidates for a certificate, induction, educator evaluation, and the approval of professional development.
- (b) The level of mastery of the Professional Standards for Teachers and **the** Professional Standards for School Leaders shall be on a continuum from pre-service and novice through veteran educator.
- (c) **The purpose of the Professional Standards for Teachers and the Professional Standards for School Leaders is to ensure that teachers and leaders have a comprehensive understanding of their own frames of reference and their impact on expectations for, and relationships with, students and their families. The standards are grounded in the assumption that all students bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote student learning.**

6A:9-3.2 Scope

- (a)–(b) (No change.)
- (c) **The Professional Standards for Teachers and the Professional Standards for School Leaders shall apply to all teachers and school leaders as they seek knowledge and skills to customize learning for students with a range of**

individual needs, including, but not limited to:

- 1. Students with disabilities;**
- 2. Students who perform above or below grade level; and**
- 3. Students with varying cultural and linguistic backgrounds and the specific needs of students for whom English is a new language.**

6A:9-3.3 Professional Standards for Teachers

- (a) Teacher preparation, **school** district induction, professional development programs, and the school district teacher evaluation system shall align with the standards [in] **at** (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.–11. (No change.)

6A:9-3.4 Professional Standards for School Leaders

School leader preparation, **school** district induction, and professional development programs shall align their learning opportunities with the Professional Standards for Educational Leaders 2015, developed by the National Policy Board for Educational Administration (NPBEA), incorporated herein by reference, available at [\[http://www.npbea.org/wp/wpcontent/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf\]](http://www.npbea.org/wp/wpcontent/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf) https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf.