



# *Enhancing Preparation & Certification to Increase Novice Teacher Effectiveness*

## **Presentation of Proposed Amendments to State Board of Education**

**N.J.A.C. 6A:9**

**N.J.A.C. 6A:9A**

**N.J.A.C. 6A:9B**

**N.J.A.C. 6A:9C**

**Professional Standards**

**New Jersey Educator Preparation Programs**

**State Board of Examiners and Certification**

**Professional Development**

**February 4, 2015**



## Goals of the Presentation

- **Outline the NJDOE's comprehensive vision** for maximizing the quality and effectiveness of novice teachers by enhancing teacher preparation and certification
- **Present related regulatory changes / non-regulatory actions**
  - Checkmarks (✓) indicate a broad initiative or non-regulatory action that is already complete
- Identify **areas that align** with the recommendations from the Garden State Alliance for Strengthening Education (GSASE)
  - Stars (★) indicate alignment to GSASE recommendations



# Agenda

Setting Context

Strong Candidates Entering the Profession

---

Updated Preparation Requirements

---

Demonstrated Individual Performance

---

Program Data and Support

---

Next Steps

---

Appendix: Overview of Key Changes by Chapter



# Executive Summary

*We are working in partnership with stakeholders to improve the next generation of novice teachers over time.*

## Comprehensive Vision:

- **Implement the June 2014 regulatory package**, which raised the bar for entry into the profession
- **Propose a comprehensive package**, developed over the last 15 months with various stakeholders, **prior to expiration** of the current regulations
- **Join the NJEA and Garden State Alliance** as a partner in addressing other outstanding components to novice teacher preparation and support

## Future State of Teaching in New Jersey:

- **Higher bar for entry** into the teaching profession
- **Preparation that supports high-quality instruction** (e.g. Common Core State Standards, PARCC, and evaluation), ensuring novice teachers are exposed to an environment promoting student achievement
- **Rich data** to distinguish the quality of individual teacher candidates and their programs



## Teachers Matter

*Nothing schools do for their students matters more than providing them with effective educators.*

- Teacher quality accounts for **nearly 35%** of a school's total **impact on student achievement.**<sup>1</sup>
- More than **three in five education school alumni** report that their education school **did not prepare** them for “classroom realities.”<sup>2</sup>
- Only 23% of all teachers, and **14% of teachers in high-poverty schools, come from the top third of college graduates.**<sup>3</sup>

1. Marzano et al., 2005

2. Arthur Levine, *Educating School Teachers* (Washington, D.C.: The Education Schools Project, 2006), 32, [http://www.edschools.org/teacher\\_report.htm](http://www.edschools.org/teacher_report.htm)

3. Byron Auguste, Paul Kihn, Matt Miller, *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching* (Washington, DC: McKinsey & Company, 2010), 5, [http://www.mckinsey.com/clientservice/Social\\_Sector/our\\_practices/Education/Knowledge\\_Highlights/~/\\_media/Reports/SSO/Closing\\_the\\_talent\\_gap.ashx](http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/~/_media/Reports/SSO/Closing_the_talent_gap.ashx)



# Current National and State Landscape

***Ensuring high quality candidates and improving preparation are a focus of reform across the country.***

- **U.S. Dept. of Education** recently proposed updated preparation regulations, many of which align with our ideas.
- **American Federation of Teachers** recommended teaching programs require a minimum 3.0 cumulative GPA and 24 on the ACT for entry.
- **American Association of Teachers Colleges**, Stanford University, and Pearson developed a “**teacher performance assessment**” of pedagogical effectiveness prior to entering a classroom; **25 states and 180 Educator Preparation Providers have field tested** this tool and many have adopted policies requiring it for initial certification.
- **Council of Chief State School Officers**<sup>1</sup> called for states to **increase licensure requirements and utilize stronger program approval and accountability measures** for educator preparation providers.
- **The Garden State Alliance for Strengthening Education** recently released a list of recommendations to improve the teaching profession - many of which **align directly with the recommendations in this package.**<sup>2</sup>

1. Council of Chief State School Officers, *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, 2012:

[http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise\\_2012.pdf](http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf)

2. Garden State Alliance for Strengthening Education, *Designing a Continuum to Support Effective Teaching in New Jersey*, 2014: <http://assets.njspotlight.com/assets/14/0928/2133>



## Holistic Approach

*An approach that looks at the entire lifecycle of an educator is needed to attract, develop, and retain exceptional teachers.*

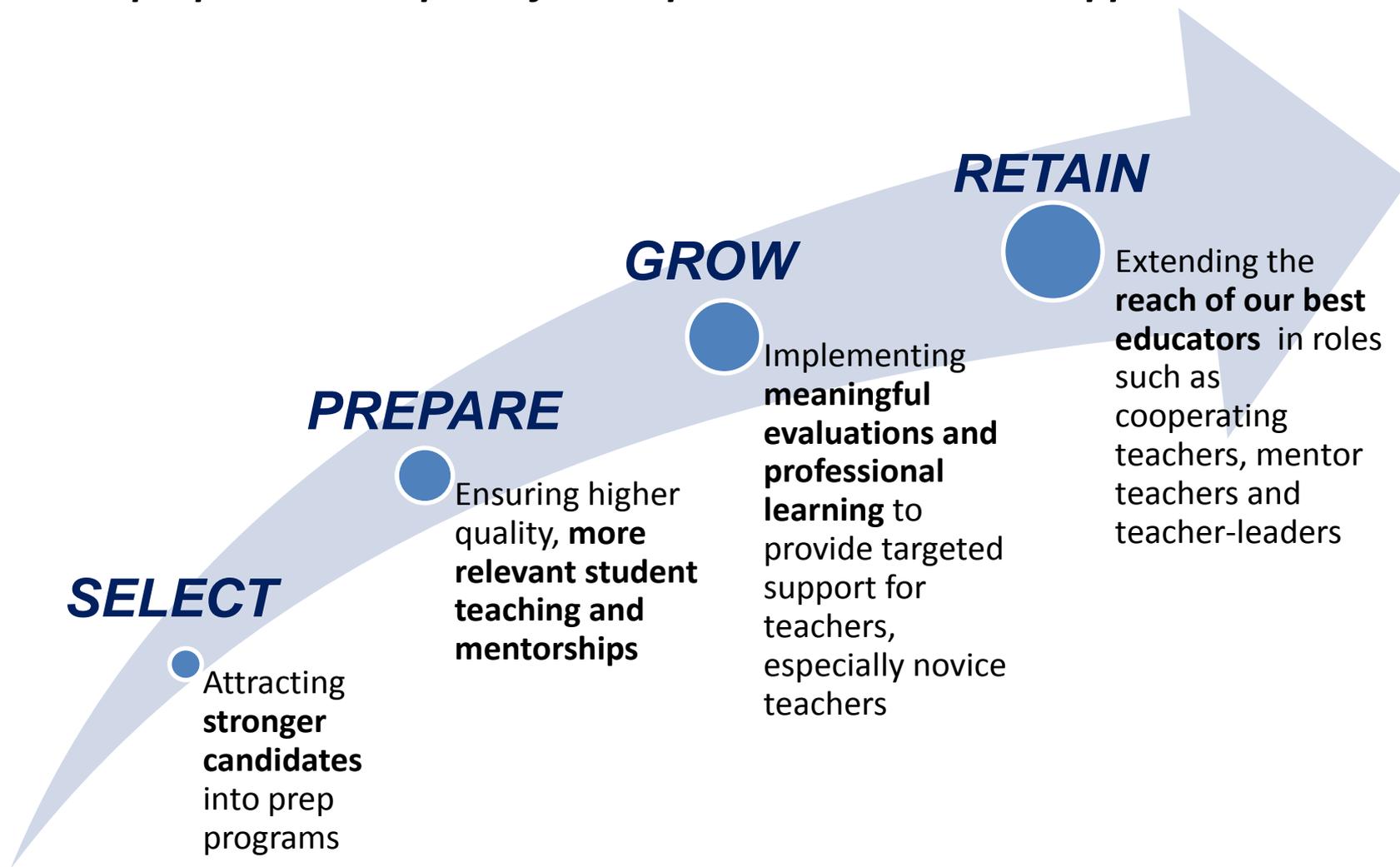
- Over the past three years, we have focused on **developing existing teachers** through the AchieveNJ evaluation system and related professional development.
- To complement these efforts, we are proposing changes to **enhance the effectiveness of novice teachers** through preparation and certification.





# Preparation and Certification Along a Continuum

*This proposal is one part of a comprehensive vision to support NJ teachers.*





## Regulatory Background

*Several steps have already been taken to lay the foundation for this work.*

- **June 2013** - State Board adopted changes to N.J.A.C. 6A:9 Professional Licensure and Standards based on Education Transformation Task Force recommendations
- **June 2014** - State Board adopted regulations that raised the bar for entry into preparation programs and for initial certification (i.e. raise GPA requirement)
- **August 2014** - OAL published the recodification of N.J.A.C. 6A:9 as N.J.A.C. 6A:9, 9A, 9B, and 9C with the following titles:
  - N.J.A.C. 6A:9 Professional Standards
  - N.J.A.C. 6A:9A New Jersey Educator Preparation Programs
  - N.J.A.C. 6A:9B State Board of Examiners and Certification
  - N.J.A.C. 6A:9C Professional Development for Teaching Staff Members and School Leaders



# Types of Teacher Preparation: Background

*The type of initial certificate issued depends on the type of preparation the teacher candidate receives.*

Type of Preparation	Description of Preparation	Type of Initial Certificate Issued
<b>Traditional-route</b>	Candidates complete an educator preparation program, including student teaching, at a regionally accredited college or university <b>prior to being employed as teachers</b>	<b>Certificate of Eligibility with Advanced Standing (CEAS)</b>
<b>Alternate-route</b>	Candidates receive teacher training <b>while employed as teachers</b>	<b>Certificate of Eligibility (CE)</b>



## Pathway to Certification: Background

***Traditional and alternate-route candidates must go through a 3-tier process to earn a standard instructional certificate.***

<b><i>Initial (CE or CEAS)</i></b>	<b><i>Provisional Certification</i></b>	<b><i>Standard Certification</i></b>
<p><b>A license to seek employment as a teacher</b></p> <p>(issued before candidate seeks employment as a teacher)</p>	<p><b>A temporary license to teach</b></p> <p>(issued once a candidate is hired as a teacher)</p>	<p><b>A lifetime valid license to teach</b></p> <p>(may be issued after 1 year of teaching)</p>
		



# Focus Areas for Proposal

***Preparation and certification are levers that can drive change in four areas:***

1. **Strong Candidates Entering the Profession**



*Attract the best and brightest teacher candidates into preparation programs by raising entry requirements.*

2. **Updated Preparation Requirements**



*Provide teacher candidates with high-quality preparation that is grounded in enhanced preschool through 12<sup>th</sup>-grade classroom experience.*

3. **Demonstrated Individual Performance**



*Require candidates to demonstrate mastery of important teaching competencies throughout preparation and initial years of teaching.*

4. **Program Data and Support**



*Provide programs, teacher candidates, and districts with transparent performance data; Support programs and hold them accountable.*

Guiding Principles:

Stakeholder collaboration & K12/Higher Education Partnerships



# Agenda

Setting Context

Strong Candidates Entering the Profession

Updated Preparation Requirements

Demonstrated Individual Performance

Program Data and Support

Next Steps

Appendix: Overview of Key Changes by Chapter



# Strong Candidates Entering the Profession

*To attract the best and brightest into teaching, we are raising program entry requirements and empowering alternate-route programs to select candidates.*

	Current	Future
Program Entry Requirements	<ul style="list-style-type: none"> <li>• <b>Lower</b> than neighboring states and other professions (lower GPA and vague basic skills requirements)</li> </ul>	<ul style="list-style-type: none"> <li>✓ More <b>selective</b> (GPA raised to 3.0 and basic skills requirement standardized)</li> </ul>
Alternate-Route Candidate Selection	<ul style="list-style-type: none"> <li>• Programs <b>aren't incentivized to recruit and select</b> the candidates they train; they train anyone who registers for their program</li> </ul>	<ul style="list-style-type: none"> <li>• Programs take on <b>added responsibility for accepting candidates</b> to their programs★</li> </ul>



# Agenda

Setting Context

---

Strong Candidates Entering the Profession

Updated Preparation Requirements

Demonstrated Individual Performance

---

Program Data and Support

---

Next Steps

---

Appendix: Overview of Key Changes by Chapter



# Updated Preparation Requirements



*We aim to improve clinical experiences across all programs and enable richer, more coherent curriculum in alternate-route programs.*

	Current	Future
<b>Traditional Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Limited clinical experiences</b> &lt;1 year, including practicum and student teaching</li> <li>• <b>Specific course requirements</b> with little flexibility to innovate</li> <li>• <b>Limited incentives</b> for hosting student teachers can make placement difficult</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Richer clinical experiences</b> that include a student teaching experience occurring over one school year, under an effective or highly-effective teacher, with at least 50 hours of practicum prior ★</li> <li>• <b>Providers given flexibility to innovate with standards-based curriculum</b> ★</li> <li>• <b>Improved incentives</b> for hosting student teachers★ (non-regulatory)</li> </ul>
<b>Alternate-Route Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Programming can be non-sequential, disjointed and less effective</b> since candidates are permitted to jump from program to program</li> <li>• <b>Inadequate time</b> for in-service preparation (10 months); Typical preparation largely focused on <b>200-290 hours of seat time</b></li> <li>• State mandates <b>24 hours of pre-service</b> with <b>no required clinical experience</b></li> <li>• State mandated <b>\$1,500 price cap</b> for 200-hour programming limits quality of preparation, discourages providers from entering the market</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Single program provides end-to-end, sequential, coherent training</b> to a cohort of teachers ★</li> <li>• <b>Expanded duration of 2 years</b> (350 hours or 24 credits) including <b>comprehensive in-service preparation</b> that focuses on classroom-based coaching / support and seat time ★</li> <li>• <b>50 hours of improved pre-service</b> with <b>required clinical experience</b> ★</li> <li>✓ <b>Providers establish fees</b> for programming; can enhance offerings while also considering candidate affordability</li> </ul>

★ Alignment to GSASE



# Agenda

Setting Context

---

Strong Candidates Entering the Profession

---

Updated Preparation Requirements

Demonstrated Individual Performance

Program Data and Support

---

Next Steps

---

Appendix: Overview of Key Changes by Chapter



# Demonstrated Individual Performance



***All New Jersey teachers, no matter which pathway they take into the classroom, will demonstrate rigorous teaching competencies.***

	Current	Future
Overall Requirements	<ul style="list-style-type: none"> <li>• <b>Uneven criteria</b> for different types of certification (e.g. traditional route candidates required to pass perf. assessment, but alt. route and out of state candidates are not)</li> </ul>	<ul style="list-style-type: none"> <li>• More <b>equitable criteria</b> across all types of certification (all types of candidates required to pass a performance assessment)★</li> </ul>
Initial Certification <i>(Entering Workforce)</i>	<ul style="list-style-type: none"> <li>• Initial certification <b>criteria is lower than neighboring states</b> and other professions (2.75 GPA and no performance assessment)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Stricter initial certification criteria</b> (GPA raised to 3.0 and performance assessment established)★</li> </ul>
Longer Provisional Period	<ul style="list-style-type: none"> <li>• Standard certification criteria <b>linked to one year of principal observations which are not aligned to instructional practice instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multiple years</b> of experience required to earn standard</li> <li>• <b>Multiple measures</b> of performance required to earn standard certification ★</li> </ul>
Out of State Reciprocity	<ul style="list-style-type: none"> <li>• <b>Porous reciprocity rules</b> allow candidates who don't meet new in-state criteria (passing a performance assessment and successful evaluation data) to gain a certificate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Updated reciprocity rules</b> require novice teachers to pass a performance assessment and experienced teachers to demonstrate successful evaluation ratings ★</li> </ul>
Substitute Certification	<ul style="list-style-type: none"> <li>• <b>Loose policies</b> enable candidates with lower qualifications to work with students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stricter policies</b> support all students being taught by high quality teachers</li> </ul>



# Overall Certification Requirements: Future State

***All teaching candidates, regardless of their path into the profession<sup>1</sup>, will meet the same criteria for a standard certificate – with some differences in sequence.***

Criteria		Trad. NJ Teacher		Alt-Route NJ Teacher	
		Initial (CEAS)	Standard	Initial (CE)	Standard
General Cognitive Ability	Obtain BA degree or higher	X		X	
	Pass basic skills assessment	X <sup>2</sup>		X	
	Earn GPA of 3.0 or higher	X		X	
Content Knowledge	Pass relevant content test (e.g. Praxis II)	X		X	
	Major in content area or earn min. credit hours	X		X	
Teaching / Pedagogical Ability	Complete preparation program	X			X
	Pass performance assessment	X			X
	Receive 1 yr of mentoring		X		X
	Demonstrate 2 yrs of effective teaching		X		X

1. Candidates can also enter teaching using out-of-state reciprocity.

2. While not required as an initial licensure requirement, candidates are required to pass a basic skills assessment to get into their teacher preparation program.



## Substitute Certification Changes

***Higher standards for substitute teacher quality will complement more rigorous initial and standard certification processes.***

Change	Current	Future
Increase Study Requirements	Require <b>60 credits</b>	Require <b>Bachelor's Degree</b>
Limit Days of Service for Substitute Credential Holders	<b>20 days, extendable to 40</b> , in the same class during the academic year	<b>20 days in the same class</b> during the academic year
Incent Use of CE and CEAS with Appropriate Endorsement as Substitutes	Current limits are <b>60 days</b> in the same class during the academic year	Allow <b>service up to an entire school year in same class</b> if candidate holds <b>appropriate endorsement, is mentored, and, if CE, enrolls in Alt.-Route Program</b>
Require Mentors for Longer-Term Substitutes	<b>Not currently required</b>	Require <b>mentors within 20 days of starting</b> for qualified CE and CEAS candidates serving as long-term substitutes
Create Secure Database of Qualified Subs for Districts	<b>Not currently in policy</b>	<b>To be created</b>
Monitor Substitute Absentee Rates	<b>Not currently done</b>	Change QSAC to <b>require district to monitor and limit absenteeism</b>



## Out-of-State Reciprocity Changes

***Stronger reciprocity requirements will ensure out-of-state candidates meet a similar high bar to in-state candidates.***

Change	Current	Future
<b>No Reciprocity for Alternate-Route Initial Certificates</b>	<b>Porous rules issue our CE to nearly anyone</b> with an out-of-state initial certificate	<b>No reciprocity for alternate route initial certificates</b>
<b>Require a Performance Assessment</b>	Performance assessment <b>not currently a requirement</b> for reciprocity	<b>Require performance assessment</b> for out-of-state Traditional Route candidates who have not passed one approved in their state <sup>1</sup>
<b>Require Successful Evaluation Ratings</b>	<b>Only required</b> for the standard certificate <b>if candidate taught for less than three years</b>	Require <b>evidence of effective teaching</b> in 2 of 3 years within the last 4 to earn standard certificate through reciprocity

1. If a candidate has not passed an out-of-state-approved performance assessment, s/he will receive a CE and must pass our performance assessment, but does not have to complete an alternate-route program.



# Principal and CSA Residency Requirements

***District and school administrators will have more individualized mentoring supports.***

Topic	Summary of Major Updates
<b>Mentoring Residency Program Content/Duration</b>	<ul style="list-style-type: none"> <li>• Regs specify that candidates receive <b>individualized plan of support</b> based on their own unique preparation/prior experience</li> <li>• Individualized plan <b>replaces required individual PD plan</b> during residency</li> <li>• Program must <b>train candidate on district’s teacher and principal evaluation systems</b></li> <li>• <b>Program may be extended</b> for family/medical leave</li> </ul>
<b>Mentor Eligibility</b>	<ul style="list-style-type: none"> <li>• <b>Mentors must have served for 3 years with Effective rating</b> and been engaged in some capacity <b>in New Jersey public schools</b> for at least 3 of the last 5 years</li> </ul>
<b>Mentor Role</b>	<ul style="list-style-type: none"> <li>• <b>Additional clarifications</b> about meeting frequency, help with individualized plan development, fulfillment of all requirements, etc.</li> <li>• Specifies <b>mentor may not serve as direct supervisor nor conduct performance evaluation</b> of candidate</li> </ul>
<b>Recommendation for Standard Certification: Principals Only</b>	<ul style="list-style-type: none"> <li>• <b>CSA will evaluate candidate and provide recommendation for standard certification</b> (not mentor) to align with new principal evaluation system</li> <li>• <b>CSA/designee will conduct at least 3 observations for purposes of evaluation</b> in each year of residency to inform recommendation for standard certification</li> <li>• <b>CSA will submit comprehensive final evaluation report</b> to the Department along with recommendation of approval, insufficiency, or disapproval for standard certificate</li> </ul>



# Agenda

Setting Context

---

Strong Candidates Entering the Profession

---

Updated Preparation Requirements

---

Demonstrated Individual Performance

Program Data and Support

Next Steps

---

Appendix: Overview of Key Changes by Chapter



# Data Collection Fuels Research and Action



*The proposed approval process, regulations, and revisions to district reporting will soon provide the state with a wealth of data to deeply study teacher preparation.*

## Data Collected

Teacher Candidate  
Enters College  
(Freshman Year)

- HS Qualifications: SAT/ACT
- Demographics/Background

Teacher Candidate Enters  
Education Program  
(-Junior Year)

- Program Entry: GPA, Praxis I
- Curricular Specifics (via program approval and transcript audits)
- Cooperating Teacher Data
- Program Feedback

Teacher Hired and Working In a  
District  
(After College Graduation)

- Certification Requirements: GPA, Performance Assessment, Praxis II Scores
- Work Location/Student Demographics
- Program Feedback
- Evaluation Data (Multiple Measures)
- Retention/Attrition

## Information Drives Action

### State Level

- State-wide trends in supply/demand
- Information about how inputs (e.g. GPA, Praxis score) are related to outputs (e.g. evaluation data)

### Program Level

- Trends in placement, performance, and persistence of all graduates of a particular program

### Candidate-Level

- Information on which programs best meet a candidate's needs
- Information on which grade-level/content-area to pursue



# Agenda

Setting Context

---

Strong Candidates Entering the Profession

---

Updated Preparation Requirements

---

Demonstrated Individual Performance

---

Program Data and Support

---

Next Steps

---

Appendix: Overview of Key Changes by Chapter



## Next Steps

*As we engage in the regulatory process, we will continue to engage with stakeholders and devise strong implementation supports.*

- Through **public comment** we will continue to hear stakeholder feedback and ensure proposed policies will work effectively.
- Through **ongoing stakeholder collaboration** (NJACTE, SPAC, Alternate Route working group, SCPL) we will **develop guidance and model best practices** to support new policies.
- As we consider preparation and certification along the continuum, we will continue to **examine the impact of induction, evaluation, and professional development** on teacher quality.



# Agenda

Setting Context

---

Strong Candidates Entering the Profession

---

Updated Preparation Requirements

---

Demonstrated Individual Performance

---

Program Data and Support

---

Next Steps

Appendix: Overview of Key Changes by Chapter



## Appendix: Overview of Key Changes by Chapter

9 – Professional Standards

9A – New Jersey Educator Preparation Programs

---

9B – State Board of Examiners and Certification

---

9C – Professional Development

---



## N.J.A.C. 6A:9

# Professional Standards

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- **Summary of Chapter:**  
Contains the definitions and the Professional Standards for Teachers and Professional Standards for School leaders
- **Summary of Key Changes:**
  - Adding definitions for clarity
  - Updating definitions based on proposed changes



## Appendix: Overview of Key Changes by Chapter

### 9 – Professional Standards

9A – New Jersey Educator Preparation Programs

9B – State Board of Examiners and Certification

---

9C – Professional Development

---



## N.J.A.C. 6A:9A

# New Jersey Educator Preparation Programs

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### Summary of Chapter:

Contains rules for the approval of traditional and alternate-route educator preparation programs as well as the required preparation for educators



# N.J.A.C. 6A:9A

## Traditional-Route Preparation: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p><b>Limited clinical experiences</b></p> <ul style="list-style-type: none"><li>• 1 semester of student teaching</li><li>• Undefined practicum duration and unspecified placements</li></ul> <p><b>Curriculum includes specific course requirements</b> with little flexibility to innovate</p>	<p><b>Richer clinical experiences</b></p> <ul style="list-style-type: none"><li>• 1 year of student teaching with an Effective or Highly Effective teacher (progressing from 2 days to full-time) <i>(effective Fall 2017)</i></li><li>• At least 50 hours of practicum in at least 2 settings, one of which must be a special education setting <i>(effective Fall 2017)</i></li></ul> <p><b>Standards-based curriculum requirements</b> which will provide flexibility to innovate</p>



# N.J.A.C. 6A:9A

## Alternate-Route Preparation: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p><b>Accept candidates on a rolling basis;</b> difficult to provide sequenced, coherent programming</p> <p>Require <b>24 hours of training prior to full control of classroom</b> (pre-service) with <b>no required clinical experience</b></p> <p><b>Inadequate time</b> (10 months) for preparation while teaching; <b>200-290 hours of required seat time</b></p> <p>Unlike traditional-route candidates, <b>alternate-route candidates are not required to pass a performance assessment</b></p>	<p><b>Accept candidates in a cohort</b> to provide sequential, coherent training (<i>effective fall 2017</i>)</p> <p>Require <b>50 hours of pre-service</b> including <b>required clinical experience</b> (<i>effective fall 2017</i>)</p> <p><b>Expanded time</b> (2 years) for preparation while teaching; <b>350 hours of comprehensive preparation</b> including seat time and classroom-based coaching /support (<i>effective fall 2017</i>)</p> <p>Require alternate-route candidates to pass a performance assessment <b>prior to earning a standard certificate</b> (<i>effective fall 2017</i>)</p>



# N.J.A.C. 6A:9A

## Traditional- and Alternate-route Program Approval and Monitoring: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p>Rules for reviewing alternate-route programs are <b>not clear</b></p> <p>Traditional-route program review is largely <b>compliance-based</b></p>	<p>Both <b>traditional and alternate-route programs</b> will apply for program approval through the <b>same process</b> and undergo <b>periodic DOE review</b>, which will focus on more <b>comprehensive performance data</b></p>



## Appendix: Overview of Key Changes by Chapter

9 – Professional Standards

---

9A – New Jersey Educator Preparation Programs

9B – State Board of Examiners and Certification

9C – Professional Development

---



## N.J.A.C. 6A:9B

# State Board of Examiners and Certification

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### Summary of Chapter:

Contains the rules for licensure of teachers, administrators, and educational services workers, including the rules regarding the State Board of Examiners



# N.J.A.C. 6A:9B

## Earning a Standard Certificate: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p>Provisional period is <b>one year</b>, after which a candidate may receive a standard certificate (a lifetime valid license to teach)</p> <p>Evaluation is conducted by principal based on <b>3 observations that take place over 1 year</b></p> <p><b>Limited candidate voice</b> and little data on a candidate's level of preparedness</p>	<p>Require provisional period to be <b>two years</b></p> <p>Evaluation still conducted by principal but based on at least <b>2 years</b> of Effective summative ratings within <b>3-year period</b> to achieve the standard certificate; therefore <b>includes multiple performance measures</b> (i.e. observations and Student Growth Objectives (SGOs) and median Student Growth Percentiles (mSGPs)) <i>(effective for the 2015-2016 school year)</i></p> <p>Require candidates to <b>complete a survey</b> regarding preparedness and areas of struggle during the provisional teaching period</p>



# N.J.A.C. 6A:9B

## Principal Residency: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p>Allow the <b>mentor to evaluate the provisional principal</b> for the purpose of granting a standard certificate</p> <p><b>No specific requirements for principal mentor</b> to be effective or to know NJ school context</p> <p><b>Don't allow residency to be extended</b></p>	<p>Require the <b>Chief School Administrator to evaluate the provisional principal</b> for the purpose of granting a standard certificate</p> <p>Require mentors to have served <b>3 years as an effective principal</b> and to <b>have been engaged with NJ schools for 3 of the last 5 years</b></p> <p><b>Allow residency to be extended</b> beyond 2 years for family or medical leave</p>



# N.J.A.C. 6A:9B

## Substitutes: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p>Substitutes who are not certified to teach must have <b>60 college credits</b></p> <p>Substitute credential holders may only teach in one classroom for <b>20 days, extendable to 40 days</b></p> <p>Additional <b>limits on the amount of time that a teacher candidate who has an initial certification (CE/CEAS)</b> can teach, but a teacher with a standard certification can substitute in one classroom in their endorsement area for the entire year</p>	<p>Substitutes who are not certified to teach must have a <b>bachelor's degree or have 60 college credits and be enrolled in a teacher preparation program</b> (<i>effective January 1, 2016</i>)</p> <p>Substitute credential holders may only teach in one classroom for up to <b>20 days</b></p> <p>Additional <b>limits on the amount of time that a teacher candidate who has content knowledge outside the subject being taught</b>, but no limit per academic year for candidates with a CE, CEAS, or standard certificate who has the requisite endorsement for the course being taught</p>



# N.J.A.C. 6A:9B

## Reciprocity: Summary of Key Changes

Current Requirements/Process	Future Requirements/Process
<p><b>Porous reciprocity;</b> almost any candidate who has a certificate (regardless of experience and qualifications) receives the equivalent certificate in New Jersey</p>	<p><b>Alternate-Route Prep:</b> Candidates who have not completed a traditional educator preparation program and who do not hold a standard certificate will be <b>required to meet all NJ entry requirements</b> to earn an initial certificate</p> <p><b>Traditional Prep:</b> Candidates graduating from traditional educator preparation programs may be issued an initial certificate, but <b>must pass a performance assessment</b> before earning a standard certificate</p> <p><b>Standard Certificate:</b> Candidates must hold an out-of-state standard certificate and <b>demonstrate two years of effective teaching</b> to receive a NJ standard certificate</p>



## Appendix: Overview of Key Changes by Chapter

9 – Professional Standards

---

9A – New Jersey Educator Preparation Programs

---

9B – State Board of Examiners and Certification

9C – Professional Development



## N.J.A.C. 6A:9C

# Professional Development

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- Summary of Chapter:

Contains the rules for professional development for teachers and school and district leaders, as well as the rules regarding teacher mentoring

- Note: Teacher mentoring regulations have been moved to this chapter to highlight their connection to professional development

- Summary of Key Changes:

- Reorganizing to clarify rules
- Allowing required hours of PD to be pro-rated based on amount of time worked (allows for flexibility for part-time employees to meet PD requirement)