

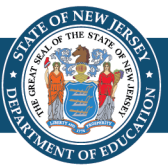
New Jersey Department of Education



State Board Presentation: Chapter 9 Discussion

Office of Recruitment, Preparation and Certification

Division of Field Support and Services





Professional Standards (9)



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 also contains the Professional Standards for Teachers and School Leaders.





Educator Preparation Programs (9A)



This chapter sets forth the rules governing the approval of Certificate of Eligibility of Advance Standing (CEAS) and Certificate of Eligibility (CE) educator preparation programs and their content. It also contains the rules governing the preparation of educators for successful program entry, exit and completion to be recommended for educator certification.



State Board of Examiners and Certification (9B)



This chapter sets forth the rules governing the licensure of educators or candidates required to be certified. It also contains the rules delineating the organization of, powers of, duties of, and proceedings before the State Board of Examiners.





Professional Development (9C)



This chapter sets forth the rules governing professional development for active teachers and district and school leaders. It also contains the rules governing teacher mentoring required for certification and under the TEACHNJ Act (N.J.S.A. 18A:6-127).





Goals



The following goals have guided New Jersey Department of Education's (NJDOE) recommendations:

- Ensure that every student, school, and district have access to well-trained, effective educators who meet the needs of their communities;
- Ensure diversity in the composition of the educator workforce; and,
- Increase the supply of teachers with certifications required for hard-to-fill positions.



Essential Questions



- How do we broaden the pool of educators while maintaining high standards?
- What are the necessary processes, procedures, and requirements associated with certification?
- What requirements are barriers for potentially qualified candidates who could demonstrate preparedness by other means?



Categories of Amendments



- **Implementation of legislation**
- **Ensuring equitable requirements, practices, and procedures:**
substantive policy proposals not rooted in signed legislation
- **Process updates:** streamlining and clarifying rules and procedures
- **Technical updates**



Implementation of Legislation



Chapter 9 will be amended to address statutory obligations of the following laws:

- Computer Science Endorsement ([L.2018, c.81](#)) (9B)
- Revised Substitute Credential Requirements ([L.2021, c.87](#)) (9B)
- Special Education Requirements for Instructional Certification and Credit Hours in Autism Spectrum Disorder for Teachers of Students with Disabilities Endorsement ([L.2017, c.6](#)) (9B)
- Alternative measures of basic skills for CTE teachers ([S4074/L.2021, c.420](#)) (9B)
- Revised requirements for school nurse endorsements ([L.2017, c.70](#)) (9B)
- Create pathways for military spouses to earn certification through reciprocity ([L.2013, c.68](#)) (9B)
- Interstate Reciprocity Pilot ([L.2021, c.57](#)) (9A and 9B)
- Early College High School Certification Pathway ([L.2021, c.279](#)) (9B)



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



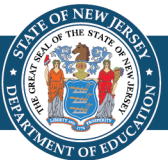


N.J.A.C. 6A:9 - Overview



The NJDOE's policy proposals address the following areas:

- Delete terms and amend definitions for terms related to accreditation
- Amend the definitions for:
 - authorization;
 - teacher shortage area; and
 - official transcript.
- Delete the terms:
 - certificate of advanced study in educational administration and supervision;
 - charter school alternate route; and,
 - stakeholder.
- Propose definitions for:
 - chief school administrator;
 - military spouse; and
 - spouse.





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



Current requirement: Current definitions align with previous United States Department of Education's (USED) terminology, definitions, and guidance.

Proposed amendments: NJDOE 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, 9B, and 9C.





N.J.A.C. 6A:9 – Deleted Definitions



- [“CAEP” means the Council for the Accreditation of Educator Preparation. CAEP is a national professional accrediting body for educator preparation.]
- [“NCATE” means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.]
- [“TEAC” means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.]

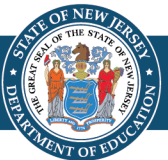




N.J.A.C. 6A:9 – Amended Definitions *(slide 1 of 3)*



- **“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 met the U.S. Secretary of Education’s standards and requirements.**
- **“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.**





N.J.A.C. 6A:9 – Amended Definitions (slide 2 of 3)



Current requirement: “Authorization,” the term 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. “Teacher shortage area,” the term 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.

Proposed amendments: NJDOE proposes to expand the definition of authorization to include all possible certification and alignment of teach shortage with USED’s reporting requirements.





N.J.A.C. 6A:9 – Amended Definitions (slide 3 of 3)



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



N.J.A.C. 6A:9 – Deleted Definitions



Current requirement: Chapter 9 currently includes definitions for “certificate of advanced study in educational administration and supervision,” “charter school alternate route,” and “stakeholder.”

Proposed amendments: NJDOE proposes to delete the definitions for “certificate of advanced study in educational administration and supervision,” “charter school alternate route,” and “stakeholder.”





N.J.A.C. 6A:9 - Deletions



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



N.J.A.C. 6A:9 – New Definitions



Current requirement: The following definitions do not currently exist in the rules:

- chief school administrator;
- military spouse; and,
- spouse.

Proposed amendments: The NJDOE proposes to create these definitions for clarity and to align with definitions in statute.



N.J.A.C. 6A:9 New Definitions



“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.

“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 to a military transfer to New Jersey.

“Spouse” means the person to whom an individual is legally married to under 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.



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





N.J.A.C. 6A:9A- Overview



The NJDOE's proposed amendments address the following areas:

- Accreditation
- Educator Preparation Program (EPP) Periodic Review
- Certificate of Eligibility with Advance Standing (CEAS) Educator Preparation Programs
- Certificate of Eligibility (CE) Educator Preparation Programs






N.J.A.C. 6A:9A-3.1(b)2 – Accreditation (slide 1 of 2)



Current requirement: The acronyms “NCATE, TEAC, and CAEP” are used in N.J.A.C. 6A:9A.

Proposed amendments: Delete references to “NCATE, TEAC, and CAEP” throughout the chapter.





N.J.A.C. 6A:9A-3.1(b)2 – Accreditation (slide 2 of 2)



The following accreditation requirements:

- i. For CEAS educator preparation programs, accreditation through [NCATE, the TEAC, the CAEP, or] any [other] professional education **programmatic** accreditation body recognized by CHEA **or the United States Department of Education**, or approved by the Commissioner; or
- ii. For CE educator preparation programs designed to lead to an instructional certificate, accreditation [by January 1, 2022,] through [NCATE, the TEAC, the CAEP, or] any [other] professional education **programmatic** accreditation body recognized by the CHEA **or the United States Department of Education**, or approved by the Commissioner;



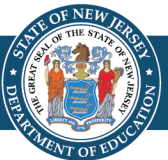
N.J.A.C. 6A:9A-3.3(c) – EPP Periodic Review

(slide 1 of 4)



Current requirement: The Commissioner shall re-approve all educator preparation programs at least every seven years and has the authority and discretion to periodically review and re-approve educator preparation programs more frequently at his or her discretion.

Proposed amendments: To delete the term “shall” and replace it with “may.”





N.J.A.C. 6A:9A-3.3(c) – EPP Periodic Review

(slide 2 of 43)



[(d)] (c) The Commissioner [shall] **may** re-approve all educator preparation programs at least every seven years. [and] **The Commissioner** has the authority and discretion to periodically review educator preparation programs more frequently [at his or her discretion].





Current requirement: The Commissioner is required to conduct periodic review of educator preparation programs to include, but not be limited to, the numbers of educator candidates prepared in teacher shortage areas and from diverse backgrounds and to use student achievement data when relevant.

Proposed amendments: The proposed amendments require the Commissioner to include in the review evidence of diversity through ethnicity, race and gender. The Commissioner may also use achievement data when available.



[(f)] (e) Documentation for the Commissioner’s periodic review of educator preparation programs shall include, but not be limited to, the following:

1. Candidate performance assessment scores and pass rates;
2. Number[s] of educator candidates prepared in teacher shortage areas [and from diverse backgrounds];
3. Placement and retention rates;
4. Evaluation data based on initial year(s) of teaching;
5. Scores and pass rates on State test(s) of subject matter knowledge and a Commissioner-approved test of basic reading, writing, and mathematics skills;
6. Follow-up survey of graduates and employers; [and]
7. Preschool through grade 12 student achievement data, when **available and** relevant[.];
and
8. **Number of educator candidates from diverse backgrounds as evidenced by ethnicity, race, and gender.**



N.J.A.C. 6A:9A-4.2(a)1 – CEAS EPPs



Current requirement: Currently the rules require the CEAS educator preparation program designed to lead to instructional certificates to include a curriculum devoted to educator preparation that builds upon the content knowledge and skills of the individual candidate.

Proposed amendments: NJDOE proposes to replace “curriculum” with “sequence of courses that is.”



N.J.A.C. 6A:9A-4.3(a)1 – CEAS EPPs



(a) The CEAS educator preparation program designed to lead to instructional certificates shall include:

1. A [curriculum] **sequence of courses that is devoted to educator preparation and that builds upon the content knowledge and skills of the individual candidate;**



N.J.A.C. 6A:9A-4.3 – CEAS EPPs (slide 1 of 2)



Current requirement: This section outlines the requirements for entry into a CEAS educator preparation program outlining the minimum criteria for acceptance. Including meeting a minimum GPA and passing a Commissioner-approved test on basic reading, writing and mathematics skills or qualifying for exemptions.

Proposed amendments: Replace “top-third” with “top-half” for a qualifying score on the exemptions to the Praxis Core assessment of reading, writing, and mathematics proficiency. Also add a provision that allows a candidate who starts a CEAS educator preparation program in or after academic year 2022-2023 to demonstrate proficiency in the use of the English language and/or mathematics by holding a master’s or terminal degree from an accredited institution of higher education with a minimum GPA of 3.0.





N.J.A.C. 6A:9A-4.3 – CEAS EPPs (slide 2 of 2)



(d) The candidate shall have achieved a **Department-established** minimum score [established by the Department] on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:

[1. Programs may determine how a candidate admitted to a program that starts before the academic year 2015-2016 is required to demonstrate acceptable levels of proficiency in the use of the English language, both oral and written, and mathematics.]


[2.] **1.** A candidate [who starts a program in or after academic year 2015-2016] may demonstrate proficiency in the use of the English language and in mathematics by achieving a **Commissioner-established qualifying** minimum score [established by the Commissioner] on the SAT, ACT, or GRE pursuant to [(d)2i] **(d)1i** below;

i. The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the [top-third] **top-half** percentile score for all test takers in the year the respective test was taken, for each year the data is available.

[ii. A candidate shall qualify for the exception at (d)2 above only if he or she achieves at least the minimum qualifying score posted pursuant to (d)2i above.]

2. A candidate who starts a program in or after academic year 2022-2023 may demonstrate proficiency in the use of the English language and/or mathematics by holding a master's or an advanced or higher degree, from an accredited institution of higher education with a minimum GPA of 3.0.



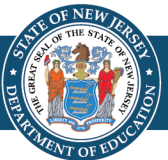


N.J.A.C. 6A:9A-5.3 – Certificate of Eligibility (CE) EPPs



Current requirement: The CE educator preparation program ensures that candidates starting the program in academic year 2017-2018, or thereafter, complete 50 hours of pre-professional experience prior to the candidate’s full-time professional teaching experience. The subsection also requires the 50 hours of pre-professional experience to include: 15 hours of coursework, 20 hours for clinical experience(s), which must include at least 10 hours of planning and delivering instruction through an individual or co-teaching model, and 15 hours determined by the program that may include, but is not limited to, additional hours of coursework and clinical experience(s). It also requires a candidate starting a CE educator preparation program prior to academic year 2017-2018 to have completed at least 24 hours of study prior to the candidate’s full-time professional teaching experience.

Proposed amendments: NJDOE proposes to delete the specific number of hours for coursework and clinical experiences required and to delete the references to the academic year 2017-2018.





N.J.A.C. 6A:9A-5.3 – CE EPPs



(a) [Effective for candidates starting the] **The CE educator preparation program [in academic year 2017-2018, or thereafter, the program] shall establish a criteria for the required 50 hours of pre-professional experience. The CE educator preparation program shall also ensure the candidate completes 50 hours of pre-professional experience[, which occurs prior to the candidate’s full-time professional teaching experience]. The 50 hours of pre-professional experience shall occur prior to the candidate’s full-time professional teaching experience and shall include [at least:] coursework and clinical experiences.**

1. Fifteen hours in coursework; and
2. Twenty hours of clinical experience(s), which shall include at least 10 hours of planning and delivering instruction through an individual or co-teaching model; and
3. Fifteen hours determined by the program that may include, but is not limited to, additional hours of coursework and clinical experience(s).

(b) A candidate starting a CE educator preparation program prior to academic year 2017-2018 shall have completed, pursuant to N.J.A.C. 6A:9B-8.3(a)6, at least 24 hours of study prior to the candidate’s full-time professional teaching experience.]



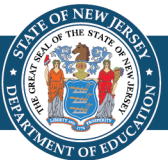


N.J.A.C. 6A:9A-5.5(c) – CE EPPs (slide 1 of 2)



Current requirement: The rules require a candidate completing a CE educator preparation program to complete the minimum hours of instruction, pursuant to N.J.A.C. 6A:9A-5.4, and to pass a Commissioner-approved performance assessment if the candidate began a program in academic year 2017-2018, or thereafter.

Proposed amendments: Adding the requirements that a candidate in a CE program must complete the pre-professional experience and a requirement that the educator preparation program has one year after the candidate's completion to recommend to NJDOE for certification.





N.J.A.C. 6A:9A-5.5(c) – CE EPPs (slide 2 of 2)



(a) To complete a CE educator preparation program, a candidate shall:

1. Complete the requirements for the pre-professional experience, pursuant to N.J.A.C. 6A:9A-5.3;

(c) A CE educator preparation program shall have up to one year from the date a candidate completes the approved program to recommend the candidate to the Department for issuance of a certificate.





N.J.A.C. 6A:9A-5.6(a) and (b)



Current requirement: The current title of the section is “CE educator preparation programs for documented areas of teacher shortage”. This section allows New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner to develop CE educator preparation programs to serve school districts to place teachers in documented areas of teacher shortage.

Proposed amendments: Change the title of this section to “Add-on endorsement programs for mathematics and science.” The proposed amendments to the entire section change the focus to be limited to science and mathematics.



N.J.A.C. 6A:9A-5.6 – CE EPPs



(a) [CE educator preparation programs may be developed to serve school districts to place teachers in documented areas of teacher shortage and may be established by] New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner[.] **may establish add-on endorsement programs designed to prepare certified teachers in mathematics and/or science.**

[(b) The Commissioner may approve educator preparation programs for:

1. Middle school with subject-matter specialization in any documented area of teacher shortage for which an endorsement is available. Each endorsement shall be valid for a teaching assignment area in grades five through eight; or
2. Preschool through grade 12 in any documented area of teacher shortage for which an endorsement is available.]

[(c) **(b)** The Commissioner may approve [CE] educator preparation **programs for add-on endorsement programs for currently certified teachers** that meet all requirements [described in] **in this subchapter or at N.J.A.C. 6A:9A-3, with the exception of N.J.A.C. 6A:9A-3.1(b)2.**

1. In addition to the documentation [in N.J.A.C. 6A:9A-3.3(b)] demonstrating alignment to, and compliance with, this chapter, **pursuant to N.J.A.C. 6A:9A-3.3(b),** programs [approved] **seeking approval** pursuant to this section [also] shall [demonstrate to the Commissioner evidence the program] provide[s] content-specific courses [and content-based pedagogy] that prepare a candidate to teach in the [subject that he or she is or will be teaching] **endorsement area.**





N.J.A.C. 6A:9A-5.6(d) and (e) (slide 1 of 2)



Current requirement: This section enables the Commissioners to approve a CE educator preparation program as long as the specified admission criteria for candidates are met and allows subject-specific coursework for the teacher shortage area to be applied to the minimum 50 hours of pre-professional and/or 350 formal instructional hours required pursuant to N.J.A.C. 6A:9A-5.4.

Proposed amendments: Add the minimum requirements for candidates entering an add-on endorsement program for mathematics or science, and to add the data that an educator preparation program approved under this section must report to the Commissioner annually in a Commissioner-prescribed format.





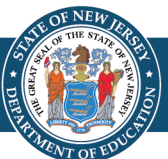
N.J.A.C. 6A:9A-5.6(d) and (e) (slide 2 of 2)



[(d) The Commissioner may approve CE educator preparation programs that meet all requirements in this subchapter.

1. The endorsement requirement within the admission criteria for candidates admitted to the program shall be met in the following ways:
 - i. Candidates for CE educator preparation programs for documented teacher shortage areas approved pursuant to this section shall complete the content-based subject test but may not complete all course requirements for an endorsement in a shortage area.
 - ii. In addition to the pre-professional requirements in N.J.A.C. 6A:9A-5.3, candidates shall complete alternative program coursework in lieu of the courses required for an endorsement.

(e) Subject-specific coursework hours provided by a preparation program pursuant to this section may be applied to the minimum 50 hours of pre-professional and/or 350 formal instructional hours required pursuant to N.J.A.C. 6A:9A-5.4.]





N.J.A.C. 6A:9A-5.6(d) and (e)



(c) Candidates entering an add-on endorsement program for mathematics or science approved pursuant to this section shall:

- 1. Hold a valid New Jersey CEAS or standard instructional certificate; and**
- 2. Demonstrate at least two years of successful teaching under a valid New Jersey or out-of-State equivalent instructional certificate.**

(d) Educator preparation programs seeking Commissioner approval for add-on endorsement programs for mathematics and science shall:

- 1. Hold Commissioner approval to operate a program under this subchapter prior to September 1, 2022;**
- 2. Ensure coursework requirements for the endorsement area, pursuant to N.J.A.C. 6A:9B-10 and 11, are met;**
- 3. Require candidates for an add-on mathematics or science endorsement enrolled in the program to successfully complete a minimum of six credits in the new content area prior to recommending a candidate for a CE in the new content area;**
- 4. Provide content-specific mentoring and support for candidates for the duration of the provisional period; and**
- 5. Ensure program completers meet all requirements for a standard certificate, including minimum number of required content credits or equivalent hours, which may include content-based pedagogy.**

(e) Educator preparation programs approved under this section shall report the following data to the Commissioner annually in a Commissioner-prescribed format:

- 1. Candidate certification area, tracking number, race, gender, date of birth, employing school district, position, and teaching subject area;**
- 2. Field experience location/school district, start and end dates, courses taught, hours completed, observations, and success rate;**
- 3. Mentoring data;**
- 4. Successful completion rate;**
- 5. Standard certificate status of completers;**
- 6. Content knowledge assessment pass rate; and**
- 7. Retention rate.**



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



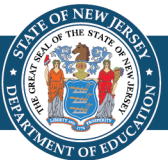


N.J.A.C. 6A:9B Overview



NJDOE's certification policy proposals address the following areas:

- Options for candidates to demonstrate core competencies (basic skills);
- Pathways for teachers to add endorsements in high-need areas; and
- Interstate reciprocity.





Board of Examiners Procedures



Current requirement: Board of Examiners procedures are not currently codified.

Proposed amendments: New rules to establish a set of procedures for the Board of Examiners which align to Robert's Rules of Order Newly Revised (12th Edition) and the Open Public Meetings Act; allows special meetings to be held with public notice; establishes a quorum; and establishes the ability to remove a Board member who is absent for three consecutive public meetings without good cause.





N.J.A.C. 6A:9B-3.3



- (a) Public meetings of the Board of Examiners shall be governed by Robert's Rules of Order Newly Revised (12th Edition), as amended and supplemented. A copy of this publication can be obtained from Perseus Publishing, Markets Department at the Perseus Books Group, 11 Cambridge Center, Cambridge, MA 02142.**
- (b) Regular meetings of the Board of Examiners shall be held at such time, place and on such dates as established by the Board of Examiners and notice of such meetings shall be made in accordance with N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.**
- (c) Special meetings may be called by the Board of Examiners chairperson at any time or at the request of any three members. Three days' notice of any special meeting shall be given to each member. Public notice of such special meetings shall be made pursuant to N.J.S.A. 10:4-8.**
- (d) A quorum shall consist of a majority of the number of currently seated voting members of the Board of Examiners.**
- (e) If a member of the Board of Examiners is absent from three consecutive public meetings without good cause, the Board of Examiners may, by majority vote, remove that member for the remainder of the member's term.**





Suspensions Pending Outcome



Current requirement: This section established the procedures after the Board of Examiners orders the revocation or suspension of a certificate.

Proposed amendments: New rules which add the requirement that the certificate holder must notify the Board of Examiners in writing of the outcome of a criminal proceeding when a suspension is pending an outcome of the underlying criminal proceeding and that all final decisions of the State Board of Examiners are posted online.



N.J.A.C. 6A:9B-4.7 (c) and (d)



- (c) The Board of Examiners may reinstate a suspended certificate at the end of the suspension period, provided the certificate holder has met all conditions that the Board of Examiners established **in the suspension decision. If the suspension is pending the outcome of the underlying criminal proceeding(s), the certificate holder shall notify the Board of Examiners, in writing, of the outcome of the underlying criminal matter. If the certificate holder fails to notify the Board of Examiners in writing of the disposition of the criminal charge, the pending suspension shall continue until such time as the certificate holder presents new information relating to the disposition of the criminal charge and the Board of Examiners takes action upon the new information.**
- (d) **All revocation and/or suspension decisions of the State Board of Examiners shall be published and publicly available. Decisions contain detailed information on the nature of the conduct and the penalty for such conduct.**



Board of Examiners Blocked Applications



Current requirement: This section governs when an individual who has had a certificate revoked can and cannot apply for, and be issued, a new certificate.

Proposed amendments: New rules describe a candidates application procedure following a blocked application.



N.J.A.C. 6A:9B-4.9(d)



(d) A candidate shall not be eligible to apply for a certificate after the Board of Examiners has blocked a prior application, pursuant to N.J.A.C. 6A:9B-4.1, unless the candidate seeks, by written application, leave from the Board of Examiners to apply and meets the following criteria:

- 1. At least one calendar year has passed since the Board of Examiners blocked the candidate's prior application;**
- 2. The candidate demonstrates rehabilitation for the unbecoming conduct, incompetence, or other cause for the block;**
- 3. If the block was due to the conviction of a crime that is not disqualifying under N.J.S.A. 18A:6-7.1 et seq., the candidate has submitted evidence that the candidate has been fully rehabilitated in accordance with N.J.S.A. 2A:168A-2 and that issuing a certificate to the candidate would not be detrimental to the public welfare;**
- 4. If the block arose from a criminal matter involving the candidate, the candidate provided evidence that the candidate has satisfied any condition imposed by the court, probation, plea bargain agreement, or any other entity; and**
- 5. If the block arose from action taken against the candidate's out-of-State educator certificate(s), the candidate satisfied any condition associated with the action against the out-of-State certificate(s).**



Board of Examiners Motion for Stay



Current requirement: This section establishes the procedures for filing motions for a stay and the required standards for the brief in support of the motion if the motion is to be granted.

Proposed amendments: Amend to specify the effective date of a decision and a timeline for the review.



N.J.A.C. 6A:9B-4.16(a)



(a) A determination of revocation and/or suspension decisions shall be effective upon the date contained within the decision. To stay the decision's effective date, the Board of Examiners must grant a motion to stay the decision.

[(a)] 1. A party shall make a motion for a stay of the Board of Examiners' decision pending appeal to the [State Board] Commissioner in accordance with the procedures in N.J.A.C. 6A:9B-4.14.

2. The moving party shall file the motion for a stay within 30 days of the mailing date of the Board of Examiners' decision that is at issue.

3. The Board of Examiners shall meet to hear the motion to stay within 20 days of the date the motion is filed. A written decision on the motion shall not be required, but the Board of Examiners shall notify the moving party of the decision within five days of reviewing the motion and any opposition.



Certification Fees



Current requirement: This section establishes a schedule of nonrefundable fees for the issuance of certificates, evaluation of credentials, and other routine services, including the fees for provisional teacher training and for educator preparation.

Proposed amendments: Delete two sections of this section which are no longer applicable.



N.J.A.C. 6A:9B-5.6 (c) and (d)



[(c) The State Board may establish in this section a fee schedule for services related to the issuance of certificates that includes, but is not limited to, fees charged by district boards of education to provisional teachers to pay for their training.

(d) The fee schedules in (b) and (c) above shall be in addition to any tuition and fees for courses and credits offered in connection with State-approved educator preparation programs and assessments required for certification.]



Substitute Educational Interpreter Credentials



Current requirement: This section governs the issuance of a substitute credential for school nurse/non-instructional and educational interpreter positions.

Proposed amendments: Amend the section to allow for greater flexibility to individuals interested in earning a substitute educational interpreter credential.



N.J.A.C. 6A:9B-7.5(b)



(b) [The executive county superintendent may issue a substitute credential to serve as a] **The Board of Examiners may issue a substitute educational interpreter credential to candidates with [a high school diploma or GED] an associate or higher degree and who have completed the Educational Interpreter Performance Assessment (EIPA) with a minimum score of [three] 3.5 or demonstrated interpreting skills as evidenced through the possession of a sign language certificate from the Registry of Interpreters for the Deaf or other Department-approved national accrediting agency for sign language interpreting. Substitute educational interpreters may serve for up to [one] six months during the academic year.**



Demonstrating Core Competencies



Current requirement: Candidates must meet a minimum passing score on a Commissioner approved assessment of reading, writing and mathematics or score at the top-third percentile on SAT, ACT or GRE.

Proposed amendments: Expand the menu of options to demonstrate reading, writing and mathematical skills by accepting scores in the top-half percentile on SAT, ACT or GRE or a master's degree or higher with a 3.0 GPA. Accept a terminal or Master's degree with a 3.0 GPA to satisfy the basic skills requirement in lieu of the assessments.



N.J.A.C. 6A:9B-8.3(a)5(1)



(1) The Department shall maintain on its website a list of **Commissioner-determined** qualifying minimum scores for each test, which shall be [approximately equal to] the top-[third] **half** percentile score for all test takers in the year the respective test was taken, for each year such data is available.

(2) A candidate shall qualify for the exception at (a)5i above only if [he or she] **the candidate** achieves at least the minimum qualifying score posted pursuant to (a)5i(1) above; [and] **or**

ii. A candidate may hold a master's or terminal degree with a minimum GPA of 3.0 from an accredited institution of higher education.



Reciprocity: Co-certificates



Current requirement: Candidates holding a certificate equivalent to a CEAS from another state are required to complete clinical practice in the specific content area to receive a CEAS through reciprocity.

Proposed amendment: Exempt holders of bilingual/bicultural and special education certificates from other states from the clinical practice requirement.



N.J.A.C. 6A:9B-8.8(a)1(i)



(a) Through reciprocity, the Office shall issue an instructional CEAS to candidates who:

1. Have a valid CEAS issued by another state in a subject area or grade level also offered by the Department, following the completion of a CEAS educator preparation program that includes clinical practice and endorsement in a subject that is also issued in New Jersey;

i. Candidates applying for reciprocity for a certificate that requires possession of, or eligibility for, a CEAS or standard New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught shall be exempt from the clinical practice requirement at (a)1 above.





Bilingual/bicultural Education



Current requirement: The bilingual/bicultural education: This endorsement authorizes the holder to teach bilingual/bicultural education in all public schools.

Proposed amendment: The holder of a bilingual/bicultural endorsement may also provide consultative services and supportive resource programs.



N.J.A.C. 6A:9B-9.3(b)1



1. Bilingual/bicultural education: This endorsement authorizes the holder to teach bilingual/bicultural education in all public schools. **In addition to the content area(s) or grade level(s) authorized by the teachers' endorsement(s), the holder of a bilingual/bicultural education endorsement also may provide consultative services and supportive resource programs, including modification and adaptation of curriculum and instruction to English language learners and speakers of English as a second language in general education programs in preschool through grade 12.**



Health and physical education (HPE) and physical education (PE)



Current requirement: The health and physical education (HPE) endorsement and physical education (PE) endorsements required coursework in individual, dual and team sports.

Proposed amendment: Require candidates for the HPE and PE endorsements to complete coursework that addresses adaptive physical education.



N.J.A.C. 6A:9B-10.3(b)



(b) To meet the endorsement requirements at N.J.A.C. 6A:9B-9.1(a)1iii, the candidate for the physical education endorsement shall complete:

- 1. A 30-credit coherent sequence of courses in physical education. The study of individual and team sports and adaptive physical education shall be included in the physical education credits.**



Science Add-on Endorsement



Current requirement: Certified teachers must complete 30 content credits and the appropriate subject matter test(s) to add on an instructional endorsement in a new content area.

Proposed amendment: Allow candidates who meet the requirements for a CEAS or standard certificate with an instructional endorsement in any of the sciences (Biology, Chemistry, Earth Science, Physics) to be eligible for an additional endorsement in another science if they have 15 credits in the subject area and a passing score on the respective content assessment.

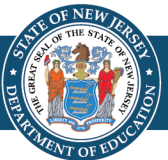


N.J.A.C. 6A:9B-10.4(b)



(b) Candidates holding a CEAS or standard certificate with a science endorsement seeking an additional CEAS or standard certificate with a science endorsement shall:

- 1. Complete 15 credits in the corresponding content area with six credits at the advanced level; and**
- 2. Pass the State test of subject matter knowledge.**
 - i. GPA flexibilities pursuant to N.J.A.C. 6A:9B-8.2(c) and 8.3(b) shall not apply.**





Speech Arts and Dramatic Arts Endorsement



Current requirement: The section establishes the requirements for the speech arts and dramatic arts endorsement.

Proposed amendment: Delete these requirements to attain the speech and dramatic arts endorsement.



N.J.A.C. 6A:9B-10.8



[6A:9B-10.8 Speech arts and dramatics]

[(a) To meet the endorsement requirements in N.J.A.C. 6A:9B-9.1(a)1iii, a candidate for the speech arts and dramatics endorsement shall complete:

1. A 30-credit coherent sequence of courses in speech arts and a minimum of 15 credits in theater; or
2. A 30-credit coherent sequence of courses in theater and a minimum of 15 credits in speech arts.]



Teacher of Students with Disabilities Endorsement



Current requirement: The section establishes the requirements for the deaf and hard of hearing endorsement.

Proposed amendment: New rules are being proposed increase the pathways for an individual to obtain this endorsement and to eliminate the clinical practice.



N.J.A.C. 6A:9B-11.4(a)2 and 6



2. For the deaf or hard of hearing [for] **with** sign language communication endorsement, achieve an intermediate or higher score on the Sign [Communication] **Language Proficiency Interview [(SCPI)] (SLPI) or a score of three or higher on the American Sign Language Proficiency Interview (ASLPI);**

6. **Be exempt from the clinical practice requirement, pursuant to N.J.A.C. 6A:9B-8.2(b).**



Mathematics and Science Add-on Endorsement



Current requirement: The specific way someone may attain a mathematics or science endorsement under this provision is not currently codified.

Proposed amendment: New rules are being proposed that allow for a currently certified mathematics and science teacher may attain an add-on endorsement.



N.J.A.C. 6A:9B-11.13(a) through (c)



(a) All endorsements authorized under this section shall be used only for employment in areas of mathematics and science in foundational courses in the subject area sequence.

(b) To be eligible for a CE with a mathematics or science endorsement as an add-on , the candidate shall be exempt from the requirements at N.J.A.C. 6A:9B-9.1 and instead shall:

- 1. Hold a valid New Jersey CEAS or standard instructional certificate in mathematics or science;**
- 2. Complete at least six of the 30 credits of appropriate coursework in the subject area as required at N.J.A.C. 6A:9B-9.1(a), 10, or 11;**
- 3. Demonstrate at least two years of successful teaching under a valid New Jersey or out-of-State equivalent instructional teaching certificate; and**
- 4. Be enrolled in, and recommended for a CE by an educator preparation program, pursuant to N.J.A.C. 6A:9A-5.6.**

(c) Candidates holding and employed under a CE issued pursuant to (b) above shall be eligible for a provisional certificate issued pursuant to N.J.A.C. 6A:9B-8.4.





N.J.A.C. 6A:9B-11.13(d) and (e)



(d) Candidates holding a CE issued pursuant to (b) above shall complete all requirements for a standard certificate with a mathematics or science area endorsement pursuant to N.J.A.C. 6A:9B-9.1(a), 10, or 11, as applicable.

(e) To be eligible for a standard certificate with a mathematics or science endorsement, candidates holding a CE issued pursuant to (b) above shall:

- 1. Meet the coursework and subject matter knowledge assessment requirements for the endorsement area at N.J.A.C. 6A:9B-9.1(a);**
- 2. Successfully complete the educator preparation program approved pursuant to N.J.A.C. 6A:9A-5.6; and**
- 3. Be recommended for a standard certificate by the educator preparation program.**

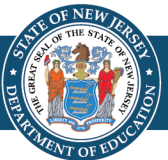


Educational Interpreter-cued Speech Transliteration Endorsement



Current requirement: The specific way someone may attain an educational interpreter-cued speech transliteration endorsement under this provision.

Proposed amendment: Amended to increase the pathways to attaining this endorsement.





N.J.A.C. 6A:9B-14.18



[(d)] (c) To be eligible for the standard educational services certificate with [a] **an educational interpreter-cued speech transliteration endorsement**, a candidate shall:

1. Have [a high school diploma, a GED, or] an associate or higher degree;
2. [Demonstrate interpreting skills as evidenced through the possession of a cued speech transliteration certificate from a Department-approved accrediting agency; and] **Achieve a minimum score of 3.5 on the EIPA for cued speech or possess Testing/Evaluation and Certification Unit (TECUnit) certification; and one of the following:**

- [3.] i. [Complete 15] **Twelve** semester-hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for deaf-blind students, legal and ethical issues for educational interpreters, and methods of instruction. The study may be completed at an accredited two-year college; **or**
- ii. **Pass the EIPA Written Test and Knowledge Standards.**





Bilingual Language Paraprofessional Credential



Current requirement: There is no current credential for bilingual language paraprofessional.

Proposed amendment: New rules are being proposed to outline how an individual can obtain a bilingual paraprofessional certification to provide bilingual support services.



Administrator and Principal Mentoring



Current requirement: Candidates seeking a certification for administrator or principal must be mentored.

Proposed amendment: Existing requirements are being moved to improve organization of this section.

N.J.A.C. 6A:9B-12.4(g) - Administrator



The mentor shall:

- 1. Provide support based on an individualized mentoring plan, pursuant to (i) below, which shall take the place of the individualized professional development plan during the residency period and shall be developed collaboratively by the mentor, the candidate, and the candidate's supervisor;**
- 2. Supervise and verify the candidate's completion of all required experiences and training;**
- 3. Meet with the candidate at least once a month during the residency. The mentor shall be available on a regular basis to provide confidential assistance or advice upon the candidate's request;**
- 4. Guide the candidate through a self-assessment based on the Professional Standards for School Leaders;**
- 5. Assist the candidate in developing the required individual professional development plan for the school year following the residency period; and**
- 6. Act as agents of the Board of Examiners in formulating their certification recommendations, which is not subject to review or approval by district boards of education.**





N.J.A.C. 6A:9B-12.4(h) - Administrator



The individualized mentoring plan shall be:

1. Based on the candidate's preparation, past work experience, and the unique leadership demands of the employing school or school district;
2. Developed to provide support in the following areas:
 - i. School or school district planning and policy formulation;
 - ii. District board of education operations and relations, if applicable;
 - iii. Supervision of schoolwide or districtwide programs of curriculum, instruction, and student services;
 - iv. Collegial management, participatory decision making, and professional governance;
 - v. The roles, supervision, and evaluation of central office staff and school principals;
 - vi. School or school district financial, legal, and business operations;
 - vii. Management of district operations, school facilities, labor relations, and collective bargaining;
 - viii. Government and community relations; and
 - ix. School law.





N.J.A.C. 6A:9B-12.5(g) -Principal



The mentor from the program provider shall:

1. Supervise and verify the candidate's completion of all required experiences and training;
2. Meet with the principal candidate at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon the candidate's request;
3. Provide confidential guidance and support;
4. Guide the candidate through a self-assessment based on the employing school district's Commissioner-approved principal evaluation practice instrument;
5. Consult with the principal candidate's direct supervisor in development of the principal candidate's individualized mentoring plan;
6. Not serve as the candidate's direct supervisor or conduct the candidate's evaluation; and
7. Provide support based on an individualized mentoring plan developed collaboratively by the mentor, the candidate, and the candidate's supervisor.



N.J.A.C. 6A:9B-12.5(h) -Principal



The mentoring plan shall take the place of the individualized professional development plan, pursuant to N.J.A.C. 6A:9C-3, during the residency period. The mentoring plan shall be individualized based on the candidate's preparation, past work experience, and the unique leadership demands of the employing school or school district. Support for the candidate in the following areas shall be considered in developing the individualized plan:

1. Curriculum leadership;
2. Supervision of instruction;
3. Student personnel services;
4. Personnel management;
5. Community relations;
6. Student relations;
7. Facilities management;
8. School finance;
9. School law;
10. Technical administrative skills; and
11. Professional development.



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





N.J.A.C. 6A:9C- Overview



The Department's proposals are intended to enhance professional development and mentoring through:

- Multiple formats for professional learning.
- Alignment to Learning Forward's Standards of Professional Learning.
- Assurance that professional learning supports student achievement in academic, social and emotional learning.
- Inclusion of educational interpreters and early childhood.
- Consistent mentoring frequency.





Professional Learning Formats



Current requirement: There are no rules regarding professional learning formats.

Proposed amendments: The NJDOE proposes to add “in-person, virtual, and/or remote” before “courses.”



N.J.A.C. 6A:9C-3.2(d)3



(d) Professional learning may be supported by external expert assistance or additional experiences that:

1. Address defined student and educator learning goals;
2. Advance primarily ongoing school-based professional learning; and
3. Include, but are not limited to, **in-person, virtual, and/or remote** courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit entities outside the school such as universities, educational service agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.



Standards for Professional Learning



Current requirement: Chapter 9C currently contains standards for professional learning that are aligned with the 2011 version of the Learning Forward Standards for Professional Learning.

Proposed amendments: Updated New Jersey Standards for Professional Learning were added that align with Learning Forward's updated Standards of Professional Learning which were released spring of 2022.



N.J.A.C. 6A:9C-3.3(a)



(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;
4. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;
6. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and
7. Outcomes: Aligns its outcomes with educator performance and the NJSLS.]

N.J.A.C. 6A:9C-3.3(a) (continued) (slide 1 of 3)



1. **Rigorous content for each learner:**
 - i. **Equity practices:** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities;
 - ii. **Curriculum, assessment, and instruction:** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction; and
 - iii. **Professional expertise:** Professional learning results in equitable and excellent outcomes for all students when educators apply the NJSLS and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning;

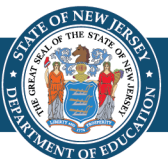


N.J.A.C. 6A:9C-3.3(a) (continued) (slide 2 of 3)



2. Transformational process:

- i. **Equity drivers:** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues;
- ii. **Evidence:** Professional learning results in equitable and excellent outcomes for all students when educators create expectations regarding, and build capacity for, the use of evidence from multiple sources to plan educator learning, and measure and report the impact of professional learning;
- iii. **Learning designs:** Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs; and
- iv. **Implementation:** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning; and



N.J.A.C. 6A:9C-3.3(a) (continued) (slide 3 of 3)



3. Conditions for success:

- i. **Equity foundations:** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff;
- ii. **Culture of collaborative inquiry:** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students;
- iii. **Leadership:** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning; and
- iv. **Resources:** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.





Qualifying Experiences



Current requirement: Chapter 9C currently refers to qualifying professional learning experiences without defining those experiences.

Proposed amendments: Clarify the 20-hour qualifying professional learning experience requirement pursuant to 18A:6-128 by adding that qualifying experiences, “support student achievement, including achievement in academic, physical, social, and emotional learning.”



N.J.A.C. 6A:9C-4.4(a)



(a) [Each] Pursuant to N.J.S.A. 18A:6-128.a, each teacher shall be guided by an [individualized] **individual** professional development plan (PDP), [pursuant to N.J.S.A. 18A:6-128.a,] which shall include at least 20 hours per year of qualifying experiences **that support student achievement, including achievement in academic, physical, social, and emotional learning.**



Educational Interpreters



Current requirement: There is currently no rule text for professional development plan for educational interpreters.

Proposed amendments: The proposed section will require educational interpreters to be guided by an individual professional development plan that must include at least 10 hours per year of qualifying experiences that support improved practice.



N.J.A.C. 6A:9C-4.5



- (a) Each educational interpreter shall be guided by an individual professional development plan (PDP), which shall include at least 10 hours per year of qualifying experiences that support improved practice. The 10-hour annual qualifying experience shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.**
- (b) The content of each individual PDP shall be developed by the educational interpreter's supervisor in consultation with the educational interpreter.**
- (c) PDP requirements at N.J.A.C. 6A:9C-4.4(c), (e) through (h), and (j) shall apply to educational interpreter.**



Preschool Paraprofessionals



Current requirement: There are currently no rules for professional development plan requirements for preschool paraprofessionals.

Proposed amendments: The proposed section will require preschool paraprofessionals to be guided by an individual professional development plan that must include coaching and at least 20 hours per year of qualifying experiences that support improved practice.



N.J.A.C. 6A:9C-4.6



- (a) Each preschool paraprofessional working in a State-funded preschool program shall be guided by an individual professional development plan (PDP), which shall include at least 20 hours per year of qualifying experiences that support improved practice. The 20-hour annual qualifying experience shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.
- (b) The content of each individual PDP shall be developed by the preschool paraprofessional's supervisor in consultation with the preschool paraprofessional and shall include coaching by a preschool instructional coach, a preschool intervention and referral specialist (PIRS), and other coaches whom the school district assigns to work with the preschool paraprofessional.
- (c) PDP requirements at N.J.A.C. 6A:9C-4.4(c), (e) through (h), and (j) shall apply to preschool paraprofessionals.



Mentoring Frequency



Current requirement: The current requirements state that mentoring takes place once per week for the first 4 or 8 weeks and imply that mentoring after 4 or 8 weeks does not require regular contact.

Proposed amendments: The proposed requirements state that mentoring will take place twice per week for the first 4 or 8 weeks and requires that mentoring after 4 or 8 takes place once per week.



N.J.A.C. 6A:9C-5.1(d)



(d) A district board of education shall provide an individual mentor to work one-to-one with a novice provisional teacher. [and] **The district board of education shall ensure:**

1. Each novice provisional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment;
2. The mentor teacher provides observation and feedback, opportunities for the novice teacher to observe effective practice, and confidential guidance and support in accordance with the Professional Standards for Teachers, and guides the teacher in a self-assessment on the school district's Commissioner-approved teaching practice instrument;
3. The one-to-one mentoring includes planned, **weekly**, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS [over the course of the academic year] **for a minimum of 30 weeks**, or proportionally longer if the novice provisional teacher holds a part-time teaching assignment;
4. The mentor teacher and the novice provisional teacher holding a CEAS meet at least [once] **twice** per week for the first four weeks of the teaching assignment;
5. The mentor teacher and the novice provisional teacher holding a CE meet at least [once] **twice** per week for the first eight weeks of the teaching assignment.
 - i. The one-to-one mentoring shall support the novice provisional teacher in achieving the curricular objectives of the formal instructional program in which the novice provisional teacher holding a CE is enrolled; and
6. All contact time between the mentor teacher and the novice provisional teacher shall be recorded in a log, developed as part of the district mentoring plan, submitted to the chief school administrator or designee, and maintained within the school district.



Timeline



- Stakeholder Engagement: June- July 2022
- First discussion: August 3, 2022
- Second discussion: September 14, 2022
- Third discussion: October 12, 2022
- Proposal level: November 9, 2022
- Publication in N.J. Register: December 19, 2022
- Comment period ends: February 17, 2023
- Adoption: April 5, 2023
- Amendments go into effect: early May 2023

Thank You!



New Jersey Department of Education: nj.gov/education

Chapter9@doe.nj.gov

Chapter9A@doe.nj.gov

Chapter9B@doe.nj.gov

Chapter9C@doe.nj.gov



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