

**Proposed Readoption with Amendments of N.J.A.C. 6A:9A,  
New Jersey Educator Preparation Programs**

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

**State Board of Education  
Administrative Code  
Comment/Response Form**

This comment and response form contains comments from the October 12, 2022, meeting of the State Board of Education when the rulemaking was considered at Third Discussion Level.

**Topic:** New Jersey Educator Preparation Programs  
**Meeting Date:** November 9, 2022  
**Code Citation:** N.J.A.C. 6A:9A **Level:** Proposal Level  
**Division:** Field Support and Services  
**Completed by:** Office of Recruitment, Preparation and Certification

**Summary of Comments and Agency Responses:**

The following is a summary of the comments received from State Board of Education members and members of the public and the Department of Education’s (Department) responses. Each commenter is identified at the end of the comment by a letter or number that corresponds to the following list:

- A. Kathy Goldenberg, President, State Board of Education
- 1. Elisabeth Yucis, Associate Director of Professional Development and Instructional Issues, New Jersey Education Association
- 2. Margaret Renn, Director of Field Experiences, William Paterson University
- 3. Amy Ginsberg, Dean College of Education, William Paterson University
- 4. Harry Lee, President and Chief Executive Officer, New Jersey Public Charter Schools Association
- 5. Colleen Schulz-Eskow, Senior Director of Public Policy, New Jersey Children's Foundation
- 6. Dr. Robert Goodman, Executive Director, New Jersey Center for Teaching and Learning
- 7. Matthew Konowicz, Director of Instruction, Northern Burlington County Regional School District
- 8. Brian Drelick, Supervisor of STEM, High Point Regional School District, and New Jersey Technology and Engineering Educators Association (NJTEEA) member
- 9. Ashley Bencan, Chief Operating Officer, New Jersey Tutoring Corp

**1. Comment:** The commenter asked if the educator preparation programs establish criteria other than the 50 hours of pre-professional experience. **(A)**

**Response:** In this rulemaking, the Department is proposing amendments at N.J.A.C. 6A:9A-

5.3(a) to allow educator preparation programs autonomy when individualizing the pre-professional experiences for candidates. The existing rules specify how the 50 hours of pre-professional experience must be divided between coursework and clinical experiences.

2. **Comment:** The commenter asked if allowing the educator preparation programs to individualize the 50 hours of pre-professional training will increase the number of teachers in New Jersey schools. **(A)**

**Response:** The proposed amendments at N.J.A.C. 6A:9A-5.3(a) are not specifically aligned to strategies to increase the number of educators in the field. However, the proposal will allow educator preparation programs to honor previous work and experiences of teachers entering the profession through the alternate route (that is, a CE). This streamlined approach to the preservice component of the educator preparation program may attract additional individuals to the teaching profession.

3. **Comment:** The commenter agreed with the Department’s motivation and rationale for improving early literacy as a cornerstone of the COVID-19 pandemic recovery but contended that the proposed amendments at N.J.A.C. 6A:9A-3.3(e)9 that initiate changes in educator preparation programs will take years to trickle down and, therefore, will not meet the pressing existing need. The commenter urged the Department to ensure that school districts provide to staff members high-quality professional development that will assist in building skills in early literacy and other crucial areas. **(1)**

**Response:** The Department remains committed to emphasizing literacy for all students. The proposed rulemaking will work to enshrine the study of literacy in all educator preparation programs and to help support literacy instruction in all classrooms. While the Department agrees that additional high-quality professional learning is necessary, the Department does not find it necessary to codify the professional learning aspect of this initiative. The Department’s Offices of Standards and Educator Effectiveness and Division of Early Childhood are collaborating to design high-quality professional learning opportunities focused on literacy development to help mitigate the time it will take for proposed rules at N.J.A.C. 6A:9A-3.3(e)9 to have an effect.

4. **Comment:** The commenter stated the basic skills assessment requirement represents a significant barrier to qualified individuals entering the teacher workforce and removing it, or offering greater flexibilities in meeting this requirement, will help to diversify the teacher workforce and mitigate teacher shortages.

The commenter recommended the following amendments at N.J.A.C. 6A:9A-4.3:

- “Candidates may meet the basic skills requirement by achieving a 3.0 cumulative grade point average in the first 60 credits of college study or by achieving a passing score on a Commissioner-approved assessment of basic skills” or,
- “Candidates with under a 2.5 – 3.0 GPA may demonstrate basic skills proficiency by achieving a higher passing score threshold on the Commissioner-approved assessment of basic skills.”

The commenter stated that the Department’s proposed flexibilities will have little impact on the teacher pipeline because fewer colleges and universities are requiring standardized testing (SAT, ACT, GRE) and there are a limited number of candidates with master's degrees entering educator preparation programs. The commenter stated that national reports have indicated that student performance in literacy and mathematics has remained the same since the implementation of basic skills assessment requirements. The commenters further stated that the [New Jersey Performance Reports for Educator Preparation](#) released by the Department between 2014 and 2020 indicate that the number of certified teachers in New Jersey has decreased significantly, coinciding with the addition of the basic skills test requirement. The commenter also cited a report by American

Association of Colleges for Teacher Education’s (AACTE) Consortium for Research-Based and Equitable Assessments indicating that entrance exams are a barrier to diversifying the teacher workforce. The commenters stated that only 13 states currently have a basic skills requirement for entry into teacher preparation programs and that several states and the national accreditation agencies have removed the basic skills requirement in their state requirements or accreditation standards. The commenter also stated that educator preparation programs have multiple measures and checkpoints during to assess the basic skills of candidates while in the programs. **(2)**

**Response:** The Department declines to adopt the commenter’s suggested amendments because the basic skills test requirement is one measure that helps to determine a potential educator’s academic readiness, in addition to the content assessment, degree, and educator preparation requirements. The Department also has proposed at recodified N.J.A.C. 6A:9A-4.3(d)1 to allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third as currently allowed. The Department proposes new N.J.A.C. 6A:9A-4.3(d)2 to allow a candidate to demonstrate proficiency in basic reading, writing, and mathematics skills by holding a master’s or higher degree with a minimum GPA of 3.0. The proposed amendments at N.J.A.C. 6A:9A-4.3(d)1 and 2 will provide multiple options for a candidate to demonstrate basic skills proficiency, thereby reducing redundancy for candidates who demonstrate proficiency through means other than the basic skills assessment. Collectively, these measures will help to ensure properly prepared educators for New Jersey students. The Department disagrees with the commenter’s suggestion that these measures will have a limited effect.

N.J.A.C. 6A:9B-8A, which was adopted in June 2022, also authorizes a five-year limited CE/limited CEAS pilot program, which allows exemptions to the basic skills requirement for limited CE candidates who meet all other certification requirements and work in school districts that participate in the pilot program. The Department will analyze data collected through the pilot program to determine the impact of basic skills requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

There are various reasons for a decline in individuals seeking a career in education, many of which are outside of the scope of the Department’s control, such as salary, benefits, career ladder, school environment, and views of the profession. The Department contends that it is not appropriate to attribute the decline to only the basic skills assessment.

5. **Comment:** The commenter stated the pipeline of passionate, diverse, and capable educator candidates has shrunk since the enactment of the basic skills assessment. The commenter also stated this has led to fewer candidates entering the education profession, fueled the current teacher shortage, and hampered the diversification of the teacher workforce. The commenter further stated the basic skills assessment requirement represents a significant barrier to qualified individuals entering the teacher workforce and removing it, or offering greater flexibilities to meet the requirement, will help to diversify the teacher workforce and mitigate teacher shortages. The commenter recommended that N.J.A.C. 6A:9A-4.3 be amended to allow candidates to meet the basic skills requirement by achieving a 3.0 cumulative GPA in the first 60 credits of college study or by achieving a passing score on a Commissioner-approved assessment of basic skills. **(3)**

**Response:** There are various reasons for a decline in individuals seeking a career in education, many of which are outside of the Department’s control, such as salary, benefits, career ladder, school environment, and views of the profession. The Department contends that it is not appropriate to attribute the decline to only the basic skills assessment.

The Department declines to adopt the commenters’ suggested change because the basic skills test requirement is one measure that helps to determine a potential educator’s academic readiness, in addition to the content assessment, degree, and educator preparation

requirements. The Department also has proposed at recodified N.J.A.C. 6A:9B-8.3(a)5 to allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third as currently allowed. The Department proposed new N.J.A.C. 6A:9B-8.3(a)5ii to allow a candidate to demonstrate proficiency in basic reading, writing, and mathematics skills by holding a master's or higher degree with a minimum GPA of 3.0. The proposed amendments at N.J.A.C. 6A:9B-8.3(5)i and ii will provide multiple options for a candidate to demonstrate basic skills proficiency, thereby reducing redundancy for candidates who demonstrate proficiency through means other than the basic skills assessment. Collectively, these measures help to ensure properly prepared educators for New Jersey students.

Additionally, N.J.A.C. 6A:9B-8A authorizes a five-year limited CE/limited CEAS pilot program, which allows exemptions to the basic skills requirement for candidates who meet all other certification requirements and work in school districts that participate in the pilot program. The Department will analyze data collected through the pilot program to determine the impact of basic skills requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

6. **Comment:** The commenter stated that the basic skills test requirements serve as an equity barrier to many preservice educators and keeps many otherwise qualified individuals from entering the profession. The commenter stated that Pennsylvania recently waived the basic skills test as a certification requirement in response to the teacher shortage. The commenter stated that the basic skills test requirements are unnecessary and recommended that all existing and proposed references to the “Commissioner-approved test of basic reading, writing, and mathematics skills” be deleted throughout N.J.A.C. 6A:9A. (1)

**Response:** The Department declines to adopt the commenter's suggested change because the basic skills test requirement is one measure that helps to determine a potential educator's academic readiness, in addition to the content assessment, degree, and educator preparation requirements. The Department also has proposed at recodified N.J.A.C. 6A:9A-4.3(d)1 to allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third as currently allowed. The Department proposed new N.J.A.C. 6A:9A-4.3(d)2 to allow a candidate to demonstrate proficiency in basic reading, writing, and mathematics skills by holding a master's or higher degree with a minimum GPA of 3.0. The proposed amendments at N.J.A.C. 6A:9A-4.3(d)1 and 2 will provide multiple options for a candidate to demonstrate basic skills proficiency, thereby reducing redundancy for candidates who demonstrate proficiency through means other than the basic skills assessment. Collectively, these measures help to ensure properly prepared educators for New Jersey students. N.J.A.C. 6A:9B-8A authorizes a five-year limited CE/limited CEAS pilot program, which allows exemptions to the basic skills requirement for limited CE candidates who meet all other certification requirements and work in school districts that participate in the pilot program. The Department will analyze data collected through the pilot program to determine the impact of basic skills requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

7. **Comment:** The commenter stated that the existing grade point average (GPA) requirements are rigid and present a barrier to equity. The commenter recommended that the Department adopt regulations allowing for GPA flexibility to promote more individualized approaches for preservice teachers. The commenter requested a more thoughtful, nuanced way to examine a candidate's academic background (that is, grades, GPA, and transcripts), especially for candidates who have taken a non-traditional path to the teaching profession. The commenter urged the Department to work with stakeholders

to create a better system of checks and balances at N.J.A.C. 6A:9A-4.3. (1)

**Response:** The Department remains committed to maintaining high standards for educators while reducing unnecessary barriers. N.J.A.C. 6A:9A-4.3(b) requires a minimum of a 2.75 GPA for CEAS educator preparation program entry if the average GPA for the cohort is no lower than 3.0. The Department declines to adopt the commenter's suggested change because the existing and proposed regulations provide flexibilities that allow candidates with a GPA lower than 3.0 to earn an instructional certificate.

N.J.A.C. 6A:9B-8A authorizes a five-year limited CE/limited CEAS pilot program, which allows exemptions to the GPA requirement for limited CE candidates who meet all other certification requirements and work in school districts that participate in the pilot program. The Department will analyze data collected through the pilot program to determine the impact of basic skills requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

8. **Comment:** The commenter recommended that GPA requirements be waived if a candidate has passed the Praxis and demonstrated relevant work experience in a particular subject. The commenter suggested that the Department allow candidates who received their bachelor's degrees five to 10 years ago to substitute work experience for the GPA requirement. (4)

**Response:** Existing N.J.A.C. 6A:9B-8.2(c) allows candidates with a higher Praxis score to have a lower GPA. N.J.A.C. 6A:9B-8.3(b)3 and 11.4 allow CE candidates who meet all requirements but have a GPA as low as 2.75 to be sponsored by an educator preparation program to enter the program and be issued a CE. N.J.A.C. 6A:9B-8A, which was adopted in June 2022, authorizes a five-year limited CE/limited CEAS pilot program that provides exemptions to the GPA requirement for candidates who meet all other certificate requirements and are employed by school districts that participate in the pilot program. The Department will analyze data collected through the pilot program to determine the impact of GPA on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

9. **Comment:** The commenter encouraged the Department to eliminate barriers that prevent candidates from entering the profession such as the basic skills assessment and GPA requirements at N.J.A.C. 6A:9A-4.3(b) and (d). The commenter stated that taking advantage of existing flexibilities is costly, especially considering that candidates who have earned a bachelor's degree or higher have demonstrated they have met the basic skill benchmark. The commenter also stated that the existing 3.0 GPA requirement is arbitrary and does not equate to stronger teachers in the classrooms. The commenter further stated that there are many life circumstances that might hinder a college student's academic performance and that career changes seeking to enter the profession now may be held back because of a lower GPA from years earlier. The commenter encouraged the Department to consider additional flexibility and ways to satisfy the basic skills requirement such as career experience or performance in specific coursework. (5)

**Response:** The Department remains committed to maintaining high standards for educators while reducing unnecessary barriers. N.J.A.C. 6A:9A-4.3(b) requires a minimum of a 2.75 GPA for CEAS educator preparation program entry if the average GPA for the cohort is no lower than 3.0. The Department declines to adopt the commenter's suggested change because flexibilities exist to allow candidates with a GPA lower than 3.0 to enter the field.

The Department declines to adopt the commenter's suggested change because the basic skills test requirement is one measure that helps to determine a potential educator's academic readiness, in addition to the content assessment, degree, and educator preparation requirements. The Department also has proposed at recodified N.J.A.C.

6A:9A-4.3(d)1 to allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third as currently allowed. The Department proposed new N.J.A.C. 6A:9A-4.3(d)2 to allow a candidate to demonstrate proficiency in basic reading, writing, and mathematics skills by holding a master's or higher degree with a minimum GPA of 3.0. The proposed amendments at N.J.A.C. 6A:9A-4.3(d)1 and 2 will provide multiple options for a candidate to demonstrate basic skills proficiency, thereby reducing redundancy for candidates that demonstrate proficiency through means other than the basic skills assessment. Collectively, these measures help to ensure properly prepared educators for New Jersey students.

- 10. Comment:** The commenter suggested the elimination of fees associated with N.J.A.C. 6A:9A-5.4 because they begin with the educator preparation program costs, which require educators to incur debt. The commenter stated that supporting teachers would include the elimination of these fees. **(1)**

**Response:** The Department declines the commenter's suggestion because N.J.A.C. 6A:9A-5.4 requires an educator preparation program, which is essential in providing the necessary coursework and clinical experience to serve as an educator. While the Department reviews and approves educator preparation programs, the fees each educator preparation program charges are not within the Department's purview.
- 11. Comment:** The commenter suggested that the Department require educator preparation programs to cover the fees associated with certification set forth at N.J.A.C. 6A:9B-5.6. The commenter stated that the total cost of becoming a teacher, including higher education and certification, creates an issue. Referencing [P.L. 2021, c. 393](#), which requires an opportunity for certification cost to be included in lab or program fees to allow financial aid to cover the cost, the commenter suggested that the Department review costs codified at N.J.A.C. 6A:9A. The commenter also suggested that to diversify the educator workforce, the Department formally require educator preparation programs to pay certification costs and offer fee waivers for financial hardships. **(9)**

**Response:** The Department declines the commenter's suggestion to codify P.L. 2021, c. 393, as the law requires educator preparation programs to include an optional lab fee that students may pay through financial aid. The law delineates fee structures the Department contends that including the fee structures at N.J.A.C. 6A:9B is unnecessary.
- 12. Comment:** The commenter recommended that the Department expand add-on endorsement opportunities to all content areas beyond mathematics and science to address the current teacher shortage and the narrowness of some of the endorsements. The commenter stated that a teacher with multiple endorsements can teach a variety of courses and can form interdisciplinary connections in their classrooms. The commenter stated that expanded add-on endorsement opportunities will enhance learning, promote innovation, and foster collaboration. **(1)**

**Response:** The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on the add-on endorsements for mathematics and science because these high-need areas require additional content knowledge. Many of the other high-need areas, such as bilingual/bicultural education and teacher of students with disabilities endorsements, require nuanced specialized pedagogy to meet the needs of vulnerable student populations. Other high-need areas like career and technical education require industry experience. The Department's proposals to address high-need areas are aligned to the requirements of the specific roles rather than proposing a single solution for all high-need areas. N.J.A.C. 6A:9B, as proposed for readoption with amendments, will allow for flexibilities in other subject areas identified as high need.

13. **Comment:** The commenter suggested eliminating the requirement for teachers to have two years of teaching experience prior to participating in the add-on endorsement program proposed at N.J.A.C. 6A:9A-5.6. The commenter stated that this requirement excludes CEAS teachers that are still completing the provisional teacher process from gaining an add-on endorsement. The commenter further stated that CEAS teachers completed clinical practice through the educator preparation program. The commenter suggested allowing educators to determine when they are ready to add an endorsement. **(6)**
- Response:** The Department declines the commenter's suggestion because the proposed mathematics and science add-on endorsement programs at N.J.A.C. 6A:9A-5.6 would enable a program participant to earn a CE in a new endorsement area and begin teaching introductory courses in this new area while concurrently gaining new content. To ensure teacher and student success, this unique pathway is designed for educators that have demonstrated effectiveness in the area through which they were initially trained. This prior experience and success indicate preparedness to add another endorsement while concurrently teaching in a new content area. The Department is not prohibiting teachers who hold a CEAS from adding endorsements, as there are existing pathways throughout N.J.A.C. 6A:9B, which provides an opportunity for any certified educator to take additional coursework and pass the appropriate assessment to obtain the endorsement prior to teaching courses in the new content area.
14. **Comment:** The commenter stated that proposed amendments at N.J.A.C. 6A:9A-5.6 will eliminate the opportunity for candidates with a bachelor's degree to enter the teaching profession through a modified CE educator preparation program for shortage areas. The commenter stated that the chapter's proposed readoption with amendments will focus on only current teachers who seek add-on endorsements in mathematics and science. The commenter recommended that the Department maintain existing N.J.A.C. 6A:9A-5.6 without amendment and the existing provision that CE educator preparation programs in shortage areas be offered by New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner. **(6)**
- Response:** Candidates seeking an instructional certificate may utilize the existing CE pathway at N.J.A.C. 6A:9A-5.1 through 5.5. The proposed amendments at N.J.A.C. 6A:9A-5.6 will not prohibit a qualified individual from seeking a CE in a shortage area. The proposed amendments concentrate specifically on the add-on endorsements for mathematics and science because these high-need areas require additional content knowledge. Many of the other areas, such as bilingual/bicultural education and teacher of students with disabilities endorsements, require nuanced specialized pedagogy to meet the needs of vulnerable student populations. Other areas like career and technical education require industry experience. The Department's proposals to address high-need areas are aligned to the requirements of the specific roles rather than proposing a single solution for all high-need areas. N.J.A.C. 6A:9B, as proposed for readoption with amendments, will allow for flexibilities in other subject areas identified as high need.
15. **Comment:** The commenters requested that the Department amend N.J.A.C. 6A:9A-5.6, as proposed with amendments, to allow for add-on endorsements for any shortage area identified by the Commissioner. The commenter stated that the recommended change will provide added flexibility for the Department to address critical teacher shortages in the State. The commenter stated that P.L. 2012, c. 11 allows for add-on endorsements in mathematics, science, or any subject area in which there is a shortage of teachers in the State as determined by the U.S. Department of Education. The commenters stated that the U.S. Department of Education has identified additional shortages in special education, bilingual education/ESL, and other areas. The commenter also stated that school leaders throughout the State confirm that staffing vacancies exist in many other areas. The



commenters further stated that the proposed add-on endorsement for computer science will create an urgent need for teachers in this area. (6)

**Response:** The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on the add-on endorsements for mathematics and science because these high-need areas require additional content knowledge. Many of the other high-need areas, such as bilingual/bicultural education and teacher of students with disabilities endorsements, require nuanced specialized pedagogy to meet the needs of vulnerable student populations. Other high-need areas like career and technical education require industry experience. The Department's proposals to address high-need areas are aligned to the requirements of the specific roles rather than proposing a single solution for all high-need areas. N.J.A.C. 6A:9B, as proposed for re adoption with amendments, will allow for flexibilities in other subject areas identified as high need.

16. **Comment:** The commenter stated that the use of "mentoring" at proposed N.J.A.C. 6A:9A-5.6(d)4 is confusing and should be deleted or redefined. The commenter stated that the proposed rule will require educator preparation programs to provide content-specific mentoring and support to teachers seeking add-on endorsements. The commenter also stated that support by a content-specific professional is an essential component of educator preparation programs for add-on endorsements. The commenter further stated that the use of "mentoring" could cause confusion because N.J.A.C. 6A:9C-5.1 sets forth the mentoring and induction supports that a school district must provide to a new teacher with a provisional certificate during the first two years of employment. The commenter stated that N.J.A.C. 6A:9C-5.1 does not address what is necessary for experienced teachers to be successful. (6)

**Response:** The Department disagrees with the commenter's suggestion. Proposed N.J.A.C. 6A:9A-5.6(d)4 will require "content-specific mentoring and support" to be provided by the approved educator preparation program to candidates for the duration of the provisional period. The proposed regulation will differentiate the support provided by the district for new teachers, as the proposed pathway is designed for teachers with at least two years of teaching experience. The process through which the Commissioner reviews and approves all educator preparation programs requires educator preparation programs to provide details of the mentoring provided. Educator preparation programs are responsible for training and supporting program mentors, as well as confirming their understanding of appropriate mentoring methods for experienced teachers.

17. **Comment:** The commenter requested the Department to consider adding technology education as an option to the add-on endorsement regulations at N.J.A.C. 6A:9A-5.6 to increase the number of teacher candidates who are certified to teach technology and engineering classes. (7)

**Response:** The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on the add-on endorsements for mathematics and science because these high-need areas only require additional content knowledge aligned to mathematics and science coursework to meet the 30-content credit requirement. Technology education is a specialized endorsement area requiring specific topics be covered within a technology education educator preparation program. Requirements for the technology education endorsement at N.J.A.C. 6A:9B-10.6 include nuanced requirements and specific courses beyond the pathway designed for mathematics and science at N.J.A.C. 6A:9A-5.6.

18. **Comment:** The commenter recommended that the Department provide flexibility regarding certificate categories at N.J.A.C. 6A:9B and to look for ways to broaden opportunities beyond mathematics and STEM certificates by creating broader certificates in middle school that would allow individuals to cover more classes, similar to the

previous elementary K-8 generalist certificate. (5)

**Response:** The Department agrees with the commenter and maintains that the readoption with amendments of N.J.A.C. 6A:9, 9A, 9B, and 9C meet those goals. The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on the add-on endorsements for mathematics and science because these have historically been considered high-need areas and only require additional content knowledge for teachers to add the endorsements. The proposed new endorsements will broaden the existing middle school endorsements and provide more flexibility for the school districts in placing educators in middle-grade classrooms.

19. **Comment:** The commenter stated that only two in-State educator preparation programs exist for technology education and that New Jersey loses out-of-state candidates to educator preparation programs in other states. The commenter stated that there is a severe and worsening shortage of technology education teachers and that out-of-State candidates do not understand they can work in New Jersey. The commenter asked what the Department can do to support efforts to develop new educator preparation programs for technology education and recruit candidates. (8)

**Response:** The Department's reciprocity regulations at N.J.A.C. 6A:9B-8.8 offer individuals an opportunity to seek a New Jersey certificate if they hold a certificate from another state in an endorsement area offered in New Jersey. Candidates completing an out-of-State educator preparation program can demonstrate that they meet the established requirements at N.J.A.C. 6A:9B-8.2 and apply for a New Jersey certificate.

Although there are very few technology education educator preparation programs in New Jersey, the Department routinely provides data regarding in-demand content areas to educator preparation programs and encourages them to consider the needs of local education agencies when designing and revising educator preparation programs.



**State of New Jersey**  
DEPARTMENT OF EDUCATION  
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TRENTON, NJ 08625-0500

**Proposal Level**  
**November 9, 2022**

PHILIP D. MURPHY  
*Governor*

SHEILA Y. OLIVER  
*Lt. Governor*

ANGELICA ALLEN-McMILLAN, Ed.D.  
*Acting Commissioner*

**To:** Members, State Board of Education

**From:** Angelica Allen-McMillan, Ed.D., Acting Commissioner

**Subject:** N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs

**Reason for Action:** Readoption with Amendments

**Authority:** N.J.S.A. 18A:4-15, and 18A:26-2.7, and P.L. 2012, c. 11

**Sunset Date:** November 12, 2022

### **Summary**

The Department of Education (Department) proposes to readopt N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs, with amendments and new rules. The chapter contains the rules governing educator preparation programs in New Jersey.

N.J.A.C. 6A:9, Professional Licensure and Standards, was first adopted in 2004 and readopted in 2009. The chapter set forth the rules governing the preparation, licensure, and professional development of educators required by their positions to be certified. It also contained rules governing the approval of educator preparation programs and their content. Finally, it contained the rules delineating the organization of, powers of, duties of, and proceedings before the State Board of Examiners. On August 4, 2014, the chapter was recodified into four chapters – N.J.A.C. 6A:9, 6A:9A, 6A:9B, and 6A:9C – via a notice of administrative changes. At that time, N.J.A.C. 6A:9A was titled New Jersey Educator Preparation Programs as it includes only rules related to educator preparation programs. The chapter was most recently readopted in 2015.

Existing N.J.A.C. 6A:9A sets forth the process by which the Commissioner of Education (Commissioner) approves programs that prepare candidates to obtain the certificate needed to be employed as teachers, administrators, or educational services personnel in New Jersey's public schools, including charter schools and renaissance school projects, and in approved private schools for students with disabilities. Referred to throughout the chapter as "educator preparation programs," these programs provide the training and support that candidates need to meet the requirements for a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE). For an instructional certificate, the CEAS allows certificate holders who have completed educator preparation programs as part of their bachelor's or higher degree to seek and obtain employment in a school. The CE allows certificate holders who have not completed

educator preparation programs to seek and obtain employment while completing the pre-professional requirements and subsequent educator preparation program. The chapter provides the minimum requirements for entry into an educator preparation program, program completion, and program structure and content to prepare candidates for educator certification.

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

- [P.L. 2013, c. 68](#), which created pathways for military spouses to earn an certificate through reciprocity;
- [P.L. 2017, c. 6](#), which requires educator preparation program that lead to an instructional certificate to include instruction or clinical experience in special education and credit hours in autism spectrum disorder for the teacher of students with disabilities endorsement;
- [P.L.2017, c.70](#), which revised the requirements for the school nurse endorsement;
- [P.L. 2018, c. 81](#), which authorized the computer science endorsement to the instructional certificate;
- [P.L. 2021, c. 57](#), which established the Alternate Route Interstate Reciprocity Pilot Program;
- [P.L. 2021, c. 87](#), which revised the substitute credential requirements;
- [P.L. 2021, c. 279](#), which established the early college high school program endorsement to the instructional certificate; and
- [P.L. 2021, c. 420](#), which required alternative measures for candidates for the career and technical education endorsement to demonstrate basic skills.

Coupled with the recently adopted rules at N.J.A.C. 6A:9B-8A to create a five-year pilot program to issue limited certificates of eligibility (limited CE) or limited certificates of eligibility with advanced standing (limited CEAS) to eligible candidates to work in participating school districts, the Department anticipates that the proposed amendments to all four chapters will encourage more individuals to apply for an instructional certificate while maintaining the high quality of the State's teacher workforce. The proposed changes to the State's system of educator preparation, certification, mentoring, and professional development also will help alleviate existing teacher shortages that have been amplified by the COVID-19 pandemic and will further the Department's efforts to increase diversity in the education workforce. The proposed amendments at N.J.A.C. 6A:9A will clarify Department expectations of educator preparation programs, create additional options for candidates to meet program entry requirements, and develop pathways for certified teachers to add additional endorsements in mathematics and science.

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

## **Subchapter 1. Scope and Purpose**

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

This section provides the chapter's scope. The chapter sets forth the rules governing the approval of CEAS and CE educator preparation programs and their content, as well as the rules governing the preparation of educators and candidates that is required for certification.

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

This section provides the chapter's purpose, which is to establish a system of educator preparation programs that continuously serve to improve the quality of instruction for New Jersey's children. The educator preparation programs function along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators to support improved student achievement of the New Jersey Student Learning Standards (NJSLs).

### **Subchapter 2. Definitions**

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

This section provides that the definitions at N.J.A.C. 6A:9-2.1 also apply to this chapter.

### **Subchapter 3. Educator Preparation Program Approval**

This subchapter sets forth the criteria for educator preparation programs and the process by which the Commissioner approves an educator preparation program.

#### **N.J.A.C. 6A:9A-3.1 Approval criteria of educator preparation programs**

This section authorizes the Commissioner to approve all educator preparation programs designed to lead to State certification, including: educator preparation programs from higher education institutions chartered in the State and programs that have a physical presence in New Jersey but are run by out-of-State institutions that are approved by the New Jersey Secretary of Higher Education; and educator preparation programs established by educational organizations, school districts or consortia, or Commissioner-approved entities. This section also sets forth the criteria for the Commissioner's approval of an educator preparation program, as well as specific accrediting agencies accepted by the Commissioner for educator preparation program approval. This section further allows the Commissioner to consider data and performance evidence from a program provider's operating educator preparation program before approving a new program by the same program provider.

The Department proposes to delete the requirements that a program is accredited through NCATE, TEAC, or CAEP, as NCATE and TEAC no longer exist. To avoid specifying an accreditor, as accreditor names or recognition status may change, the Department proposes adding "programmatic" before "accreditation body and "or the United States Department of Education" before "or approved by the Commissioner" to allow accepting programmatic accreditation bodies vetted and recognized by the United States Department of Education or Council for Higher Education Accreditation. This creates additional credible options for educator preparation program providers.

#### **Proposed N.J.A.C. 6A:9A-3.2 The State Program Approval Council**

The Department proposes to recodify existing N.J.A.C. 6A:9A-3.2(b) as new N.J.A.C. 6A:9A-3.2, The State Program Approval Council. The new section states that the Commissioner shall appoint a State Program Approval Council (Council) comprised of no more than 11 members who shall serve two-year, renewable terms. The section requires the Council to be comprised as follows: four representatives from approved CEAS educator preparation programs; three representatives from approved CE educator preparation programs; and four educators from preschool through grade 12 schools. This section also states the Commissioner shall consult the Council on matters pertaining to the quality of educator preparation programs designed to lead to

an instructional certificate as required for teachers pursuant to N.J.A.C. 6A:9B-8, an administrative certificate as required for administrators pursuant to N.J.A.C. 6A:9B-12, and an educational service certificate as required for educational service personnel pursuant to N.J.A.C. 6A:9B-14.

### **N.J.A.C. 6A:9A-3.2 Approval process for educator preparation programs**

The Department proposes to recodify existing N.J.A.C. 6A:9A-3.2 as new N.J.A.C. 6A:9A-3.3.

This section states that the Commissioner has the authority and discretion to approve all new or substantially revised educator preparation programs. This section also requires the Commissioner to consider the Council's analysis of a proposed educator preparation program and recommendation for approval. This section further requires all new or substantially revised educator preparation programs to secure Commissioner approval prior to implementation and requires the Commissioner to re-approve all educator preparation programs at least every seven years.

The Department proposes to amend recodified N.J.A.C. 6A:9A-3.3(c), which states 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 their discretion. The Department proposes to replace "shall" with "may" because the Commissioner has the discretion not to re-approve a program. The same amendment is proposed at recodified N.J.A.C. 6A:9A-3.3(d).

The Department proposes to amend recodified N.J.A.C. 6A:9A-3.3(e)2, which requires the Commissioner's 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. The Department proposes to delete "and from diverse backgrounds" because proposed new N.J.A.C. 6A:9A-3.3(e)8 will require the Commissioner's review to include the number of educator candidates from diverse backgrounds as evidenced by ethnicity, race, and gender.

The Department proposes to amend recodified N.J.A.C. 6A:9A-3.3(e)7, which requires the Commissioner's periodic review to consider preschool through grade 12 student achievement data, when relevant. The Department proposes to add "available and" before "relevant" because achievement data may not be readily available during the Commissioner's periodic review of the educator preparation program.

The Department proposes new N.J.A.C. 6A:9A-3.3(e)9 to require all approved educator preparation programs to provide the Department with evidence that demonstrates the comprehensive pedagogical content knowledge preparation necessary to integrate literacy into all content areas and support the implementation of the NJSLS. Including the provision at recodified N.J.A.C. 6A:9A-3.3(e) also will ensure that all new educator preparation programs provide the required evidence during the Commissioner's review of the program pursuant to N.J.A.C. 6A:9A-3.1(b)4. New N.J.A.C. 6A:9A-3.3(e)9 aligns with the Department's focus on providing effective literacy instruction for all students. It is essential that all teachers are prepared to support literacy development of students by incorporating literacy in all content areas.

## **Subchapter 4. CEAS Educator Preparation Programs**

### **N.J.A.C. 6A:9A-4.1 CEAS educator preparation program implementation**

This section provides an overview of the requirements, procedures, and components of CEAS educator preparation programs to ensure specific procedures and components are met prior to program approval.

## **N.J.A.C. 6A:9A-4.2 CEAS educator preparation program course requirements**

This section requires a 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; a clinical component aligned with the Professional Standards for Teachers; and clinical experiences incorporated into courses leading up to, and including, clinical practice.

The Department proposes to amend N.J.A.C. 6A:9A-4.2(a)1, which requires 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. The Department proposes to replace “curriculum” with “sequence of courses that is” to align terminology used at N.J.A.C. 6A:9B-9 through 11 to describe coursework requirements for an instructional certificate.

## **N.J.A.C. 6A:9A-4.3 Admission to CEAS educator preparation programs**

This section requires a candidate who starts a CEAS educator preparation program in or after academic year 2015-2016 to meet the section’s GPA and basic skills requirements. This section also requires a candidate to have a bachelor’s or higher degree.

The Department proposes to amend N.J.A.C. 6A:9A:4.3(a), which states that a candidate who starts a CEAS educator preparation program in or after academic year 2015-2016 shall be admitted only if the candidate meets the GPA and basic skills requirement at N.J.A.C. 6A:9A:4.3(b) and (d). The Department proposes to delete “in or after academic year 2015-2016” because the implementation date has passed.

The Department proposes to delete N.J.A.C. 6A:9A-4.3(b)2, which requires a candidate admitted to a CEAS educator preparation program that starts in an academic year prior to 2015-2016, to maintain, for the first two years of college, an individual cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade. The regulation is no longer necessary because the cohorts of candidates associated with admission into a CEAS educator preparation program prior to academic year 2015-2016 are no longer enrolled in any CEAS educator preparation program.

The Department proposes to delete N.J.A.C. 6A:9A-4.3(d)1, which allows educator preparation programs to 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. The regulation is no longer necessary because the candidate cohorts associated with an educator preparation program prior to academic year 2015-2016 are no longer enrolled in any CEAS educator preparation program.

The Department proposes to recodify existing N.J.A.C. 6A:9A-4.3(d)2 as new N.J.A.C. 6A:9A-4.3(d)1 due to the proposed deletion of N.J.A.C. 6A:9A-4.3(d)1.

The Department proposes to amend the recodified N.J.A.C. 6A:9A-4.3(d)1i, which requires the Department to maintain on its website a list of qualifying minimum scores on the SAT, ACT, or GRE for proficiency of English language and mathematics. The rule also states that the minimum scores shall be approximately equal to the top-third percentile score for all test takers in the year the respective test was taken, for each year the data is available. The Department proposes to replace “top-third” with “top-half” to better align with the qualifying scores of the Praxis Core, which is the Commissioner-approved assessment of basic reading, writing, and mathematics proficiency. Recent research confirms that scoring in the top-half

percentile for the SAT, ACT, or GRE is comparable to the established minimum score on the Commissioner-approved test of basic reading, writing, and mathematics skills.

The Department proposes to delete existing N.J.A.C. 6A:9A-4.3(d)2ii, which allows a candidate to qualify for an exception to the Commissioner-approved test of basic reading, writing, and mathematics skills if the candidate achieves at least a minimum qualifying score posted pursuant to existing N.J.A.C. 6A:9A-4.3(d)2i. Existing N.J.A.C. 6A:9B-4.3(d)2ii is no longer necessary because the exemption is already stated at recodified N.J.A.C. 6A:9A-4.3(d)1.

The Department proposes new N.J.A.C. 6A:9A-4.3(d)2 to allow a candidate who starts a CEAS educator preparation program in or after academic year 2022-2023 and takes the Commissioner-approved test of basic reading, writing, and mathematics skills, but does not meet the minimum score established by the Department or the exceptions at N.J.A.C. 6A:9A-4.3(d)1 to demonstrate proficiency in the use of the English language and/or mathematics by holding a master's degree, or an advanced or higher degree, from an accredited institution of higher education with a minimum GPA of 3.0. The proposed new rule will provide flexibility for candidates enrolling in CEAS educator preparation programs, while maintaining candidate quality.

#### **N.J.A.C. 6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs**

The section sets forth the requirements for the clinical component of CEAS educator preparation programs. The section describes the gradual release of responsibility and increased rigor of the clinical aspects of the program. Clinical experience is the diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program. Clinical practice is the culminating field-based experience or internship. In this hands-on experience in a preschool through grade 12 setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.

The Department proposes to amend N.J.A.C. 6A:9A-4.4(a)1, which requires all candidates starting clinical practice, in academic year 2018-2019, or thereafter, to have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting prior to clinical practice. The Department proposes to delete "in academic year 2018-2019, or thereafter," because the academic year has passed and the regulation applies to all subsequent cohorts.

The Department proposes to delete N.J.A.C. 6A:9A-4.4(a)1i, which allows educator preparation programs to determine acceptable levels of teaching proficiency in junior clinical experiences, for candidates who started clinical practice prior to academic year 2018-2019. The provision is no longer necessary because candidates who started clinical practice prior to academic year 2018-2019 have already been assigned to and completed clinical practice.

The Department proposes to delete N.J.A.C. 6A:9A-4.4(b), which stated the clinical practice is one semester for candidates who started clinical practice before academic year 2018-2019. The provision is no longer necessary because candidates who started clinical practice prior to academic year 2018-2019 have already been assigned to and completed clinical practice.

The Department proposes to recodify existing N.J.A.C. 6A:9A-4.4(c) through (j) as new N.J.A.C. 6A:9A-4.4(b) through (i), respectively.



The Department proposes to amend recodified N.J.A.C. 6A:9A-4.4(b), which sets forth clinical practice requirements for candidates starting clinical practice in academic year 2018-2019, or thereafter. The Department proposes to delete “[f]or candidates starting clinical practice in academic year 2018-2019, or thereafter” because candidates who started clinical practice prior to academic year 2018-2019 have already been assigned to and completed clinical practice.

#### **N.J.A.C. 6A:9A-4.5 Recommendations for a certificate of eligibility with advanced standing (CEAS)**

This section requires approved CEAS educator preparation programs to recommend to the Department for certification only candidates who have completed the CEAS educator preparation program and all requirements pursuant to N.J.A.C. 6A:9B-8 through 13 or the specified exemptions. The candidates also must have demonstrated continued competence, aptitude, motivation, and potential for outstanding success in educating students. This section further requires CEAS educator preparation programs to recommend a candidate for certification within one year from the date the candidate completed the approved program.

#### **N.J.A.C. 6A:9A-4.6 Post-baccalaureate and graduate-level educator preparation programs**

This section requires an educator preparation program at a post-baccalaureate or graduate level, including a State-approved Master of Arts in Teaching (MAT), to meet all of the requirements in Subchapters 3 and 4. This section also exempts from the clinical component at N.J.A.C. 6A:9A-4.4 a candidate who completes one of the following experiences: a prior clinical practice experience through a CEAS educator preparation program; a standard instructional certificate; or at least one year of effective teaching under a valid in- or out-of-State license or certificate.

### **Subchapter 5. CE Educator Preparation Programs**

#### **N.J.A.C. 6A:9A-5.1 CE educator preparation program implementation**

This section requires approved CE educator preparation programs to follow the subchapter’s requirement. This section also sets forth the procedures and components that CE educator preparation programs must develop.

#### **N.J.A.C. 6A:9A-5.2 Admission to CE educator preparation programs**

This section sets forth the requirements for candidates to be admitted into CE educator preparation programs.

The Department proposes to delete N.J.A.C. 6A:5.2(b)1, which allows CE educator preparation programs enrolling candidates for academic years prior to 2017-2018 to operate under existing agreements between the Department and the alternate-route educator preparation program or provider. The provision is no longer applicable.

#### **N.J.A.C. 6A:9A-5.3 Pre-professional component of CE educator preparation programs**

This section stipulates the pre-professional requirements that CE candidates must complete prior to beginning a full-time professional teaching experience.

The Department proposes to amend N.J.A.C. 6A:9A-5.3(a), which requires the CE educator preparation program to ensure 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 of clinical

experiences, 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 experiences. The Department proposes to delete “[e]ffective for candidates starting” before “the CE educator preparation program” and “in academic year 2017-2018, or thereafter,” after the phrase because the date has passed and the regulation applies to all candidate cohorts. The proposed amendments will require the CE educator preparation program to establish the criteria for the 50 hours of pre-professional experience instead of ensuring that the experience meets the criteria at existing N.J.A.C. 6A:9A-5.3(a)1 through 3, which are proposed for deletion. The proposed amendments acknowledge the expertise of CE educator preparation programs and will allow them to design programs and allocate hours accordingly.

The Department proposes to delete N.J.A.C. 6A:9A-5.3(b), which 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. The provision no longer is necessary because the academic year has passed and the program component has already been phased out.

#### **N.J.A.C. 6A:9A-5.4 Additional curriculum and course requirements for CE educator preparation programs**

This section sets forth the curriculum and course requirements for CE educator preparation programs.

The Department proposes an amendment at N.J.A.C. 6A:9A-5.4(a)1i, which allows a CE educator preparation program to accept, at its discretion, up to 100 out of the total 350 formal instruction hours or up to six semester-hour credits from another approved educator preparation program. The Department proposes to delete “at its discretion” after “accept” to eliminate redundancy, as “may” already indicates that educator preparation programs have discretion in this matter.

The Department proposes to delete N.J.A.C. 6A:9A-5.4(b), which sets forth the process for candidates starting a CE educator preparation program prior to academic year 2017-2018. The subsection is no longer needed because any candidate enrolled in the program prior to academic year 2017-2018 has completed the program.

#### **N.J.A.C. 6A:9A-5.5 Completion of CE educator preparation program**

This section sets forth the requirements for candidates to complete a CE educator preparation program. This section also allows a candidate who fails to complete the CE educator preparation program after two years to renew the candidate’s provisional certificate and either remain in the candidate’s current program or apply and be accepted to a new CE educator preparation program.

The Department proposes to amend N.J.A.C. 6A:9A-5.5(a), which requires 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. The Department proposes to add “[c]omplete the requirements for the pre-professional experience, pursuant to N.J.A.C. 6A:9A-5.3,” as new N.J.A.C. 6A:9A-5.5(a)1 to ensure that candidates completing a CE educator preparation program have met the criteria at N.J.A.C. 6A:9A-5.3. The Department also proposes to recodify existing N.J.A.C. 6A:9A-5.5(a)1 and 2 as new N.J.A.C. 6A:9A-5.5(a)2 and 3. The Department proposes at new N.J.A.C. 6A:9A-5.5(a)2 to delete “[e]ffective for candidates who

begin a program in academic year 2017-2018, or thereafter” because any candidate now completing a CE educator preparation program will have enrolled after academic year 2017-2018.

The Department proposes new N.J.A.C. 6A:9A-5.5(c) to allow a CE educator preparation program one year from the date a candidate completes the approved program to recommend the candidate to the Department for issuance of a certificate. The proposed regulation will ensure that candidates applying for certification complete the current program as approved and avoid a delay in the candidate’s attainment of the CE in the event of eligibility status changes.

### **N.J.A.C. 6A:9A-5.6 CE educator preparation programs for documented areas of teacher shortage**

This section presently allows CE educator preparation programs to be developed to serve school districts to place teachers in documented areas of teacher shortage. This section also states that CE programs may be established by New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner. This section further establishes the requirements for CE educator preparation programs for documented areas of teacher shortage to be approved by the Commissioner and for candidates seeking admission into the programs.

The Department proposes to change the title of this section to “Add-on endorsement programs for mathematics and science.” The current title does not capture the intent of these specialized programs, which were designed for certified teachers to gain content knowledge in high-need subject areas and not new teachers seeking a CE through the existing pathway. The Department proposes to change the purpose of this section to allow existing approved educator preparation programs within New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner to establish add-on endorsement programs designed to prepare current certified teachers to earn a CE in mathematics and/or science.

The Department proposes to amend N.J.A.C. 6A:9A-5.6(a), which allows CE educator preparation programs to be developed to serve school districts to place teachers in documented areas of teacher shortage and to be established by New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner. The Department proposes to amend the rule to, instead, allow the specified entities to establish add-on endorsement programs designed to prepare certified teachers in mathematics and/or science. The proposed amendments will align the section to its new purpose.

The Department proposes to delete N.J.A.C. 6A:9A-5.6(b), which allows the Commissioner to approve CE educator preparation programs for middle school subject-matter specialization in any documented area of teacher shortage and for preschool through grade 12 in any documented area of teacher shortage. The proposed deletion will align the section to its new purpose.

The Department proposes to recodify existing N.J.A.C. 6A:9A-5.6(c), which allows the Commissioner to approve CE educator preparation programs that meeting all requirements at N.J.A.C. 6A:9A-3, as new N.J.A.C. 6A:9A-5.6(b). The Department proposes to replace “CE educator preparation programs” with “educator preparation programs for add-on endorsement programs for currently certified teachers.” The Department also proposes to add “in this subchapter or at” before “N.J.A.C. 6A:9A-3” and to add “with the exception of N.J.A.C. 6A:9A-3.1(b)2” at the end. The proposed amendments will align the section to its new purpose.

The Department proposes amendments at new N.J.A.C. 6A:9A-5.6(b)1, which requires programs approved pursuant to the section to demonstrate to the Commissioner evidence the program provides content-specific courses and content-based pedagogy that prepare a candidate to teach in the subject area that the candidate is or will be teaching. New N.J.A.C. 6A:9A-5.6(b)1 stipulates that the requirement is in addition to the documentation demonstrating alignment to,

and compliance with, this chapter. The Department proposes to delete “demonstrate to the Commissioner evidence of the program” because it is repetitive of new N.J.A.C. 6A:9A-5.6(b). The Department also proposes to delete “and content-based pedagogy” and to replace “subject that he or she is or will be teaching” with “endorsement area.” The proposed amendments will align the section to its new purpose.

The Department proposes to delete existing N.J.A.C. 6A:9A-5.6(d), which enables the Commissioners to approve a CE educator preparation program as long as the specified admission criteria for candidates are met. that the Department also proposes to delete existing N.J.A.C. 6A:9A-5.6(e), which 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. The subsections are proposed for deletion because the Department will no longer consider these programs CE educator preparation programs for teacher shortages.

The Department proposes new N.J.A.C. 6A:9A-5.6(c) to set forth the minimum requirements for candidates entering an add-on endorsement program for mathematics or science approved pursuant to the section. Proposed new N.J.A.C. 6A:9A-5.6(c)1 and 2 will require candidates to hold a valid New Jersey CEAS or standard instructional certificate and demonstrate at least two years of successful teaching under a valid New Jersey or out-of-State equivalent instructional certificate.

The Department proposes new N.J.A.C. 9A:6A-5.6(d) to set forth the criteria for educator preparation programs seeking Commissioner approval for add-on endorsement programs for mathematics and science. The criteria include holding Commissioner approval to operate a program under this subchapter prior to September 1, 2022, because the proposed amendments will apply to existing programs and are not intended to apply to new programs without experience in preparing certified teachers for additional endorsements. Additional criteria for Commissioner approval include ensuring coursework requirements for the endorsement area, pursuant to N.J.A.C. 6A:9B-10 and 11, are met; requiring 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; providing content-specific mentoring and support for candidates for the duration of the provisional period; and ensuring successful candidates meet all requirements for a standard certificate, including minimum number of required content credits or equivalent hours, which may include content-based pedagogy.

The Department proposes new N.J.A.C. 9A:6A-5.6(e) to establish the data that an educator preparation program approved under this section must report to the Commissioner annually in a Commissioner-prescribed format. The data must include: candidate certification area, tracking number, race, gender, date of birth, employing school district, position, and teaching subject area; field experience location/school district, start and end dates, courses taught, hours completed, observations, and success rate; mentoring data; successful completion rate; standard certificate status of completers; content knowledge assessment pass rate; and retention rate.

### **Proposed N.J.A.C. 6A:9A-5.7 CE educator preparation programs participating in the Alternate Route Interstate Reciprocity Pilot Program**

The Department proposes new rules at N.J.A.C. 6A:9A-5.7 to effectuate P.L. 2021, c. 57, which authorized the development of a five-year pilot program for issuance of a CE for out-of-State candidates who enroll in the pilot program. The proposed rules will offer a pathway to individuals

from out-of-State who have not completed an approved educator preparation program to enroll in a New Jersey-approved program, which may broaden the pool of qualified educators.

Proposed N.J.A.C. 6A:9A-5.7(a) allows the Department to issue a CE to out-of-State candidates who enroll in the Alternate Route Interstate Reciprocity Pilot Program, which may result in a standard certificate to eligible candidates.

Proposed N.J.A.C. 6A:9A-5.7(b) allows interested CE educator preparation programs to develop and establish programs and procedures for admission of candidates into the Alternate Route Interstate Reciprocity Pilot Program.

Proposed N.J.A.C. 6A:9A-5.7(c) sets forth the criteria for an educator preparation program to participate in the Alternate Route Interstate Reciprocity Pilot Program. The criteria include the following: meeting all of the requirements for a CE educator preparation program pursuant to N.J.A.C. 6A:9A-5.1 and 5.3 through 5.6; meeting all of the requirements for accreditation and program approval pursuant to N.J.A.C. 6A:9A-3.1 and 3.2; establishing requirements for program admission; developing a process for verifying the candidates' prior education and teaching experience; agreeing to accept earned credits or completed coursework hours from a prior educator preparation program for any out-of-State candidate who has not yet completed an educator preparation program and transfer those credits or coursework into the CE program to count toward its completion; developing policies and processes to accept transfer earned credits and/or completed coursework hours; and developing systems and processes to ensure that candidates meet all of the requirements at N.J.A.C. 6A:9B-8.8.

## **Subchapter 6. Teacher Leader Preparation Programs**

### **N.J.A.C. 6A:9A-6.1 Approval criteria and process for teacher leader preparation programs**

This section sets forth the requirements for the Commissioner's approval and periodic review of teacher leader preparation programs. Teacher leader educator preparation programs prepare candidates to assume a non-evaluative leadership role within their school and school district, in which they may engage in activities such as peer instructional coaching, curriculum development, data analysis, in-house professional development, and whole-school and districtwide reform initiatives. The teacher leader role is focused on building the capacity of peers through a coaching and collaborative model.

### **N.J.A.C. 6A:9A-6.2 Teacher leader preparation program implementation**

This section includes the program requirements that teacher leader preparation programs must implement.

### **N.J.A.C. 6A:9A-6.3 Admission to teacher leader preparation programs**

This section requires a candidate admitted to a teacher leader preparation program to hold a valid standard instructional certificate, pursuant to N.J.A.C. 6A:9B. This is the only criterion for admission to a teacher leader preparation program.

### **N.J.A.C. 6A:9A-6.4 Teacher leader preparation program**

This section includes the curriculum, assessment, and clinical experience requirements for teacher leader preparation programs. This section also requires teacher leader preparation program to occur over the course of at least one school year, or its equivalent.

## **N.J.A.C. 6A:9A-6.5 Teacher leader preparation program clinical requirements**

This section sets forth the required clinical experiences that must be embedded throughout the teacher leader preparation program's duration. This section also enables school districts to allow teacher leader candidates to complete clinical experiences as part of the continuum of professional development and in lieu of their State-required hours of professional development.

## **N.J.A.C. 6A:9A-6.6 Recommendations for a teacher leader endorsement**

This section states that teacher leader preparation programs shall only recommend candidates to the Department for issuance of the teacher leader endorsement who have completed the teacher leader preparation program and all requirements pursuant to N.J.A.C. 6A:9B-11A. The section also provides that teacher leader preparation programs have up to one year from the date the candidate completed the approved program to recommend the candidate to the Department for issuance of the teacher leader endorsement on the instructional certificate.

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

### **Social Impact**

The rules proposed for readoption with amendments and new rules will have a positive social impact on students, teacher candidates, school districts, and CEAS and CE educator preparation programs. The rules proposed for readoption with amendments and new rules will prepare novice teachers to handle rigorous work and enable them to be effective in the earlier years of their careers. The proposed flexibility and additional pathways to enter educator preparation programs will increase the candidate pool and address the staffing issues that school districts are experiencing, while maintaining the quality of educators entering classrooms.

The rules proposed for readoption with amendments and new rules will maintain a strong novice teacher workforce for students, thus enabling school districts to provide higher-level coaching and support rather than remedial pedagogical training. The rules proposed for readoption with amendments and new rules will provide for a thorough data collection, which will inform teacher candidates and school districts about program and hiring decisions, as well as educator pipeline development.

Finally, the rules proposed for readoption with amendments and new rules will clarify the Department's expectations and increase autonomy and innovation for educator preparation programs.

### **Economic Impact**

The rules proposed for readoption with amendments and new rules will have a minimal financial impact on individual candidates completing educator preparation programs. The additional options for meeting the basic skills requirement may eliminate the number of times candidates attempt certain assessments, which can decrease expenses. Additional options for CE preservice criteria may decrease cost for candidates transferring prior experiences or coursework. CE holders with previous teaching experience may be able to begin teaching earlier under a provisional certificate, thereby allowing them to earn income as a teacher.

The rules proposed for readoption with amendments and new rules will broaden accreditation options for educator preparation programs, which may decrease expenses for preparation program providers.

## **Jobs Impact**

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

## **Agriculture Industry Impact**

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

## **Federal Standards Statement**

The rules proposed for readoption with amendments and new rules will further align the chapter with the Federal Every Student Succeeds Act (PL 114-95), specifically Section 5 Supporting Excellent Educators (5.1 Educator Development, Retention and Advancement, 5.2 Support for Educators, and 5.3 Educator Equity) and will ensure that New Jersey's public-school system prepares students for postsecondary education and the 21st century workplace. The rules proposed for readoption with amendments and new rules are in compliance with both Federal regulations and statutes.

## **Regulatory Flexibility Statement**

Approved educator preparation programs could be considered small businesses as that term is defined by the Regulatory Flexibility Act, N.J.S.A. 52:14B-16 et seq. The rules proposed for readoption with amendments and new rules apply to approximately five educator preparation programs throughout the State. The rules proposed for readoption with amendments and new rules impose recording, recordkeeping, or other compliance requirements by requiring educator preparation programs to maintain data and quality assurance systems for accreditation purposes, as well as the costs to maintain accreditation. The rules proposed for readoption with amendments and new rules reflect the minimal amount of paperwork and recordkeeping appropriate to ensure quality educator preparation programs, and the desire to minimize the burden on small businesses. No additional professional services should be necessary to comply with the rules proposed for readoption with amendments and new rules. There are no capital costs and minimal costs associated with the rules proposed for readoption with amendments and new rules. There should be no adverse economic impact on small businesses.

## **Housing Affordability Impact Analysis**

The rules proposed for readoption with amendments and new rules will have an insignificant impact on the affordability of housing in New Jersey. There is an extreme unlikelihood the rules proposed for readoption with amendments and new rules would evoke a change in the average costs associated with housing in the State, as the rules proposed for readoption with amendments and new rules solely impact individual educators, school districts, and educator preparation programs in New Jersey.

## **Smart Growth Development Impact Analysis**

The rules proposed for readoption with amendments and new rules will have an insignificant impact on smart growth. There is an extreme unlikelihood the rules proposed for readoption with amendments would evoke a change in housing production in Planning Areas 1 or 2, or within designated centers, under the State Development and Redevelopment Plan in New

Jersey because the rules proposed for readoption amendments and new rules solely impact individual educators, school districts, and educator preparation programs in New Jersey.

### **Racial and Ethnic Community Criminal Justice and Public Safety Impact**

There is an extreme unlikelihood the proposed rules for readoption with amendments and new rules would have an impact on pretrial detention, sentencing, probation, or parole policies concerning juveniles and adults in the State because the proposed amendments concern individual educators, school districts, and educator preparation programs in New Jersey.

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



## Chapter 9A. New Jersey Educator Preparation Programs

### Subchapter 1. Scope and Purpose

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

This chapter sets forth the rules governing the approval of CEAS and CE educator preparation programs and their content. It also contains the rules governing [the preparation of educators and] **how** candidates [that is required] **are to be prepared to meet the requirements** for certification.

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

- (a) The purpose of this chapter is to establish a system of [educator preparation] programs that **prepare educators to** continuously [serves to] improve the quality of instruction [for] **and prepare** New Jersey's [children preparing them] **students** for post-secondary education and/or careers.
- (b) Educator preparation programs shall function along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators to support improved student achievement of the New Jersey Student Learning Standards (NJSLS).

### Subchapter 2. Definitions

#### 6A:9A-2.1 Definitions

The definitions set forth in N.J.A.C. 6A:9-2.1 [shall] apply to the words and terms used in this chapter.

### Subchapter 3. Educator Preparation Program Approval

#### 6A:9A-3.1 Approval criteria of educator preparation programs

- (a) The Commissioner shall approve all educator preparation programs designed to lead to a State [certification] **certificate**, including[:] educator preparation programs [from] **established by** higher education institutions chartered in the State; [and programs that have a physical presence in New Jersey but are run by] out-of-State institutions that **have a physical presence in New Jersey and** are approved by the New Jersey Secretary of Higher Education; and [educator preparation programs established by] educational organizations, school districts or consortia, or Commissioner-approved entities.
- (b) Educator preparation program approval shall be based on the following:
1. Compliance with **the** State Professional Standards for Teachers and Professional Standards for School Leaders [as] established [in] **at** N.J.A.C. 6A:9-3.3 and 3.4;
  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;
  3. Compliance with educator preparation program requirements in this chapter or [in] **at** N.J.A.C. 6A:9B, as applicable; and

4. Performance, as indicated by the [required] documentation [in] **required at** N.J.A.C. 6A:9A--[3.2(f)]**3.3(e)**, for operating programs.
- (c) [If the program provider operates an educator preparation program, the] **The** Commissioner may consider available data and performance evidence from [the] **a** program provider's [operating] **existing** educator preparation program(s) before approving any new program [under] **operated by** the same program provider.

#### **6A:9A-3.2 The State Program Approval Council**

- (a) **The Commissioner shall appoint a State Program Approval Council (Council) comprised of no more than 11 members who shall serve two-year, renewable terms. The State Program Approval Council shall be comprised of:**
- 1. Four representatives from approved CEAS educator preparation programs;**
  - 2. Three representatives from approved CE educator preparation programs; and**
  - 3. Four educators from preschool through grade 12 schools.**
- (b) **The Commissioner shall consult with the Council on matters pertaining to the quality of educator preparation programs designed to lead to an instructional certificate as required for teachers pursuant to N.J.A.C. 6A:9B-8, an administrative certificate as required for administrators pursuant to N.J.A.C. 6A:9B-12, and an educational service certificate as required for educational service personnel pursuant to N.J.A.C. 6A:9B-14.**

#### **6A:9A-[3.2]3.3 Approval process for educator preparation programs**

- (a) The Commissioner [has the authority and discretion to approve all new or substantially revised educator preparation programs and he or she] shall consider the State Program Approval Council's analysis of the proposed program and its recommendation for approval.

[(b)] The Commissioner shall appoint a State Program Approval Council and shall consult the Council on matters pertaining to the quality of educator preparation programs designed to lead to an instructional certificate as required for teachers pursuant to N.J.A.C. 6A:9B-8, an administrative certificate as required for administrators pursuant to N.J.A.C. 6A:9B-12, and an educational service certificate as required for educational service personnel pursuant to N.J.A.C. 6A:9B-14. The State Program Approval Council shall be comprised of no more than 11 members who shall serve two-year, renewable terms. The State Program Approval Council shall include:

1. Four representatives from CEAS educator preparation programs;
2. Three representatives from CE educator preparation programs; and
3. Four practitioners from preschool through grade 12 schools.

[(c)] (b) All new or substantially revised educator preparation programs shall secure approval from the Commissioner prior to implementation.

1. [If] **An educator preparation program shall be considered substantially revised if** changes are made to [the educator preparation program's] **its** course content or requirements, or clinical component structure or requirements[, the program shall be considered substantially revised].

[(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].

[(e)] (d) The Commissioner [shall] **may** withdraw approval or require an educator preparation program to take corrective action if [he or she] **the Commissioner** determines the program has failed, or is at risk of failing, to meet the criteria [in] **at** N.J.A.C. 6A:9A-3.1(b).

[(f)] (e) Documentation for the Commissioner's periodic review of educator preparation programs shall include, but **need** 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; and**
- 9. Evidence that demonstrates comprehensive pedagogical content knowledge preparation necessary to integrate literacy into all content areas and support the implementation of the NJSLs.**

#### **Subchapter 4. CEAS Educator Preparation Programs**

##### **6A:9A-4.1 CEAS educator preparation program implementation**

- (a) CEAS educator preparation programs shall implement the program requirements pursuant to this subchapter[, which]. **The program requirements** shall be:
  1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals; and
  2. Considered minimum requirements. Higher education institutions and/or their CEAS educator preparation programs may require higher GPAs and higher levels

of proficiency for educator preparation program admission, clinical component, and recommendation for certification.

- (b) CEAS educator preparation programs shall develop procedures in compliance with this subchapter. The program procedures and components shall include:
1. Course requirements, pursuant to N.J.A.C. 6A:9A-4.2;
  2. Formal admission to the educator preparation program, pursuant to N.J.A.C. 6A:9A-4.3;
  3. Clinical component and the supervision of clinical practice, pursuant to N.J.A.C. 6A:9A-4.4;
  4. Procedures for placing on probation, and [dismissal] **dismissing** from the program, candidates who fall below minimum requirements before graduation, including procedures for [student] **candidate** appeals;
  5. Recommendation of a candidate for a CEAS, pursuant to N.J.A.C. 6A:9A-4.4, including certification to the Department that [a] **the** candidate has completed the CEAS requirements; and
  6. Submission of educator preparation program data at the Department's request.

#### 6A:9A-4.2 CEAS educator preparation program course requirements

- (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;
  2. A clinical component aligned with the Professional Standards for Teachers [as] specified [in] **at** N.J.A.C. 6A:9-3.3; and
  3. Clinical experiences incorporated into courses leading up to, and including, clinical practice, pursuant to N.J.A.C. 6A:[9-4.4]**9A-4.4**.

6A:9A-4.3 Admission to CEAS educator preparation programs

- (a) A candidate [who starts] **shall be admitted to** a CEAS educator preparation program [in or after academic year 2015-2016 shall be admitted] only if [he or she] **the candidate** meets the GPA and basic skills requirement [in] **at** (b) and (d) below.
- (b) The average cumulative GPA of the accepted cohort of candidates shall be at least 3.00, when a grade point of 4.00 equals an A grade and the cumulative GPA is earned in an undergraduate level prior to entering a CEAS educator preparation program, except[:
1. Each] **each** accepted individual candidate shall achieve at least a 2.75 GPA.
  - [2. A candidate admitted to a program that starts in an academic year prior to 2015-2016, shall maintain, for the first two years of college an individual cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade.]
- (c) [The] **A** candidate for a post-baccalaureate or graduate degree shall hold a bachelor's degree from an [regionally] accredited college or university, except [candidates] **a candidate** enrolled in a combined bachelor's and graduate-degree program **who** may be pursuing a bachelor's degree from an accredited college or university.
- (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 degree, or an advanced or higher degree, from an accredited institution of higher education with a minimum GPA of 3.0.**

6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs

- (a) CEAS educator preparation programs shall assign[,] to clinical practice[,] candidates in the preparation program who have completed the following minimum clinical experience requirements:
  1. [All candidates] **Prior to** starting clinical practice, [in academic year 2018-2019, or thereafter,] **all candidates** shall have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting [prior to clinical practice].
    - [i. For candidates in preparation programs who start clinical practice prior to academic year 2018-2019, programs may determine acceptable levels of teaching proficiency in junior clinical experiences.]
  2. The clinical experiences shall:
    - i. Be incorporated into any higher education course taken prior to the start of clinical practice;



- ii. Include at least two different classroom settings, with at least one in a special education setting, consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom; and
- iii. Increase in intensity, or control of the students, and duration as the candidate advances through the program.

[(b) For candidates who start clinical practice before academic year 2018-2019, clinical practice shall be one semester.]

[(c)] **(b)** [For candidates starting clinical practice in academic year 2018-2019, or thereafter, clinical] **Clinical** practice shall:

1. Occur during at least two semesters, according to the placement school district's schedule, including professional development days with the school district prior to the first day of class for students;
2. Occur at the same school site for the entire experience, if possible; and
3. Include at least 175 hours prior to one full-time semester. At least 100 hours of the 175 hours shall be completed throughout the semester immediately preceding the semester of full-time clinical practice.

[(d)] **(c)** The candidate shall be placed within the endorsement subject [he or she] **that the candidate** will pursue for certification. [and] **The candidate shall be** under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

[(e)] **(d)** School districts shall be responsible for accepting and placing clinical interns as part of the continuum of professional education and development.

[(f)] **(e)** A clinical supervisor shall:

1. Have had experience supervising, consulting, or otherwise working in an elementary [and/]or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception

of the preschool endorsement[; for]. **For** preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting; and

2. Be employed by the program or university with demonstrated expertise in the field [he or she] **the individual** is supervising.

[(g)] **(f)** Clinical supervisors shall observe each assigned candidate at least once every other week during the candidate's semester of full-time clinical practice.

[(h)] **(g)** A [school district] cooperating teacher assigned to guide and direct candidates shall:

1. Be approved by the chief school administrator, or [his or her] **the chief school administrator's** designee, with input from the [teacher] candidate's CEAS educator preparation program;
2. Have a minimum of three years of teaching experience, including one within the school district;
3. Possess a standard instructional certificate;
4. Have **an** appropriate [certification] **certificate** that coincides with the area of instruction for which the candidate is being prepared;
5. Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision; and
6. Be rated, beginning August 1, 2016, as effective or highly effective on [his or her] **the cooperating teacher's** most recently received summative evaluation, pursuant to N.J.A.C. 6A:10-4.
  - i. A cooperating teacher in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on [his or her] **the cooperating teacher's** most recent evaluation as determined by [his or her] **the cooperating teacher's** supervisor.

[(i)] (h) [School district cooperating] **Cooperating** teachers shall:

1. Provide continuous guidance and direction and weekly conferences to assist candidates in professional development; and
2. Consult **with** the chief school administrator, or [his or her] **the chief school administrator's** designee, regarding the candidate's placement; however, the chief school administrator, or [his or her] **the chief school administrator's** designee, shall make all final placement decisions regarding candidate and cooperating teacher pairings.

[(j)] (i) CEAS educator preparation programs shall make available to cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.

#### 6A:9A-4.5 Recommendations for a certificate of eligibility with advanced standing (CEAS)

(a) CEAS educator preparation programs shall recommend to the Department certification only for candidates who have:

1. Completed the CEAS educator preparation program approved pursuant to this chapter;
2. Completed all requirements pursuant to N.J.A.C. 6A:9B-8 through 13. Higher education institutions and/or their CEAS educator preparation programs also may apply the exceptions [in] **at** N.J.A.C. 6A:9B-[8.1(a)2i, iii, or iv]**8.2(c)**;
3. Demonstrated continued competence, aptitude, motivation, and potential for outstanding success in educating students.

(b) CEAS educator preparation programs shall have up to one year from the date the candidate completed the approved program to recommend [him or her] **the candidate** to the Department for issuance of a certificate.

#### 6A:9A-4.6 Post-baccalaureate and graduate-level educator preparation programs

- (a) An educator preparation program at a post-baccalaureate or graduate level, including a State-approved Master of Arts in Teaching (MAT), shall meet all [of the] requirements in this subchapter and [in] **at** N.J.A.C. 6A:9A-3.
- (b) A candidate who completes one of the following experiences shall be exempt from the clinical component at N.J.A.C. 6A:9A-4.4:
  - 1. A prior clinical practice experience through a CEAS educator preparation program;
  - 2. A standard instructional certificate pursuant to N.J.A.C. 6A:9B-8; or
  - 3. [Demonstrates at] **At** least one year of effective teaching under a valid in- or out-of-State license or certificate. The candidate shall provide an original letter documenting completion of at least one year of effective teaching from [his or her] **the candidate's** supervisor(s), principal(s), or employing school district(s) human resources officer.

#### Subchapter 5. CE Educator Preparation Programs

##### 6A:9A-5.1 CE educator preparation program implementation

- (a) CE educator preparation programs shall implement the subchapter's requirements, which shall be:
  - 1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer candidates. All admissions and retention processes shall be consistent with State and provider affirmative action policies and goals; and
  - 2. Considered minimum educator preparation program requirements. CE educator preparation programs may require candidates to demonstrate higher levels of proficiency or competency for program admission and completion.

- (b) CE educator preparation programs shall develop procedures in compliance with this subchapter. The program procedures and components shall include:
1. Admission to the CE educator preparation program, pursuant to N.J.A.C. 6A:9A-5.2;
  2. A pre-professional component, pursuant to N.J.A.C. 6A:9A-5.3;
  3. Curriculum and coursework requirements, pursuant to N.J.A.C. 6A:9A-5.4;
  4. Completion of the program, pursuant to N.J.A.C. 6A:9A-5.5; and
  5. Submission of educator preparation program data at the Department's request.

#### 6A:9A-5.2 Admission to CE educator preparation programs

- (a) A candidate shall be admitted to a CE educator preparation program only if [he or she] **the candidate** has completed by the start of the program the requirements for a CE, including the endorsement requirements [listed in] **at** N.J.A.C. 6A:9B-9.
1. Candidates in programs for documented areas of teacher shortage shall complete the endorsement requirements [in] **at** N.J.A.C. 6A:9A-5.6.
- (b) Any CE educator preparation program enrolling candidates for academic year 2017-2018, or thereafter, shall accept candidates as a cohort. [Each candidate] **All candidates** within the cohort shall begin the educator preparation program at the same time.
- [1. CE educator preparation programs enrolling candidates for academic years prior to 2017-2018 shall operate under existing agreements between the Department and the alternate-route educator preparation program or provider.]

#### 6A:9A-5.3 Pre-professional component [for] **of** CE educator preparation programs

- (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.]

#### 6A:9A-5.4 Additional curriculum and course requirements for CE educator preparation programs

- (a) Effective for candidates starting a CE educator preparation program in academic year 2017-2018, or thereafter, the CE educator preparation program for all instructional certificates shall include:
1. A minimum of 350 formal instructional hours or 24 semester-hour credits, which shall be completed over a minimum of two academic years.
    - i. A CE educator preparation program may accept[, at its discretion,] up to 100 out of the total 350 formal instructional hours or up to six semester-hour credits from another educator preparation program approved pursuant to N.J.A.C. 6A:9A-3 [or 6A:9B-8.2(b)];
  2. [Curriculum] **A sequence of courses that is** devoted to professional educator preparation **and** that builds upon the content and skills of an individual candidate; and

3. Curriculum aligned with the Professional Standards for Teachers, pursuant to N.J.A.C. 6A:9-3.3.

[(b) For candidates starting a CE educator preparation program prior to academic year 2017-2018, the CE educator preparation program for all instructional certificates shall meet the requirements of (a)2 and 3 above and shall include a minimum of 200 formal instructional hours or 13 semester-hour credits except:

1. Candidates who are holders of an elementary school (K-6 and N-8) CE shall complete over two years a minimum of 290 hours of formal instruction or 20 semester-hour credits, which shall include a minimum of 45 hours of study or three semester-hour credits in the teaching of English language arts at the K-6 level and a minimum of 45 hours of study or three semester-hour credits in teaching mathematics at the K-6 level, except if:
  - i. The candidates have completed 45 hours of study or three semester hour credits in each area of study as documented by a CE educator preparation program provider or on a transcript from a higher education institution; or
  - ii. For each area of study, the candidates document the equivalent of at least one year of successful full-time teaching experience during which the area of study is regularly taught, among the other subjects for which a K-6 teacher would be responsible. The successful full-time teaching experience shall take place within three years prior to receiving the CE. The candidate shall submit to the Office documentation demonstrating completion of the teaching experience.]

#### 6A:9A-5.5 Completion of CE educator preparation program

- (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;**

[1.] **2.** Complete the minimum hours of instruction, pursuant to N.J.A.C. 6A:9A-5.4; and

[2.] **3.** [Effective for candidates who begin a program in academic year 2017-2018, or thereafter, pass] **Pass** a Commissioner-approved performance assessment.

(b) A candidate who fails to complete the CE educator preparation program after two years may renew [his or her] **the candidate's** provisional license, pursuant to N.J.A.C. 6A:9B-8.5, and may either remain in [his or her] **the candidate's** current program or apply and be accepted to a new CE educator preparation program.

(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.**

6A:9A-5.6 [CE educator preparation] **Add-on endorsement** programs for mathematics and science

(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.**

[(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.]

**(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.

**6A:9A-5.7 CE educator preparation programs participating in the Alternate Route Interstate Reciprocity Pilot Program**

- (a) Pursuant to P.L. 2021, c. 57, this section's rules implement the issuance of a CE to out-of-State candidates who enroll in the Alternate Route Interstate Reciprocity Pilot Program, which is a five-year program that may result in the issuance of a standard certificate to eligible candidates.
- (b) CE educator preparation programs may develop and establish programs and procedures for admission of candidates to participate in the Alternate Route Interstate Reciprocity Pilot Program.
- (c) CE educator preparation programs participating in the Alternate Route Interstate Reciprocity Pilot Program shall:
  1. Meet all of the requirements for CE educator preparation programs pursuant to N.J.A.C. 6A:9A-5.1 and 5.3 through 5.6;
  2. Meet all of the requirements for accreditation and program approval at N.J.A.C. 6A:9A-3.1 and 3.2;
  3. Establish requirements for program admission that ensure candidates meet the requirements at N.J.A.C. 6A:9B-8.8(d);
  4. Develop a process for verifying a candidate's prior educator program completion and teaching experience;
  5. Agree to accept earned credits or completed coursework hours from a prior educator preparation program for any out-of-State candidate who has not yet completed an educator preparation program.

- i. **The earned credits or completed coursework shall transfer into the approved CE educator preparation program and count toward program completion pursuant to the policies and processes established pursuant to (c)6 below;**
- 6. **Develop policies and processes to accept transfer earned credits and/or completed coursework hours ; and**
- 7. **Develop systems and processes to ensure that candidates meet all of the requirements at N.J.A.C. 6A:9B-8.8.**

Subchapter 6. Teacher Leader Preparation Programs

6A:9A-6.1 Approval criteria and process for teacher leader preparation programs

- (a) The Commissioner has the authority and discretion to approve all teacher leader preparation programs designed to lead to State certification, in accordance with N.J.A.C. 6A:9A-3.1. Teacher leader preparation program approval shall be based on the following:
  - 1. Alignment to the Teacher Leader Model Standards, pursuant to N.J.S.A. 18A:26-2.19.f;
  - 2. Compliance with teacher leader endorsement requirements, pursuant to N.J.A.C. 6A:9B-11A; and
  - 3. Performance of operating programs, as indicated by the documentation required [in (d)] **at (e)** below.
- (b) The approval process for teacher leader preparation programs shall be governed by N.J.A.C. 6A:9A-3.2, except N.J.A.C. 6A:9A-3.2(f).
- (c) All approved teacher leader preparation programs shall be subject to periodic review by the Commissioner as follows:
  - 1. Teacher leader preparation programs with accreditation, as defined in N.J.A.C. 6A:9-2.1, shall undergo periodic review at least every seven years following the Commissioner's initial approval;

2. Teacher leader preparation programs without accreditation shall undergo periodic review within three years of the Commissioner's initial approval, and at least every five years thereafter; and
  3. The Commissioner has the authority and discretion to periodically review any teacher leader preparation program more frequently.
- (d) The Commissioner shall withdraw approval or require a teacher leader preparation program to take corrective action if [he or she] **the Commissioner** determines, at any time, that the program has failed, or is at risk of failing, to meet the criteria [in] **at (a)** above.
- (e) Documentation for the Commissioner's periodic review of teacher leader preparation programs shall include, but not be limited to, the following:
1. Candidate performance on a Commissioner-approved performance assessment;
  2. Information on leadership responsibilities assumed by program graduates;
  3. Graduate retention rates;
  4. Follow-up survey of program graduates and employers; and
  5. Diversity among teacher leader candidates as evidenced by ethnicity, race, and gender.

#### 6A:9A-6.2 Teacher leader preparation program implementation

- (a) Teacher leader preparation programs shall implement the program requirements pursuant to this subchapter, which shall be:
1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals; and
  2. Considered minimum requirements. Teacher leader preparation programs may require higher levels of proficiency for program admission, clinical component, and recommendation for certification.

- (b) Teacher leader preparation programs shall develop procedures and components in compliance with this subchapter. The program procedures and components shall include:
1. Formal admission to the teacher leader program, pursuant to N.J.A.C. 6A:9A-6.3;
  2. Procedures for accepting prior coursework or work experience(s) to count toward program completion, as determined pursuant to N.J.A.C. 6A:9A-6.4(c)2;
  3. Curriculum, clinical requirements, and assessments, pursuant to N.J.A.C. 6A:9A-6.4;
  4. Procedures for placing [candidates] on probation, and dismissing from the program, candidates who fall below minimum requirements prior to program completion, including procedures for candidate appeals;
  5. Recommendation of a candidate for a teacher leader endorsement, pursuant to N.J.A.C. 6A:9A-6.6, including certification to the Department that [a] **the** candidate has completed the endorsement requirements; and
  6. Submission of teacher leader program data at the Department's request.

#### 6A:9A-6.3 Admission to teacher leader preparation programs

A candidate [shall be] admitted to a teacher leader preparation program [only if he or she holds] **shall hold** a valid standard instructional certificate, pursuant to N.J.A.C. 6A:9B.

#### 6A:9A-6.4 Teacher leader preparation program

- (a) The teacher leader preparation program designed to lead to the teacher leader endorsement shall include:
1. A curriculum **that is** devoted to teacher leader preparation, [that] is aligned with the Teacher Leader Model Standards, and [that] builds upon the content knowledge and skills of the individual candidate;

2. Assessments that measure a candidate's knowledge of, and ability to demonstrate, the Teacher Leader Model Standards[, including,]. **The assessments shall include,** but not **be** limited to, a Commissioner-approved performance assessment; and
  3. Clinical experiences, pursuant to N.J.A.C. 6A:9A-6.5.
- (b) The teacher leader preparation program shall occur over the course of at least one school year, or its equivalent, based on the academic calendar of the participating higher education institution, educational organization, other nonprofit entity, or combination thereof.
- (c) The teacher leader preparation program shall determine:
1. The number of credit hours or the equivalent hours that comprise the program; and
  2. The number of credit hours or the equivalent hours that can be accepted to transfer into the program from either another teacher leader preparation program or previous work experience, which shall not exceed half of the program.

#### 6A:9A-6.5 Teacher leader preparation program clinical requirements

- (a) The teacher leader preparation program shall include clinical experiences embedded throughout the program's duration that shall be:
1. Facilitated by the program, including the assignment of an individual who possesses a teacher leader endorsement[, ] or who holds an administrative certification or a certificate of eligibility for administrative certification[, ] pursuant to N.J.A.C. 6A:9B-12, who is employed, and has utilized instructional leadership skills as defined by the Teacher Leader Model Standards[, ] to provide support to the candidate during the clinical experience.
    - i. The program shall provide to the Department during the periodic review evidence that individuals providing support to candidates during the clinical experience are employed and have utilized instructional leadership skills as defined by the Teacher Leader Model Standards; and

2. Assessed by the program to ensure the candidate demonstrates the Teacher Leader Model Standards.
- (b) School districts may allow teacher leader candidates to complete clinical experiences as part of the continuum of professional development and in lieu of their State-required hours of professional development, pursuant to N.J.A.C. 6A:9C-4.

6A:9A-6.6 Recommendations for a teacher leader endorsement

- (a) Teacher leader preparation programs shall recommend to the Department for issuance of the teacher leader endorsement only candidates who have:
1. Completed the teacher leader preparation program approved pursuant to this subchapter; and
  2. Completed all requirements pursuant to N.J.A.C. 6A:9B-11A.
- (b) Teacher leader preparation programs shall have up to one year from the date the candidate completed the approved program to recommend [him or her] **the candidate** to the Department for issuance of the endorsement on the instructional certificate.