

**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 adoption 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 November 9, 2022, meeting of the State Board of Education when the rulemaking was considered at Proposal Level.

Topic: New Jersey Educator Preparation Programs **Meeting Date:** April 5, 2023

Code Citation: N.J.A.C. 6A:9A **Level:** Adoption 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. Kathleen Goldenberg, President, New Jersey State Board of Education
- B. Dr. Ronald Butcher, Member, New Jersey State Board of Education
- 1. Debra J. Bradley, Esq., Director of Government Relations, New Jersey Principals and Supervisors Association
- 2. David J. Shernoff, Ph.D., Director, Center for Mathematics, Science, and Computer Education, and Associate Professor, Department of School Psychology, Graduate School of Applied and Professional Psychology, Rutgers University
- 3. Dave Janosz, Retired Supervisor of Technology Education, Northern Valley Regional High School District
- 4. Mark Wallace, Retired technology education teacher and administrator
- 5. Matthew Konowicz, Director of Instruction, Northern Burlington County Regional School District
- 6. Brian J. Drelick, Supervisor of STEM, High Point Regional High School
- 7. Nick Beykirch, Technology education teacher, William Annin Middle School, Bernards Township Public Schools
- 8. Paul Amoroso, Superintendent, Pompton Lakes School District
- 9. Ellen Miller
- 10. Jean Public
- 11. Dina Scacchetti, Professor in Residence, William Paterson University

12. Tabitha Dell'Angelo, Ph.D., Interim Dean, School of Education, The College of New Jersey
13. LaChan V. Hannon, Ph.D., Director of Teacher Preparation and Innovation, Department of Urban Education, Rutgers University- Newark
14. Liana Fornarotto, Director, Education Enrollment and Certification, William Paterson University
15. Dr. Stacey Leftwich, President, New Jersey Association of Colleges for Teacher Education
16. Dr. Ismael Flores Marti, Department of Kinesiology, William Paterson University
17. Dr. David Aderhold, Superintendent of Schools, West Windsor-Plainsboro Regional School District, and John "Kenyon" Kummings, Superintendent of Schools, Wildwood City School District, on behalf of the New Jersey Association of School Administrators' Recruitment and Retention Committee
18. Margaret Renn, College of Education, William Paterson University
19. Chris Ireland, Supervisor of Visual and Performing Arts and Related Areas, Hillsborough Township Public Schools
20. Ronald M. Durso, Supervisor of Technology Education, Fairlawn School District
21. Erica DeMichele, K-12 Supervisor of Science, Technology, Engineering, Sustainability and Co-STEM, Delran Township Public Schools
22. Ryan DelGuercio, Supervisor of Technology and Engineering Department/Dean of Students, West Orange High School
23. Danielle Dagounis, Director of Education, School District of the Chathams
24. Guida Faria, Supervisor of Science, Engineering and Gifted and Talented, Scotch Plains-Fanwood School District
25. John P. Pascale, Principal, Mahwah High School
26. Alan Gunneson, Teacher of applied technology, Westwood Regional High School
27. Matthew Ducker Duffy, Technology education teacher and Robotics Team advisor, Scotch Plains-Fanwood High School
28. Matt Potter, Technology education teacher, Bunker Hill Middle School, Washington Township School District
29. Laura Kinney, Technology education teacher, Washington Township Public Schools
30. Timothy Zavacki
31. Ryan Riess, Past President. New Jersey Technology and Engineering Association

32. Steven Whalen, Technology education teacher, Washington Township High School

1. **Comment:** The commenter asked how many school districts have expressed interest in participating in the limited certificate of eligibility (CE)/limited certificate of eligibility with advanced standing (CEAS) pilot program. **(A)**
Response: The Department has approved 208 school districts to participate in the limited CE/limited CEAS pilot program.

2. **Comment:** The commenter stated that the regulations are heavily reliant on accrediting bodies to ensure that the colleges are successfully preparing teachers. The commenter also stated that the regulations include entry and exit requirements, standards, and dispositions for educator preparation programs, but the responsibility of measuring quality lies with accreditation. The commenter asked who monitors the accreditors to ensure they are effectively providing oversight of the colleges to make sure the educator preparation programs are adequately preparing teachers. **(B)**
Response: Existing N.J.A.C. 6A:9A-3.1(b)2 requires approved educator preparation programs to be accredited through National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), the Council for the Accreditation of Educator Preparation (CAEP), or any other professional education accreditation body recognized by the Council for Higher Education Accreditation (CHEA) or approved by the Commissioner. The Department’s proposed amendments at N.J.A.C. 6A:9A-3.1(b)2 include the addition of accreditors recognized by the U.S. Department of Education. The CHEA and the U.S. Department of Education use specific standards to oversee, review, and recognize reliable accreditation agencies. The regulation also provides the Commissioner the authority to define “accreditation” and to identify additional accrediting entities not approved by CHEA or the U.S. Department of Education. The Commissioner maintains oversight of all New Jersey approved educator preparation programs, regardless of accreditation status, and may deny an entity approval to operate educator preparation programs leading to certification. Through the approval process and periodic review, the Commissioner oversees all approved educator preparation programs.

3. **Comment:** The commenter stated that the New Jersey Principals and Supervisors Association (NJPSA) conducted an informal survey to ascertain the extent of current staffing vacancies and the resulting impact on students, the Department certification process, and student teachers. The commenter acknowledged that the readoptions with amendments at N.J.A.C. 6A:9, 9A, 9B, and 9C present a pivotal opportunity and urged the Department to strategically address these long-term issues. The commenter urged the State Board to become advocates for the education profession and, as it reviews the proposals at N.J.A.C. 6A:9, 9A, 9B, and 9C, consider the current school district context to proactively adopt policies that:
 - Foster early interest in the profession;
 - Increase completion rates of educator preparation programs;
 - Incorporate flexibility and multiple pathways, including online learning opportunities, for candidates to demonstrate their knowledge;
 - Remove unnecessary barriers to certification while balancing the foundational need for quality teaching for all students;
 - Recognize that instructional decisions should not be driven by staffing availability (for example, increased class size, decreased course offerings, and increased use of substitutes);

- Streamline Department certification policies and procedures to expedite the issuance of educator certificates;
- Consider the need for expanding candidate pools by reducing the “over-specialization” approach of the existing certification system;
- Expand New Jersey’s approach to reciprocity with other states to attract out-of-State teachers who have proven to be successful in other states;
- Recognize the high demand at the school district level for increased candidate pools and incorporate trust in school districts’ ability to develop and support novice teachers on the job;
- Promote the retention of teachers through fair and balanced workplace policies (that is, mentoring, evaluation, and professional development) on issues contained within the New Jersey Administrative Code; and
- Collaborate and support the higher education community to ensure that new educator preparation program proposals are feasible, developed in a timely manner to meet student needs, have clear requirements, and are well-communicated to teachers. **(1)**

Response: The Department appreciates the comment, as the proposed amendments at N.J.A.C. 6A:9, 9A, 9B and 9C aim to create additional pathways and opportunities for individuals to meet certification requirements. The Department’s intent is to increase the educator pool while maintaining educator standards and quality. The proposed amendments offer add-on endorsement opportunities, streamlined reciprocity rules, and address mentoring and professional development for new and novice teachers.

4. **Comment:** The commenter stated that the teacher staffing data that will be collected pursuant to P.L. 2021, c. 394 will be useful and will inform decision making and future policy making related to the educator workforce. The commenter also stated that NJPSA members have indicated that there are open positions in a variety of school staff positions and there is a growing frustration with the narrowed hiring pools, particularly at the middle and high school levels, which often result from the highly specialized nature of the Department’s certification requirements. The commenter further stated that there is clear evidence that students of color benefit from having a diverse teacher workforce and New Jersey schools do not currently reflect the diversity of the student population. In support of these positions, the commenter provided data collected by the NJPSA demonstrating staffing issues. **(1)**

Response: The Department appreciates the issues that school administrators are facing as they hire individuals to staff schools. The Department agrees that the additional data from P.L. 2021, c. 394 will help inform policy, as well as school districts’ hiring practices. The Department’s current rulemaking aims to widen the teacher pipeline. The Department proposes at N.J.A.C. 6A:9A-5.6 to offer an additional pathway for educators to become mathematics and science teachers. Adopted in June 2022, N.J.A.C. 6A:9B-8A also authorizes a five-year limited CE/limited CEAS pilot program, which allows an exemption of one certificate requirements for candidates who meet all other certificate 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 certification requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

5. **Comment:** Recognizing the significance of the State Program Approval Council (SPAC) in providing recommendations concerning the quality of educator preparation programs, the commenter recommended that N.J.A.C. 6A:9A-3.2(a)3 be amended to include a principal as one of the four educators (preschool to grade 12) on the SPAC. The

commenter stated that principals hire, supervise, and mentor candidates who will graduate from educator preparation programs and the unique perspective of a principal is essential to the SPAC's work. **(1)**

Response: The Department appreciates the feedback but declines to add a principal as one of the mandatory members of the SPAC. During the application process for membership on the SPAC, the Department considers a variety of different factors, including a candidate's current position and experience. Several current SPAC members are principals or former principals. The Department values the experiences and perspectives of all practitioners when reviewing educator preparation programs. However, the Department does not find it necessary to codify specific roles, as the existing language -- "practitioner from preschool through grade 12" -- is inclusive of teachers, administrators, and educational services professionals.

6. **Comment:** The commenter suggested that the Department amend recodified N.J.A.C. 6A:9A-3.3(c) for greater clarity to state that the Commissioner "shall review and may re-approve all educator preparation programs at least every seven years." **(1)**

Response: The Department disagrees with the commenter because the suggested language is inherent in recodified N.J.A.C. 6A:9A-3.3(c), as proposed for amendment as follows: "The Commissioner may re-approve all educator preparation programs at least every seven years. The Commissioner has the authority and discretion to periodically review educator preparation programs more frequently." During the review process, the Commissioner has the discretion not to re-approve a program.

7. **Comment:** The commenter commended the Department for the proposed inclusion at recodified N.J.A.C. 6A:9A-3.3(e) of diversity demographics and evidence on preparation in pedagogy on literacy infusion in all grade levels as two new components in the review of application for new educator preparation programs. **(1)**

Response: The Department appreciates the feedback.

8. **Comment:** The commenter stated that a separate requirement for the Praxis Core or alternate pathway is redundant and unnecessary because a candidate demonstrates basic skills by meeting the degree requirements, content knowledge requirements (Praxis 2 tests), the required coursework in the area of certification (depth of knowledge), and the one-year student teaching requirement (pedagogy), and by obtaining district employment based upon their performance. The commenter also urged the State Board to eliminate the unnecessary, duplicative requirements that are costly in time and money and create barriers to teacher candidates. **(1)**

Response: Prior to entering a CEAS educator preparation program, a candidate must demonstrate basic reading, writing, and mathematics skills. CEAS candidates take the Praxis Core prior to entering an educator preparation program and the Praxis 2 content knowledge assessment at the completion of the program. The Department disagrees with the commenter that the Praxis Core or alternate pathway is unnecessary, as the Praxis Core determines whether candidates have the basic skills necessary to be successful in an educator preparation program. Many candidates are expected to demonstrate basic skills to enter an educator preparation program, which often occurs before a candidate earns a degree. The alternate measures proposed at N.J.A.C. 6A:9A-4.3 will eliminate redundancy for individuals holding advanced degrees.

9. **Comment:** The commenters suggested changes at N.J.A.C. 6A:9A-4.3(d) related to basic skills requirements and at N.J.A.C. 6A:9B-10.2 and 11.2 related to prescriptive curriculum. The commenters stated that requiring the basic skills assessment for entry into educator preparation programs coincided with a decline in educators entering the field. The

commenters also stated that multiple factors, such as salary, benefits, career ladder, school environment, and view of the profession, are contributing to teacher shortages. The commenters suggested that the Department remove or redefine the basic skills requirement for entrance into educator preparation programs to diversify the teacher workforce. The commenters recommended that candidates be required to meet the basic skills requirement by earning at least 60 college credits and achieving a 3.0 cumulative grade point average (GPA), which, the commenters contended, is evidence of basic skills. The commenters stated that the Department has not provided data or studies that demonstrate the impact of the basic skills requirement on teacher quality and composition. The commenters also stated that administrators have indicated, and studies have demonstrated, that it is more important for teachers to have certain soft skills that cannot be measured by a test. The commenters further stated that entrance and licensure exam cut scores have a history of negatively impacting teacher diversity. The commenters stated that proposed flexibility at N.J.A.C. 6A:9A-4.3 for the basic skills assessment addresses alignment between the SAT, ACT, and GRE scores and the Praxis Core scores, but fails to fully address Praxis Core flexibility. The commenters also stated that the Department's previous response to similar concerns reference the limited CE/limited CEAS pilot program, but the commenters contested that the pilot program will not provide a quick analysis of data to address the immediate teacher shortage. The commenters stated that the teacher shortage will worsen while the data from the pilot program is analyzed. The commenters further stated that there will also be no limited CEAS basic skills data to analyze because the limited CEAS exempts candidates from only Praxis 2 and GPA requirements. **(14 and 18)**

Response: The Department declines to adopt the commenters' suggested changes to the basic skills assessment requirement, which is one measure, among others, that helps to determine a potential educator's academic readiness for an educator preparation program. 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 test. The Department agrees that educator preparation programs address other measures that support educator readiness. The proposed and current flexibilities offer great potential to widen the teacher pipeline. The Department is committed to diversifying the teacher workforce and has analyzed data that demonstrates, overtime, a slight but steady increase in teacher diversity. Other teacher diversity efforts, such as the Minority Teacher Quality and Retention Grant, Minority Teacher Development Grant, and Men of Color Hope Achievers pilot program, have produced promising practices to further the Department's diversity goals.

The limited CE/limited CEAS pilot program is aligned to the authorizing statute at N.J.S.A. 18A:26-2b et seq., which established the exemptions allowed for the limited CE and limited CEAS. The Department will collect and analyze data in accordance with the law.

10. **Comment:** The commenter supported the provisions at N.J.A.C. 6A:9A-4.3 that permit multiple pathways for a candidate to demonstrate basic skills proficiency other than the Praxis Core. The commenter stated that the proposed amendments at recodified N.J.A.C. 6A:9A-4.3(d)1i to allow candidates to demonstrate basic skills proficiency by achieving a Commissioner-established qualifying minimum score on the SAT, ACT, or GRE that is approximately equal to the top-half percentile score for all test takers in the year the respective test was taken demonstrates that the Department is recognizing the critical need for instructional staff while maintaining basic skills competency in candidates. The commenter also acknowledged that proposed N.J.A.C. 6A:9A-4.3(d)2 will enable candidates who start a program in or after academic year 2022-2023 to demonstrate basic skills proficiency by holding a master's degree, or an advanced or higher degree from an accredited higher education institution with a minimum GPA of 3.0. The commenter stated that the Department could further enhance N.J.A.C. 6A:9A-4.3 while maintaining

teacher standards by allowing candidates to demonstrate basic skills proficiency by holding a bachelor's degree with a minimum GPA of 3.0 GPA. The commenter stated that successfully managing college-level work demonstrates the basic skills required for a certificate. **(1)**

Response: The Department disagrees with the commenter because the basic skills test requirement is one measure that helps to determine a potential educator's academic readiness, in addition to the content area assessment, degree, and educator preparation requirements. Recodified N.J.A.C. 6A:9A-4.3(d)1 and 2, as proposed for amendment, 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 test. The Department contends that the proposed amendments at recodified N.J.A.C. 6A:9A-4.3(d) will offer adequate flexibility to demonstrate basic skills. Candidates holding a bachelor's degree may demonstrate basic skills through the alternative measures such as scoring in the top-half percentile on SAT, ACT or GRE in lieu of taking Praxis Core. Collectively, these new measures will help to ensure properly prepared educators for New Jersey students. Additionally, N.J.A.C. 6A:9B-8A effectuates a five-year limited CE/limited CEAS pilot program pursuant to N.J.S.A. 18A:26-2b et seq., which allows exemptions to the basic skills requirement for limited CE or limited CEAS candidates who meet all other certificate 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.

11. Comment: The commenter stated that New Jersey has experienced, during the past 10 years, a dramatic decline in the number of people entering educator preparation programs and the teaching profession. The commenter stated that the following issues have impacted the teacher shortage:

- The lack of certified teachers has resulted in substitute teachers instructing students;
- Paraprofessionals who have demonstrated the skills and knowledge to be teachers of record are not able to overcome the barrier of the basic skills requirement to enter a CEAS or CE educator preparation program;
- The real basic skills that teachers need are passion, drive, empathy, and commitment to students. Individuals should have the opportunity to enter an educator preparation program, build content knowledge, and demonstrate the skills to be an effective teacher; and
- High school students are losing interest as a career in education because of the number of high-stakes requirements.

The commenter also requested that the Department eliminate or modify the basic skills test for entry into educator preparation programs. **(11, 14, and 18)**

Response: The Department declines 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. Recodified N.J.A.C. 6A:9A-4.3(d)1 will allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

The limited CE/limited CEAS pilot program regulations at N.J.A.C. 6A:9B-8A, also allow 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.

- 12. Comment:** The commenter stated that the Department has created another obstacle for potential candidates who want to enter the field of teaching by requiring them to meet a cut score on the SAT, ACT, or Praxis Core. The commenter also stated that the candidates have already demonstrated college readiness, but the basic skills requirement is a deterrent to choosing teaching as a college pathway. The commenter further stated that this especially impacts potential candidates from historically marginalized groups and disadvantaged schools. The commenter also stated that the Department has not shown empirical evidence that performance on the basic skills requirement is related to teacher quality. The commenter further stated that many colleges and universities have made the SAT and ACT optional.” The commenter also stated admissions counselors report that the majority of students who submit test results have scored very high, which, the commenter contended, may skew the cut scores. The commenter stated that teachers need to be content knowledge experts, culturally competent, and lifelong learners, which is gained through a high-quality educator preparation program, engaging fieldwork, content studies that engage intellectual curiosity, and mentorship. The commenter further contended that the indication of success for future teachers is assessed through their coursework and fieldwork and demonstrated through their GPA, performance assessments, disposition assessments, and observation notes, rather than through the SAT, ACT, or Praxis Core. **(12)**

Response: The Department disagrees with the commenter’s assertion that the proposed amendments at N.J.A.C. 6A:9A-4.3 create an additional obstacle for candidates. The proposed amendments offer additional options for individuals to demonstrate basic skills, which will result in flexibility that maintains quality but removes duplicative measures. The proposed amendments will allow candidates to demonstrate basic skills through either Praxis Core, holding an advanced degree with a 3.0 GPA, or scoring in the top-half percentile on SAT, ACT, or GRE, as opposed to the top-third percentile.

- 13. Comment:** The commenter suggested that the Department eliminate the basic skills requirement. The commenter acknowledged that teachers must have minimum requisite knowledge and skills and that rigor and high expectations are important, but contended that the test is misaligned to the goal and may prevent potential candidates from entering the teaching profession. The commenter stated that a decline in the number of candidates entering the profession has impacted school districts’ ability to fill vacancies. **(8)**

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. Recodified N.J.A.C. 6A:9A-4.3(d)1 will 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

The limited CE/limited CEAS pilot program regulations at N.J.A.C. 6A:9B-8A also allow 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 certain requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

- 14. Comment:** The commenter requested that the Department set equitable and balanced entry measures for educator preparation programs to reduce barriers to high-quality candidates. The commenter welcomed the proposed amendments at N.J.A.C. 6A:9A-4.3 to waive the basic skills test (Praxis Core) for admission to a certificate of eligibility with advanced standing (CEAS) educator preparation program and at N.J.A.C. 6A:9B-8.3 for the certificate of eligibility (CE) for candidates who score in the top 50 percent of the ACT, SAT, or GRE percentile Statewide. The commenter also noted that colleges and universities are moving away from these tests because of historically structural racial inequities. Given the negative consequential validity of entry tests, the commenter asked the Department to consider longitudinal and more equitable measures, like cumulative GPA, that are more reliable for evaluating applicants for college admission. The commenter asserted that the Department's narrow focus on SAT, ACT, GRE, or Praxis Core, places the following additional inequities on prospective teacher candidates: prospective teachers will pay standardized test fees that are not expected of new college students in other majors; prospective teachers of color face the negative impact of stereotype threat on their scores; and during the past three to five years, test takers in New Jersey are skewing primarily toward high school students who seek admission to elite universities that still require SAT, ACT, or GRE scores as a standalone admission criterion. The commenter requested that the Department discontinue the use of inequitable standardized tests and amend N.J.A.C. 6A:9A-4.3 and 6A:9B-8.3 to consider balancing the additional GPA measure to partially alleviate some of the inequity inherent in a single, high-stakes standardized test score. The commenter also stated that the requested change is in accordance with the longstanding flexibility at N.J.A.C. 6A:9B-8.2 related to candidates completing a CEAS educator preparation program. **(15)**

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. Recodified N.J.A.C. 6A:9A-4.3(d)1 and amendments at N.J.A.C. 6A:9B-8.3(a)5 will allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. The Department proposes new N.J.A.C. 6A:9A-4.3(d)2 and 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:9A-4.3(d)1 and 2 and 6A:9B-8.3(a)5 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

- 15. Comment:** The commenter supported recommendations made by professional education organizations, including increased flexibility for the basic skills test requirement for entry into educator preparation programs, paid clinical opportunities, educator preparation

program discretion regarding curriculum to attain outcomes-based expectations, and modification of the Social Security number requirement for teacher certification. The commenter stated that standardized assessments have inequitable consequences for diverse learners. The commenter recommended revisions at N.J.A.C. 6A:9A and 9B to remove or further modify the basic skills test requirement for individuals seeking to enter a teacher preparation program or earn a CE. The commenter contended that many potential teacher candidates who have the passion and disposition to be impactful teachers are being kept out of the profession because of the current basic skills test requirement. The commenter cited an article that asserted that entrance and exit exams have eliminated potential teachers of color from entering the teaching profession. The commenter stated that if New Jersey intends to increase teacher diversity, then the State must reimagine and redefine how basic skills are measured. **(13)**

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 proposed amendments and recodification at N.J.A.C. 6A:9A-4.3(d)1 allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. 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 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

- 16. Comment:** The commenter supported recommendations made by professional education organizations, including increased flexibility for the basic skills test requirement for entry into educator preparation programs, paid clinical opportunities, and educator preparation program discretion regarding curriculum to attain outcomes-based expectations. The commenter stated that standardized assessments have inequitable consequences for diverse learners. The commenter recommended revisions at N.J.A.C. 6A:9A and 9B to remove or further modify the basic skills test requirement for individuals seeking to enter a teacher preparation program or earn a Certificate of Eligibility (alternate route). The commenter stated that the skills needed to be an effective teacher include organization of thoughts, activities, and space; clear and appropriate communication; and positive management. The commenter cited an article that asserted that entrance and exit exams have eliminated potential teachers of color from entering the teaching profession. The commenter stated that if New Jersey intends to increase teacher diversity, then the State must reimagine and redefine how basic skills are measured. The commenter recommended allowing a candidate to meet the basic skills requirement by achieving a 3.0 GPA after earning 60 college credits. **(14)**

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 proposed amendments and recodification at N.J.A.C. 6A:9A-4.3(d)1 allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. 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 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

17. **Comment:** The commenter expressed support for the Department’s proposals at N.J.A.C. 6A:9B that increase flexibility for certification requirements. The commenter contended that many candidates are qualified to teach, but cannot pursue a certificate because of GPA, degree, or education background. The commenter stated that many of the individuals end up working as substitutes or paraprofessionals. The commenter encouraged the Department to continue offering flexibilities in meeting the GPA requirements to increase the diversity of classroom teachers. (9)

Response: The Department appreciates the commenter’s feedback. Recodified N.J.A.C. 6A:9A-4.3(d)1 will allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

The limited CE/limited CEAS pilot program regulations at N.J.A.C. 6A:9B-8A also allow 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 certain requirements on teacher effectiveness and student outcomes and, if necessary, make recommendations for future amendments in this area.

18. **Comment:** The commenter suggested that the Department remove the basic skills test as a program entry requirement because the test is implemented incorrectly and candidates need skills that cannot be measured by an assessment to be successful. The commenter stated that the basic skills test blocks candidates who cannot progress through the education sequence of courses because they are unable to pass the Praxis Core. (16)

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. Recodified N.J.A.C. 6A:9A-4.3(d)1 will allow a candidate to demonstrate proficiency by scoring in the top-half on the SAT, ACT, or GRE instead of in the top-third. 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 test. Collectively, these measures will help to ensure properly prepared educators for New Jersey students.

19. **Comment:** The commenter stated that additional amendments at N.J.A.C. 6A:9A are necessary to address the teacher shortage by removing barriers to entering the profession. The commenter suggested the Department reduce the number of clinical practice hours required at N.J.A.C. 6A:9A-4.4, which requires clinical interns to complete 175 hours of clinical practice prior to the full-time semester of clinical practice. (17)

Response: The clinical practice component of teacher preparation at N.J.A.C. 6A:9A-4.4 is designed to gradually release responsibilities and increase rigor of the clinical aspects of educator preparation programs. Clinical experience is the diverse, guided, hands-on, practical application and demonstration of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice. Clinical experience takes place in early field, practicum, and other opportunities that occur prior to clinical practice 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 declines the commenters' suggestions because educator preparation programs have the discretion to determine the distribution of the required 175 hours of clinical practice. The 175 hours of clinical practice can be divided among two semesters with 100 hours occurring the semester immediately before the full-time semester of clinical practice.

20. **Comment:** The commenter stated that New Jersey holds candidates to a higher standard than many other states by requiring a one-year period of clinical practice as part of a CEAS educator preparation program. The commenter recognized the importance of the student teaching experience and stated that the one-year student teaching requirement places fiscal burdens on teaching candidates who must often quit necessary part-time employment to carry out the student teaching experience. The commenter recommended that student teaching should mirror other apprenticeship programs in other trade areas or medicine, where candidates are paid during the mandatory working and learning period. The commenter suggested that New Jersey consider paying the teacher candidate for the student teaching experience to strengthen interest in the teaching profession. The commenter further suggested the Department invest Elementary and Secondary School Emergency Relief (ESSER), Title II, and other relevant funding to support such an initiative and that it could be a comprehensive approach to recruitment for the next generation of educators. (1)

Response: The Department agrees with the commenter that the hands-on experience of the clinical practice is a vital training component for educators before entering the classroom as a teacher of record. The Department understands the financial costs associated with clinical practice for teacher candidates and the regulations do not prohibit paying to student teachers during the clinical component. The Department encourages local education agencies and educator preparation programs to develop residency models.

21. **Comment:** The commenter requested that the Department amend the regulations at N.J.A.C. 6A:9A-4.4 to provide for more equitable, paid clinical hours. The commenter stated that while the section is silent on whether candidates may complete some of their clinical hours in paid employment in public schools, many school districts and educator preparation programs are reluctant to enter paid internship arrangements absent clear guidance from the Department. The commenter requested that the Department amend N.J.A.C. 6A:9A-4.4(a)3 and (c) to explicitly include paid internships. (15)

Response: The Department agrees that clinical interns add value to schools and students during the clinical practice component of their training. It is the decision of the local education agency or the educator preparation program to determine if clinical interns are compensated. There are several strong models of paid residencies and clinical internships existing across New Jersey that comply with the regulations at N.J.A.C. 6A:9A governing clinical experience and clinical practice.

22. Comment: The commenter commended the Department for creating “add-on endorsements” at N.J.A.C. 6A:9A-5.6 in the areas of mathematics and science. The commenter stated that this approach to add-on endorsements for currently certified teachers maximizes the skills of teachers motivated to pursue additional endorsements and expands the breadth of knowledge in the content area. The commenter asked why the Department’s approach is limited to science and mathematics and does not include additional endorsement areas. The commenter also stated that earning an add-on endorsement involves significant investment of time and money for an already overburdened teacher and the tuition reimbursement funds offered by local education agencies are limited. The commenter recommended the return to less specialized endorsements to enhance certificate flexibilities and scope. **(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 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. For example, N.J.A.C. 6A:9B-8.8, as proposed for amendment, will eliminate redundant requirements for out-of-State candidates seeking reciprocity for bilingual/bicultural and teacher of students with disabilities endorsements. The Department also has proposed additional certification and endorsement pathways for educational interpreters and teachers for the deaf or hard of hearing with sign language communication endorsement.

The Department agrees that expanding the breadth of the content that an educator can teach is important. The Department proposed new N.J.A.C. 6A:9B-11.9(d) and (e) to create two new middle school with subject-matter specialization endorsements in science, technology, engineering, and mathematics (STEM) and humanities. The proposed new endorsements will broaden the existing middle school content areas and provide more flexibility for the school districts in placing educators in middle-grade classrooms.

23. Comment: The commenter stated that technology and engineering literacy is an important part of the New Jersey Student Learning Standards (NJSLS) and that many schools are being forced to shut down technology education programs due to a lack of certified teachers. The commenter asked the Department to allow certified teachers to earn 15 credits around the three core principals of technology and engineering education to earn the add-on endorsement by adding the technology education endorsement to the proposals at N.J.A.C. 6A:9A-5.6(d) and (e). The commenter stated that additional choice electives could help train a teacher to meet specific needs of individual school districts. The commenter stated that the “TE” (technology and engineering) in STEM allows students opportunities to apply their science and mathematics in authentic ways. **(2)**

Response: The Department declines to adopt the commenter’s suggestion. The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on add-on endorsements for mathematics and science because the high-need areas require only additional content knowledge aligned to mathematics and science coursework to meet the content requirement. Technology education is a specialized endorsement area requiring specific topics to 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 teachers at N.J.A.C. 6A:9A-5.6.

24. **Comment:** The commenter stated that Rutgers University has developed a 15-credit certificate program that leads to a Maker Education Certificate, which the commenter stated includes high-quality, rigorous training in technology and engineering for teachers. The commenter requested that the Department consider this program and courses to satisfy a 15-credit add-on endorsement. (2)

Response: The Department declines the commenter's suggestion. 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 only additional content knowledge aligned to mathematics and science coursework to meet the content 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 teachers at N.J.A.C. 6A:9A-5.6. The Department cannot evaluate individual programs in the context of a rulemaking.

25. **Comment:** The commenter suggested that the Department shift the mindset for technology education to result in more individuals entering the field. The commenter contended that the pool of applicants to teach technology is shallow and that breaking barriers and creating new endorsements will open opportunities for individuals to enter the teaching field. (3)

Response: The proposed amendments at N.J.A.C. 6A:9A-4.3(d)1 and 2 provide multiple options for a candidate to demonstrate basic skills proficiency, thereby allowing additional flexibilities to widen the teacher pipeline. The five-year limited CE/CEAS pilot program allows exemptions to the basic skills requirement for limited CE candidates that meet all other certificate 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. These innovative flexibilities will help to widen the teacher candidate pool for individuals looking to enter the field, including candidates for technology education teaching positions.

26. **Comment:** The commenters stated that now is the appropriate time for the Department to reexamine the requirement of a 30-credit course sequence for any add-on endorsement. The commenters referenced the technology education endorsement and stated there are only two New Jersey educator programs preparing at the undergraduate level for technology education. The commenters suggested that a pathway for instructional certificate holders to obtain a technology education endorsement could comprise of an additional 15 credits that include the following content and pedagogical areas:

- Project- and problem-based learning;
- Engineering design, including 3D computer-aided design;
- Manufacturing and materials;
- Applied electronics; and
- STEM/engineering facilities design, safety, and management. (3, 19, through, 32)

Response: The Department declines the commenters suggestion to change the content coursework requirements for the technology education endorsement. Educators need rigorous training in content and pedagogy. The proposed amendments at N.J.A.C. 6A:9A-5.6 concentrate specifically on add-on endorsements for mathematics and science because the high-need areas require only additional content knowledge aligned to mathematics and science coursework to meet the content requirement. Technology education is a specialized endorsement area that requires specific topics to 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 teachers at N.J.A.C. 6A:9A-5.6.

The 15-credit add-on science endorsement option proposed at N.J.A.C. 6A:9B-10.4(b) is designed for educators already holding science certifications. There is no aligned technology education endorsement that could allow for a comparable add-on endorsement option for instructional certificate holders. The Department cannot approve a specific program plan in the context of a rulemaking.

27. **Comment:** The commenter contended that there is a nationwide teacher shortage of certified technology education teachers. The commenter stated that to solve this problem, institutions of higher education need to develop educator preparation programs for technology education. The commenter stated that there is only one higher education institution supporting technology education in New Jersey and offered the Department assistance in this area. The commenter stated that a technologically literate society is important and contended that more technology education teachers will inspire more students to be interested in teaching technology education. The commenter asserted that technology education teachers can improve students' technological literacy by teaching subjects and coursework such as technology education, including power, energy control, and transportation technology, engineering design, communication technology, and computer science, and industrial arts, such as material processing, construction, manufacturing, CADD, and architecture. (4)

Response: The Department thanks the commenter for the support of technology education in New Jersey. The Department works to ensure that educator preparation program providers understand which endorsement areas are in high demand in New Jersey. The Department has not identified technology education as a shortage area in New Jersey based on the data utilized to develop the teacher shortage area list. Educator preparation program providers have the discretion to determine which programs to offer. Currently, there are two CEAS and nine CE educator preparation programs are approved to prepare technology education teachers.

28. **Comment:** The commenters contended that more needs to be done to save technology and engineering programs in kindergarten through grade 12 schools and to address the technology and engineering teacher shortage. The commenters suggested that the Department develop additional technology and engineering educator preparation pathways and career and technical education endorsements for technology education. The commenters stated that flexibilities at N.J.A.C. 6A:9A-5.6 allow educators to earn add-on endorsements for mathematics and the sciences, but there are no flexibilities in the high-need areas of technology and engineering education. The commenters also stated that schools could benefit from using art, science, and mathematics teachers in technology and engineering classrooms.

The commenters also requested the data on teacher shortage areas that the Department has stated it sends to colleges and universities. (5, 6, and 7)

Response: The Department declines the commenter's suggestion to create additional educator preparation program pathways for technology education. The Department annually prepares the [teacher shortage area list](#), which is published by the U.S. Department of Education and informs teachers and teacher candidates of the potential to reduce, defer, or discharge student loan repayments. Using the federally prescribed formula, technology education is not one of the identified shortage areas in New Jersey.

The proposed amendments at N.J.A.C. 6A:9A-4.3(d)1 and 2 provide multiple options for a candidate to demonstrate basic skills proficiency, thereby allowing additional flexibilities to widen the teacher pipeline. The five-year limited CE/limited

CEAS pilot program allows exemptions to the basic skills requirement for limited CE candidates that meet all other certification requirements and work in school districts that participate in the pilot program. The limited CE/limited CEAS is available for individuals seeking technology education endorsement. The Department will analyze data collected through the pilot program to determine the impact and, if necessary, make recommendations for future amendments in this area. These are two ways that the Department is trying to widen the teacher pipeline. These innovative flexibilities will help to widen the teacher candidate pool for individuals looking to enter the field, including candidates for technology education teaching positions.

- 29. Comment:** The commenters suggested that the Department include technology and engineering education at N.J.A.C. 6A:9A-5.6 to create a technology and engineering add-on endorsement pathway similar to the proposals for mathematics and science. **(5, 6, and 7)**
Response: The Department declines to adopt the commenters' suggested change. 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 content 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 teachers at N.J.A.C. 6A:9A-5.6.
- 30. Comment:** The commenter expressed support for the Men of Color Hope Achievers (MOCHA) program and expressed concerns regarding the process for placing participants. The commenter stated that a MOCHA participant reportedly was teaching at the start of the year but removed because the participant did not yet hold an instructional certificate. **(9)**
Response: The Department appreciates the commenter's support of the MOCHA program. N.J.A.C. 6A:9B-5.1(a) requires any person employed as a teaching staff member by a district board of education to hold a valid and appropriate instructional certificate. In partnership with Rowan University, the Department closely supports MOCHA participants during the certification process and to ensure that participants meet the requirements for the instructional certificate and endorsements. The support provided includes test preparation, certification guidance, transcript review, testing vouchers, and mentoring. Some MOCHA participants earned substitute credentials to be able to temporarily serve in a classroom until all requirements for the instructional certificate were met.
- 31. Comment:** The commenter opposed the State Program Approval Council at N.J.A.C. 6A:9A-3.2. The commenter stated that the diversity on the council takes away from a parent's input into their student's education. The commenter also stated that diversity takes away from American values that were established in the U.S. Constitution. **(10)**
Response: The Department disagrees with the commenter. It is important that the State Program Approval Council members reflect the diverse population of New Jersey related to ethnicity, race, and gender to ensure that all educator preparation programs approved by the Commissioner meet the needs of the State.



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

Adoption Level
April 5, 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:1-1, 18A:4-15, 18A:6-34 and 38, and 18A:26-2.7 and 10, 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 includes 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 included 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 – through a notice of administrative changes (see 46 N.J.R. 1743(a)). 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 (see 47 N.J.R. 2982(a)).

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 and new rules 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 and new rules will implement a number of recently enacted State laws that created new endorsements for instructional certificates or altered the requirements for existing endorsements, including the following:

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

Coupled with the recently adopted rules at N.J.A.C. 6A:9B-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 and new rules 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 and new rules 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 new 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 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

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, 10, and 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 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:9A-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 regulation 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

This 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 at 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:9A-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 recodified 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 amendment 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 heading of this section to “Add-on endorsement programs for mathematics and science.” The current heading 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 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 recodified 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. Proposed amendments at 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 recodified 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. 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. 6A:9A-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 pursuant to 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. 6A:9A-5.6(e) to establish the data that an educator preparation program approved pursuant to 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 new 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, 5.3, 5.4, 5.5, and 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 Analysis

The rules proposed for readoption with amendments and new rules will further align the chapter with the Federal Every Student Succeeds Act (P.L. 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 Analysis

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. Accordingly, no further analysis is required.

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] **includes** 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] **at** 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 the 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 requirements [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 [a regionally] **an** accredited college or university, except **a** candidate[s] enrolled in a combined bachelor's and graduate-degree program **who** may be pursuing a bachelor's degree from [a regionally] **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 3.00.**

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] **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)**; and
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;
 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 [instruction] **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 [documented areas of teacher shortage] **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 pursuant to 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 pursuant to 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 implements 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, 5.3, 5.4, 5.5, and 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.