

**STATE BOARD OF EDUCATION
ADMINISTRATIVE CODE
COMMENT/RESPONSE FORM**

This comment and response form contains comments since the March 4, 2015, State Board meeting when the proposed amendments to the regulations were considered at Second Discussion Level.

Topic: New Jersey Educator
Preparation Programs

Meeting Date: June 3, 2015

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

Level: Proposal

Division: Teacher and Leader Effectiveness

Completed by: Office of Educator Policy
and Outreach

Summary of Public 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's responses. Each commenter is identified at the end of the comment by a letter or number that corresponds to the following list:

- A. Joseph Fisicaro
Vice President, State Board of Education
- B. Andrew Mulvihill
Member, State Board of Education
- C. Claire Chamberlain
Member, State Board of Education
- D. Dr. Dorothy Strickland
Member, State Board of Education
- E. Dr. Ronald Butcher
Member, State Board of Education
- 1. Dr. Candace Burns
Dean, William Paterson University
- 2. Dr. Chris Campisano
Concerned Citizen
- 3. Dr. Wanda Blanchett
Dean, Rutgers Graduate School of Education
- 4. Dr. Sharon Sherman
Dean, Rider University
- 5. Christine Borlan
Credential Officer, Monmouth University

6. Jennifer Keyes-Maloney
Assistant Director of Government Relations, N.J. Principals and Supervisors Association
7. Dr. Alison Dobrick
Professor, William Paterson University
8. Francine Pfeffer
Associate Director of Government Relations, N.J. Education Association
9. Dr. Monika Shealey
Dean, Rowan University
10. Dr. Lynn DeCapua
Dean, Georgian Court University
11. Dr. Joelle Tutella
President, N. J. Association of Colleges for Teacher Education
12. Dr. Grace May
Dean, Seton Hall University
13. Dr. Ana Maria Schuhmann
Dean Emeritus, Kean University
14. Dr. Tamara Lucas
Acting Dean, Montclair State University
15. Dr. Jeff Passe
Dean, The College of New Jersey
16. Julia Albretsen
Teacher candidate, The College of New Jersey, and Vice President, N.J. Student Education Association
17. Dr. Howard Lerner
Chair, N.J. Joint Council of County Special Services School Districts, and Superintendent, Bergen County Special Services School District
18. Dr. Todd Kent
Associate Director, Program in Teacher Preparation, Princeton University
19. Dr. Kenneth Kunz
Professor, Bloomfield College
20. Mary Porcelli
Coordinator of Student Teaching and Field Experiences, Bloomfield College
21. Arlen Kimmelman
President, New Jersey Association of School Librarians
22. Peter Chen
Skadden Fellow, Advocates for Children of N.J.

23. Cynthia Rice
Senior Policy Analyst, Advocates for Children of N.J.
24. Judy Savage
Executive Director, N.J. Council of County Vocational-Technical Schools
25. Paul Munz
Assistant Superintendent, Middlesex County Vocational-Technical School District
26. Dr. Claudine Keenan
Dean, Stockton College
27. Dr. Jennifer Robinson
Executive Director, Center of Pedagogy College of Education and Human Services,
Montclair University
28. Dr. Lisa Kruger
Director of Teacher Education, Rutgers Graduate School of Education
29. Eileen Spedding
Consultant, N. J. Association of Colleges for Teacher Education
1. **COMMENT:** The commenter asked what is driving the proposed changes to educator preparation and certification. **(B)**

RESPONSE: The Department committed to a holistic approach to supporting educator preparation, induction, professional development and pathways to leadership. Taking steps to improve educator preparation is just one step in that holistic approach. In 2013-2014, roughly one-third of New Jersey students had at least one teacher without prior teaching experience, and nearly two-thirds were taught by at least one teacher with less than four years in the given school district. Given New Jersey’s firm commitment to improving equitable access to educators for all students, and the clear correlation of experience to effectiveness, the Department identified novice teacher preparation and support as an area in need of improvement.

Key education leaders in New Jersey have also called for improvements to our supports for novice teachers. In late September, the Garden State Alliance for Strengthening Education (GSASE) released a report with a series of recommendations to “support effective teaching in New Jersey.”¹ Many of the changes the Department has proposed echo the recommendations and demonstrate the Department’s collaborative support for educators in this important work.

2. **COMMENT:** The commenter asked why the Department is proposing changes to the alternate-route/CE² educator preparation program requirements. The commenter expressed concern the proposed regulations may prevent school districts from hiring educators deemed capable by school district officials. The commenter also asked if there

¹ Garden State Alliance for Strengthening Education, *Designing a Continuum to Support Effective Teaching in New Jersey, 2014*: <http://assets.njspolight.com/assets/14/0928/2133>

² Hereinafter, “alternate-route” will be “CE educator preparation program” according to Agency-initiated Change 2 in N.J.A.C. 6A:9 in a separate rulemaking.

were studies showing that candidates in CE educator preparation programs feel or are under-prepared for the teaching profession. (B)

RESPONSE: The Department proposes amendments to certification for all candidates to help ensure all New Jersey teachers are prepared to effectively serve students from the first day in the classroom. Studies show that on average, teachers with some experience are more effective than new teachers and teachers' performance improves the most rapidly early in their careers. (See N.J.A.C. 6A:9A summary for additional justification). Given this reality, the Department is applying its available levers, such as the regulatory package (i.e., N.J.A.C. 6A:9, 9A, 9B, and 9C), to raise the bar to improve teachers' effectiveness earlier in their careers. The proposed amendments will not prevent local decision making with regard to hiring but will lead to better-prepared novice teachers who from day one are more capable of making a positive impact on student outcomes.

3. **COMMENT:** The commenter stated support for Department's proposal to strengthen CE educator preparation program requirements and the Department's intention of holding CE educator preparation programs to the same standard for preparation and outcomes as traditional/CEAS³ educator preparation programs. (6)

RESPONSE: The Department thanks the commenter for the support.

4. **COMMENT:** The commenter noted the research cited in the introduction to the summary of N.J.A.C. 6A:9A does not include research indicating educators who complete a CEAS educator preparation program tend to feel better prepared and outperform candidates who enter the profession via CE educator preparation programs. (3)

RESPONSE: The Department intends to raise the bar for all candidates, so the research included in the summary introduction indicates many teachers trained through CEAS and CE educator preparation programs reported feeling underprepared. However, the Department thanks the commenter for pointing out the missing research. Research supporting strengthening the CE educator preparation program pathway was added to the summary of N.J.A.C. 6A:9A.

5. **COMMENT:** The commenter asked what percentage of novice teachers hired each year is trained through the CEAS educator preparation programs and what percentage is trained through CE educator preparation programs. (C)

RESPONSE: Since the inception of CE educator preparation programs in New Jersey, the number of educators trained through these programs has varied from year to year. In 2012-2013, the most recent year for which all necessary data are available, school districts reported through the certificated staff report that 7,855 out of 114,136 teachers were hired with no prior experience. According to New Jersey's Title II reports, 2,373 teachers enrolled in the Department's alternate-route program. Approximately 30 percent of first-year teachers in New Jersey entered the profession through CE educator preparation programs, according to the data available for 2012-2013.

6. **COMMENT:** The commenter asked how CE educator preparation programs currently are approved. (C)

³ Hereinafter, "traditional" or "traditional-route" will be "CEAS educator preparation program" according to the Department's proposed amendment in the response to Comment 13 in N.J.A.C. 6A:9 in a separate rulemaking.

RESPONSE: The Department approves a CE educator preparation program based on an application, which must indicate how the program will meet CE educator preparation program requirements. The new and amended regulations, as proposed, seek to improve the approval process and to better align the process for both CE and CEAS educator preparation programs (see response to Comment 8 for more details).

7. **COMMENT:** The commenters expressed concerned with the removal of the language “institutions of higher education” (IHEs) from the rules. The commenters said its removal creates a lack of distinction between IHEs and for-profit providers, and undermines the important role of IHEs in the State. (3, 4, 5)

RESPONSE: The Department agrees with the commenters about the important role of IHEs and maintains that CEAS educator preparation programs are provided by IHEs approved by the Secretary of Higher Education pursuant to recodified N.J.A.C. 6A:9A-3.1(a). The Department has proposed to remove references to IHEs when the rule refers to both CEAS and CE educator preparation programs because not all CE educator preparation programs are housed in IHEs.

8. **COMMENT:** The commenter expressed concern with the overall educator preparation program approval and review process. The commenter specifically expressed concern with the proposed deletion of N.J.A.C. 6A:9A-3.1(b)3, which stipulates the list of documentation that must be submitted with each new program application. The commenter requested the Department “outline the structure, process, and criteria for initial State program approval” and address “the Department’s capacity and timeline with respect to the review and approval” of all programs. (2)

RESPONSE: The Department directs the commenter to N.J.A.C. 6A:9A-4.1(b) and N.J.A.C. 6A:9A-5.1(b), as proposed, which list the procedures and components each CEAS or CE program, respectively, will have to develop to demonstrate compliance with the chapter’s regulations. While the rules do not contain all of the documentation listed in current N.J.A.C. 6A:9A-3.1(b)3, which is proposed for deletion, they provide a list of what a program would need to demonstrate upon applying for program approval.

A program application and its rubric for approval will be developed in the next several months by the Department with significant input from the State Program Approval Council (SPAC); a basic timeline for the development and SPAC review of the application has already been shared with the SPAC. The application will provide specific information along with examples of types of documentation required to demonstrate how educator preparation programs will meet the requirements in N.J.A.C. 6A:9A upon applying to operate in the State. With regard to the structure of program approval and periodic review, the Department will continue to utilize the SPAC to thoughtfully plan and implement any procedure for a comprehensive periodic review of programs.

9. **COMMENT:** The commenter recommended the SPAC, in conjunction with the Department, develop within the next six months an approval process that includes using university experts in reviewing programs and approval standards/criteria. The commenter also recommended codifying the approval standards/criteria that would be developed by the SPAC. (29)

RESPONSE: The Department appreciates the recommendation and, as stated in the response to Comment 8, is already engaging the SPAC in developing the program

approval application and criteria for approving programs. The Department plans to continue working with the SPAC to improve and refine both the process and criteria used to approve programs.

- 10. COMMENT:** The commenter recommended through the program application approval process requiring an educator preparation program leading to administrative certification to demonstrate how candidates in the program will gain the requisite knowledge and skills to be effective leaders of educators teaching grades preschool through three. **(23)**

RESPONSE: The Department will consider the commenter's recommendation as it continues working with the SPAC to develop a new program application for school leadership preparation programs or programs leading to administrative certification.

- 11. COMMENT:** The commenter asked the Department to consider listing in N.J.A.C. 6A:9A-3 more specific criteria for educator preparation programs to begin operating in the State, particularly for CE educator preparation programs. The commenter suggested utilizing the SPAC or the committee proposed by the Garden State Alliance for Strengthening Education to develop the basic operational requirements. **(6)**

RESPONSE: With regard to criteria required for an educator preparation program to operate in the State, the Department refers the commenter to the response to Comment 8. The Department agrees with the commenter about refining the criteria upon which an application to operate an educator preparation program in the State will be considered and currently is engaging the SPAC in this task.

- 12. COMMENT:** The commenter stated deleting the requirement for all educator preparation programs to be accredited could allow any for-profit company to operate a program in the State. **(7)**

RESPONSE: The Department has not proposed to delete a requirement for all programs to be accredited and, in fact, proposes regulations that will lead to increased accountability and closer monitoring of all programs. CE educator preparation programs in New Jersey never have been required to acquire national accreditation, but the Department proposes to require such programs to be accredited by January 1, 2022 (see the response to Comment 13).

- 13. COMMENT:** The commenters expressed concern that national accreditation is a requirement for CEAS educator preparation programs pursuant to N.J.A.C. 6A:9A-3.1(b)2i(1), as proposed, but is not a requirement for CE educator preparation programs. The commenters recommended the Department require national accreditation for all educator preparation programs in the State because requiring accreditation for CEAS educator preparation programs but not for CE programs sets a different standard for quality between the two types of programs. **(1, 4, 8, 9, 10, 11, 12, 13)**

RESPONSE: The Department has proposed many regulatory amendments that would lead to more equitable standards between CE and CEAS educator preparation programs. However, the Department agrees with the commenters' recommendation to ensure the quality of educator preparation by holding all educator preparation programs to equitable standards. To do so, the Department proposes at N.J.A.C. 6A:9A-3.1(b)2ii(1) to require CE educator preparation programs to become accredited by January 1, 2022. The Department at N.J.A.C. 6A:9A-5 proposes significant changes to the structure and duration of CE educator preparation programs that will take effect in the 2017-2018

academic year, and the requirement for CE educator preparation programs to secure national accreditation will occur five years later. A five-year timeframe was provided to CEAS educator preparation programs when the State Board, in January 2004, adopted rules requiring CEAS educator preparation programs to become accredited (36 N.J.R. 469(a)).

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 6.

14. **COMMENT:** The commenters expressed concern that N.J.A.C. 6A:9A-3.1(b)2i, as proposed, which lists the entities that may accredit educator preparation programs, allows an organization approved by the Council on Higher Education (CHEA) or by the Commissioner to accredit educator preparation programs. The commenters stated an organization not recognized by CHEA may not ensure the same quality as a CHEA-approved organization and recommended “or approved by the Commissioner” either be removed from the proposed rule or amended to say “and approved by the Commissioner.” (10, 13)

RESPONSE: The Department does not want to unintentionally limit the types of entities that can accredit educator preparation programs by requiring the accrediting body be approved by CHEA, due to the changing nature of accreditation and the proposed new requirement for CE educator preparation programs to secure accreditation (see response to Comment 13). The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) recently have combined to form the Council for the Accreditation of Educator Preparation (CAEP), and CAEP still is developing the process for successful monitoring of its new standards that will be implemented in 2016. Therefore, the Department is not proposing the recommended amendment at this time.

15. **COMMENT:** The commenter expressed concern the Department is “seemingly opening the door for more in- and out-of-State alternate route certification program providers.” The commenter stated that opening the door to more providers, not requiring CE educator preparation program providers to be accredited, and not requiring CE candidates to pass a performance assessment could lead to lower quality programs and candidates, which unintentionally could lead to greater educational inequalities, especially in high-need schools and communities. (3)

RESPONSE: The Department is not proposing an amendment or new rule that will broaden the scope of who can operate a CE educator preparation program in the State. With regard to accreditation requirements, the Department refers the commenter to the response to Comment 13. With regard to requiring a performance assessment for all candidates, the Department proposes at N.J.A.C. 6A:9A-5.5(a)2 to require candidates in an CE educator preparation program to pass a Commissioner-approved performance assessment to complete their preparation program and to be eligible to receive a standard certificate.

16. **COMMENT:** The commenter, who was involved in the development of regulations adopted in May 2008 that established a three-tier educator preparation program approval process and the SPAC (see current N.J.A.C. 6A:9A-3.1), asked why that approval process was not fully utilized. The commenter also asked why the SPAC was not conferred about the proposed amendments to N.J.A.C. 6A:9A, and why SPAC members were asked not

to share with the public the content of discussions with the Department about policies leading to the development of the current regulatory package. (2)

RESPONSE: While the Department remains committed to engaging SPAC in a balanced approval process, the current three-tiered process at N.J.A.C. 6A:9A-3.1 was never fully utilized because it is logistically unfeasible. One step in the current approval process requires a three-member subcommittee for each program type, which would require the creation of approximately 70 subcommittees with at least 210 individuals and would take a tremendous amount of resources and could significantly slow down the approval process and lead to adverse outcomes for programs and candidates. In lieu of this prescriptive practice, the Department will continue to leverage internal and external content experts, along with the SPAC, in the review of applications.

Particular agenda items and discussions at SPAC meetings are outside the scope of this rulemaking. However, the comment highlights the Department's dedication to utilize the SPAC to thoughtfully plan and implement improved procedures for program approval. As the commenter indicated, early thinking around policy proposals in the current regulatory package were presented to the SPAC for an initial, internal discussion.

17. **COMMENT:** The commenter expressed concern that proposed N.J.A.C. 6A:9A-3.2(d), which requires the Commissioner to appoint an SPAC consisting of representatives from CEAS and CE educator preparation programs and practitioners from preschool through grade 12 schools and to consult with the SPAC regarding educator preparation program quality, does not specify the SPAC's composition (as indicated in Agency-initiated Change 8, the Department proposes to recodify proposed N.J.A.C. 6A:9A-3.2(d) as N.J.A.C. 6A:9A-3.2(b)). The commenter recommended specifying the SPAC's composition as follows: four higher education representatives, three CE educator preparation program representatives, and four preschool-through-grade-12 representatives. (14)

RESPONSE: The Department appreciates the commenter's concern and agrees the regulations need to ensure balanced representation on the SPAC. Therefore, the Department proposes N.J.A.C. 6A:9A-3.2(b)1 through 3 to specify the SPAC must consist of four representatives from CEAS educator preparation programs, three representatives from CE educator preparation programs, and four practitioners from preschool through grade 12 schools.

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 9.

18. **COMMENT:** The commenters expressed concern that proposed N.J.A.C. 6A:9A-3.2 no longer would require the Commissioner to consult with the SPAC with regard to program approval and review. The commenters recommended the Department amend the section to require the Commissioner to consult with the SPAC. (3, 6, 10, 14, 15)

RESPONSE: The Department maintains the SPAC has a role in educator preparation program approval and the periodic review process and never intended otherwise. To ensure SPAC has a voice in the process, the Department proposes at N.J.A.C. 6A:9A-3.2(b) to replace "may consider" with "shall consider" and at N.J.A.C. 6A:9A-3.2(d) to replace "may consult" with "shall consult" (as indicated in Agency-initiated Change 8, the Department proposes to recodify proposed N.J.A.C. 6A:9A-3.2(b) and (d) as N.J.A.C. 6A:9A-3.2(a) and (b), respectively). The proposed amendments will ensure the original

intent of the regulation, which is for the Commissioner to consider the SPAC's recommendation when making an approval decision and consult the SPAC regarding program quality.

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 9.

- 19. COMMENT:** The commenter expressed concern the proposed rulemaking “takes a reductionist view of teacher education by not understanding the important role of the liberal arts and sciences in the preparation of teachers and school leaders.” Specially, the commenter disapproved of the proposed deletion of current N.J.A.C. 6A:9A-3.2(a)1, which requires candidates in all CEAS educator preparation programs to complete a minimum of 60 credits of general education courses. Finally, the commenter asserted the citation given in the summary to the higher education regulation, which requires all students to complete approximately 60 semester-hour credits of general education courses, is incorrect. **(2)**

RESPONSE: While the Department agrees general education courses are integral to a teacher candidate's development, it maintains its proposal to delete N.J.A.C. 6A:9A-3.2(a)1. Higher education regulations at N.J.A.C. 9A:1-2.4(b) read, “Approximately half of the required minimum of 120 credits shall be in general education, and the other half shall be in the major and/or in courses necessary to fulfill requirements for the degree.” Since a candidate is bound by Title 9A of the Administrative Code to complete approximately 60 credits in general education, it is unnecessary to list it as a requirement in N.J.A.C. 6A:9A. The Department further maintains the citation to the higher education regulation, N.J.A.C. 9A:1-2.4(b), referenced in the summary of the deletion of current N.J.A.C. 6A:9A-3.2(a)1, is correct.

- 20. COMMENT:** The commenters expressed support for the proposal at N.J.A.C. 6A:9A-4.4(c) to extend student teaching/clinical practice⁴ and said lengthening clinical practice to a full year will benefit future educators. The commenters also expressed support for proposed N.J.A.C. 6A:9A-4.4(b)2ii, which will require at least one clinical experience to occur in a special education setting. **(16, 21)**

RESPONSE: The Department thanks the commenters for the support.

- 21. COMMENT:** The commenter expressed support for the comprehensive clinical experience outlined at recodified N.J.A.C. 6A:9A-4.4, which will require a specific number of hours of clinical experience prior to an extended clinical practice. The commenter noted the recent report by the GSASE supports extensive, coursework-embedded clinical experiences as a critical feature of effective teacher preparation. The commenter also requested the Department continue to work with stakeholders regarding the details of the increased clinical requirements. **(6)**

RESPONSE: The Department thanks the commenter for the support and looks forward to continuing to work collaboratively with educator preparation programs that are implementing changes to clinical experiences.

⁴ Hereinafter, “student teaching” will be “clinical practice” according to Agency-initiated Change 22 in N.J.A.C. 6A:9 in a separate rulemaking.

22. **COMMENT:** The commenter expressed enthusiastic support for the proposals to extend clinical practice and to require at least one clinical experience to occur in a special education setting pursuant to N.J.A.C. 6A:9A-4.4(c) and (b)2i, respectively. The commenter stated the proposals will lead to teachers who better understand the broad range of disabilities and varied needs of students, which could lead to more teachers aspiring to dual certification with a subject area endorsement and a teacher of students with disabilities endorsement. (17)

RESPONSE: The Department thanks the commenter for the support.

23. **COMMENT:** The commenters expressed support for the Department’s focus in N.J.A.C. 6A:9A on extending and improving the clinical aspects of educator preparation and for extensive, course-work-embedded clinical experiences for teacher candidates. (3, 14)

RESPONSE: The Department thanks the commenters for the support.

24. **COMMENT:** The commenters asked for clarification about what counts as a “special education setting” in N.J.A.C. 6A:9A-4.4(a)2ii, which will require at least part of a candidate’s clinical experience to take place “in a special education setting.” (D, E)

RESPONSE: Proposed N.J.A.C. 6A:9A-4.4(a)2ii describes a special education setting as “consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom.” Therefore, an inclusive or pull-out setting would satisfy the requirement.

25. **COMMENT:** The commenters expressed opposition to proposals at N.J.A.C. 6A:9A-4.4 to increase clinical requirements based on some or all of the following concerns: the increase in clinical requirements will be extremely difficult to implement due to current university and program structures, particularly for post-baccalaureate or graduate-level programs, or limited capacity to accommodate clinical interns/teacher candidates in preschool-through-grade-12 school districts; potential cost increases for teacher candidates because the increased clinical requirements could lead to students needing to stay in a program for longer periods of time or the clinical practice structure could limit a candidate’s ability to work another job; and the clinical requirement rules are too prescriptive. (3, 5, 6, 10, 11, 14, 15, 16, 18, 19, 20, 26, 27, 28, 29)

RESPONSE: The Department will maintain its proposal at N.J.A.C. 6A:9A-4.4 to increase clinical requirements to require teacher candidates to complete an entire year of clinical practice/student teaching (175 hours in the first semester and full-time in the second semester) and at least 50 hours of additional clinical experiences throughout courses prior to clinical practice. As many stakeholders have noted, focusing on and increasing the amount of clinical components within educator preparation programs is a welcomed and necessary shift when strengthening and improving quality preparation programs.

The Department has modeled its requirements after existing programs in New Jersey that already have met the increased bar. Therefore the requirements are feasible to implement and by themselves do not directly lead to increased costs. The Department has afforded educator preparation programs flexibility through its original proposal at N.J.A.C. 6A:9A-4.2 to decrease rigid curricula requirements in lieu of increased clinical requirements and its proposed amendments to the required in-classroom time for the first semester of clinical practice (see response to Comment 33 for more details), the

Department has provided educator preparation programs flexibility. Further, the Department has proposed to delay the effective date of implementation (see response to Comment 31 for more details) to provide more time to identify and to share across preparation programs best practices and ways to successfully implement the new minimum requirements without increasing costs for teacher candidates.

- 26. COMMENT:** Regarding the proposed amendments released by the Department on May 6, 2015 (<http://www.state.nj.us/education/code/proposed/>), the commenters expressed concern the clinical requirements at N.J.A.C. 6A:9A-4.4 (50 hours of clinical experience prior two semesters of clinical practice – 175 hours in the first semester and full-time in the second semester) still are too prescriptive. The commenters recommended the Department require candidates to complete 120 total hours of clinical experience (45 of which would be required to occur in schools) prior to one semester of full-time clinical practice. **(18, 26, 27, 28, 29)**

RESPONSE: The Department remains committed to its proposal at N.J.A.C. 6A:9A-4.4 as explained in the response to Comment 25. Although the Department is working with educator preparation programs to generate examples of the broad settings in which early clinical experiences can occur, requiring only 45 hours of clinical experience to occur in a P-12 setting undermines the rules’ intent, which is to provide greater exposure to clinical settings and authentic opportunities for teacher candidates to practice clinical skills in those settings.

- 27. COMMENT:** The commenter asked the Department to require a gradual increase during a three-year period of clinical requirements proposed at N.J.A.C. 6A:9A-4.4. **(27)**

RESPONSE: The proposed regulations will require an enhanced clinical component for candidates who start clinical practice in the 2018-2019 academic year. The Department maintains there is sufficient time prior to the effective date for programs, if they choose, to employ the gradual implementation approach described by the commenter. The Department will continue working with preparation providers as they plan for and implement new program designs by the effective date.

- 28. COMMENT:** The commenter asked what an observation of a student teacher/clinical intern⁵ by a supervisor looks like. The commenter also asked what is as an acceptable observation and whether it can be strengthened through regulation. **(E)**

RESPONSE: The Department will require at recodified N.J.A.C. 6A:9A-4.4(g) for collegiate/clinical⁶ supervisors to observe a clinical intern at least once every two weeks during a candidate’s semester of full-time clinical practice. The Department leaves the decision of how to observe and provide feedback to clinical interns to the expertise of the faculty working in the preparation programs because they better understand the needs of their teacher candidates and the unique contexts in which they teach. However, the Department will monitor the quality of all clinical experiences through program approval and the periodic review process.

⁵ Hereinafter, “student teacher” will be “clinical intern” according to Agency-initiated Change 21 in N.J.A.C. 6A:9 in a separate rulemaking.

⁶ Hereinafter, “collegiate supervisor” will be “clinical supervisor” according to Agency-initiated Change 10 in N.J.A.C. 6A:9 a separate rulemaking.

29. **COMMENT:** The commenter asked how the Department ensures professors teaching teacher candidates are qualified to teach their assigned courses and what the Department can do to prevent unqualified individuals from being assigned to teach collegiate-level classes for which they are not qualified. **(E)**

RESPONSE: Educator preparation programs have the discretion to hire and manage their faculty as they see fit. Therefore, it is the program's responsibility to assign professors to teach only courses for which they are qualified. The Department maintains its role in this process is to monitor such programmatic elements through the program application and approval process, as well as the periodic program review process.

30. **COMMENT:** The commenters stated the Department should do more to support and incentivize cooperating teachers. **(D, E)**

RESPONSE: The Department agrees with the commenters and is planning to invest in initiatives to incentivize and strengthen the abilities of mentors and cooperating teachers. One such initiative currently being developed is a competitive grant, set to become available for the 2015-2016 academic year, that will provide funding to university-school district partnerships to build capacity for supporting novice and aspiring teachers. Grantees will be provided funding to: develop and implement training programs for mentors, including cooperating teachers; examine and upgrade school district policies and practices related to supporting novice and aspiring teachers; and develop procedures for assessing the effectiveness of the policies and practices. The Department intends to continue developing programs such as this one to incentivize and support the development of mentors and cooperating teachers.

31. **COMMENT:** The commenters asked the Department to consider delaying to the 2018-2019 academic year instead of in the 2017-2018 academic year the effective date of the proposed clinical requirements -- a minimum of 50 hours of clinical experience at N.J.A.C. 6A:9A-4.4(a)1 and extended clinical practice at N.J.A.C. 6A:9A-4.4(c). The commenters said delaying the implementation of the increased clinical requirements will prevent the disruption of a program of study for current students. **(4, 5, 8, 10)**

RESPONSE: Through working closely with many New Jersey educator preparation programs, the Department understands that meeting the proposed clinical requirements will require varying degrees of changes to program components. Therefore, programs positioned to increase aspects of the clinical component for candidates during the next two years are encouraged to continue working toward that goal. Conversely, the Department recognizes that extenuating programmatic or structural challenges may make it impossible to meet the proposed clinical requirements by the 2017-2018 school year. To accommodate programs with extenuating programmatic or structural challenges, the Department proposes throughout N.J.A.C. 6A:9A-4.4, which contains the clinical requirements for CEAS educator preparation programs, to delay to the 2018-2019 academic year the effective date of the increased clinical requirements.

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 13.

32. **COMMENT:** The commenters expressed concern proposed N.J.A.C. 6A:9A-4.4(c), which would require a candidate to complete his or her clinical practice in one academic year, could make completing the program unnecessarily difficult for the candidate. **(4, 5)**

RESPONSE: While the Department maintains completing clinical practice during one academic year is a best practice, it has proposed greater flexibility regarding when the first and second semester of clinical practice may be completed. The Department proposed at Second Discussion to amend N.J.A.C. 6A:9A-4.4(c)1 from “during one academic year” to “during two consecutive semesters” the required clinical practice duration to allow candidates to start clinical practice in the fall or spring semester. The proposed amendment will provide flexibility while also enforcing the importance of a candidate’s exposure to a full school year prior to full-time teaching.

- 33. COMMENT:** The commenters expressed concern the requirement at recodified N.J.A.C. 6A:9A-4.4(c) for candidates to spend two days a week in a classroom for the first semester of clinical practice is too strict. **(4, 5, 11, 20)**

RESPONSE: To provide flexibility for programs and candidates during the first semester of clinical practice, the Department proposed at N.J.A.C. 6A:9A-4.4(c)2 at Second Discussion to require a candidate to spend “two full school days or 14 hours” per week in the classroom during the first semester of clinical practice. To provide even greater flexibility, the Department proposes at N.J.A.C. 6A:9A-4.4(c)2, to amend the “two full schools days or 14 hours per week” requirement during the first semester of clinical practice to an overall requirement of at least 175 hours to be completed throughout the first semester. The proposed amendment will allow programs to design clinical experiences that fit their unique curriculums while ensuring students have greater exposure to schools and students prior to full-time clinical practice.

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 13.

- 34. COMMENT:** The commenter asked the Department to consider requiring student teaching for K-6 teacher candidates to occur in two distinct settings: kindergarten through grade three and grade four through six. **(22)**

RESPONSE: The Department will not require a K-6 teacher candidate to complete student teaching in two settings and leaves the decision to the program providers, as they better understand their candidates and the contexts in which they teach.

- 35. COMMENT:** The commenter asked for a clarification regarding which types of experiences may count toward the proposed 50 hours of pre-professional experience at N.J.A.C. 6A:9A-5.3(a) for CE educator preparation program candidates. The commenter also asked for clarification about which types of experiences will count toward the 20 hours of practicum/clinical experiences⁷ proposed at N.J.A.C. 6A:9A-5.3(a)2 as part of the pre-professional experience for CE educator preparation program candidates. **(A)**

RESPONSE: The Department proposes to require as part of the pre-professional experience 15 hours of coursework, 20 hours of clinical experience, and 15 hours of either coursework or clinical experience to be determined by the CE educator preparation program. The Department has developed guidance to illustrate the broad range of acceptable types of clinical experience and will continue to work directly with programs to identify experience types that count toward the 20 hours of clinical experience. To offer much greater flexibility than the current practice, the Department will not dictate

⁷ Hereinafter, “practicum” will be “clinical experience” according to Agency-initiated Change 18 in N.J.A.C. 6A:9 in a separate rulemaking.

what the pre-professional coursework must look like other than requiring it to be aligned with the Professional Standards for Teachers. Each program will be allowed to determine how best to prepare its candidates and the Department will continue to ensure the quality of pre-professional experiences through program approval and the periodic review process.

- 36. COMMENT:** The commenters expressed concern proposed N.J.A.C. 6A:9A-5.3, which would increase from 24 hours to 50 hours the pre-professional training for CE educator preparation program candidates, and N.J.A.C. 6A:9A-5.4, which would increase from 200 hours during one year to 350 hours during two years the length and duration of the CE educator preparation program, could make it more challenging to recruit and train career and technical education (CTE) teachers. The commenters recommended allowing greater flexibility with regard to how CTE programs meet the increased requirements and permitting school districts to provide some of the additional training. **(24, 25)**

RESPONSE: The Department intends to provide flexibility with regard to how programs meet the increased requirements for CE educator preparation programs proposed at N.J.A.C. 6A:9A-5.3 and 5.4. The Department encourages educator preparation programs and school districts to establish collaborative relationships. If a program and school district would like to design a program that includes a shared responsibility in providing training for CE educator preparation program candidates, the Department would consider approving the program through the program approval process.

- 37. COMMENT:** The commenter expressed concern proposed N.J.A.C. 6A:9B-5.2(b), which will require CE educator preparation programs to accept candidates in “cohorts,” could prevent mid-year hires because CE candidates will not be able to start program coursework upon being hired, but will need to wait until a new “cohort” starts. **(8)**

RESPONSE: The Department does not intend to prohibit mid-year hires and will provide to both school districts and CE educator preparation programs guidance regarding mid-year hires to ensure teacher candidates receive enhanced preparation while school districts fill unexpected vacancies (for example, a CE candidate could work as a substitute until he or she has completed the requisite pre-professional hours and/or a new cohort starts). Through program approval and guidance, the Department will ensure CE educator preparation programs have sufficient discretion to start cohorts throughout the entire year and to create innovative programming that increases both support for teacher candidates and the candidates’ classroom exposure before officially starting teaching.

Summary of Agency-initiated Changes

1. The Department proposes in all subchapter and section headings, and throughout N.J.A.C. 6A:9A, to replace “traditional educator preparation program” with “CEAS educator preparation program” because the Department has heard “CEAS educator preparation program” is a preferable term for this type of program. The proposed amendments align with changes to terms in N.J.A.C. 6A:9-2.1 in a separate rulemaking.
2. The Department proposes in all subchapter and section headings, and throughout N.J.A.C. 6A:9A, to replace “alternate-route educator preparation program” and “alternate-route preparation program” with “CE educator preparation program,” respectively. The proposed amendments align with changes to terms in N.J.A.C. 6A:9-2.1 in a separate rulemaking.

3. The Department proposes in all subchapter and section headings, and throughout N.J.A.C. 6A:9A, to replace “clinical experience” with “clinical component,” “practicum” with “clinical experience,” “student teaching” with “clinical practice,” and “student teacher” with “clinical intern,” respectively. The proposed amendments align with changes to terms in N.J.A.C. 6A:9-2.1 in a separate rulemaking.
4. The Department proposes at N.J.A.C. 6A:9A-1.2(b), which requires educator preparation programs to function along a continuum of rigorous pre-professional preparation, certification, and professional development to better prepare educators to support improved student achievement of the Core Curriculum Content Standards, to delete “better” because it is unnecessary.

(b) Educator preparation programs shall function along a continuum of rigorous pre-professional preparation, certification, and professional development to [[better]] prepare educators to support improved student achievement of the Core Curriculum Content Standards (CCCS).

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

5. The Department proposes to combine recodified N.J.A.C. 6A:9A-3.1(a) and (a)1 and 2, which describe the Commissioner’s authority to approve all educator preparation programs, as N.J.A.C. 6A:9A-3.1(a) and to delete references to “traditional educator preparation programs” and “alternate-route educator preparation programs.” The Department proposes instead to list only the different entities that can seek approval to operate an educator preparation program. As N.J.A.C. 6A:9A-3.1(a) requires the Commissioner to approve all educator preparation programs, it is unnecessary to indicate the different program types.

[(b)] (a) The [Department] **Commissioner** shall approve all [professional] educator preparation programs [leading] **designed to lead** to State certification, [in New Jersey institutions of higher education. The scope of program approval shall include] **including:**

[[1.]] [programs] **[[Traditional]] educator preparation programs** from **higher education** institutions chartered in the State [as well as] and programs that have a physical presence in New Jersey [and] **but** are run by out-of-State institutions that are approved by the New Jersey Secretary of Higher Education[.]; **and**

**[[2. Alternate-route]] educator preparation programs established by
[[New Jersey higher education institutions,]] educational
organizations, school districts or consortia, or Commissioner-
approved entities.**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

6. The Department proposes at new N.J.A.C. 6A:9A-3.1(b)2, which describes the compliance requirements for different types of educator preparation programs, to instead require educator preparation program approval be based on accreditation. The Department proposes N.J.A.C. 6A:9A-3.1(b)2i to require CEAS educator preparation programs to be accredited through NCATE, the TEAC, the CAEP or another accreditor recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The Department proposes N.J.A.C. 6A:9A-3.1(b)2ii to require CE educator preparation programs designed to lead to an instructional certification to be accredited by January 1, 2022 through NCATE, the TEAC, the CAEP or another accreditor recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The proposed reorganization is meant to more accurately reflect the current educator preparation accreditation requirements for CEAS educator preparation programs leading to an instructional, administrator, or educational services certification. As explained in the response to Comment 13, the Department will require CE educator preparation programs leading to instructional certification to be accredited by January 1, 2022.

The Department proposes N.J.A.C. 6A:9A-3.1(b)3 to cite to the compliance requirements for administrative and educational services educator preparation programs. The original proposal did not include compliance requirements for educator preparation programs leading to administrative and educational services certificates, even though the Commissioner currently approves such programs. The Department also proposes to recodify proposed N.J.A.C. 6A:9A-3.1(b)3 as N.J.A.C. 6A:9A-3.1(b)4 to reflect reorganization. Finally the Department proposes to amend the citation in N.J.A.C. 6A:9A-3.1(b)4 to the list of documentation on programs which may be considered during a periodic review from “N.J.A.C. 6A:9A-3.2(e)” to “N.J.A.C. 6A:9A-3.2(f)” due to reorganization in that section.

2. [[Compliance with educator preparation program requirements including]]

Accreditation:

- i. For **[[traditional]] CEAS** educator preparation programs^{[[:}
- (1) **Accreditation]], accreditation** through NCATE, the TEAC, the CAEP, or any other professional education accreditation body

recognized by the [[Council on Higher Education

Accreditation]] **CHEA** or approved by the Commissioner;

[[2) Compliance with N.J.A.C. 6A:9A-3.2, 4.1, and 4.3 through 4.6, and traditional educator preparation programs designed to lead to instructional certificates shall comply with N.J.A.C. 6A:9A-4.2; or

ii. Compliance with alternate-route preparation program requirements in N.J.A.C. 6A:9A-3.2 and 5; and]]

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 accreditation body recognized by the CHEA or approved by the Commissioner;

3. Compliance with educator preparation program requirements in this chapter or in N.J.A.C. 6A:9B, as applicable; and

[[3.]] 4. Performance, as indicated by the required documentation in N.J.A.C. 6A:9A-3.2[[e)]](f), for operating programs.

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

7. The Department proposes to recodify proposed N.J.A.C. 6A:9A-3.1(c) (current N.J.A.C. 6A:9A:3.1(c)3ii), which stipulates the Commissioner must withdraw approval or require corrective action of an educator preparation program that fails or is at risk of failing to comply with the criteria for operating in the State, as N.J.A.C. 6A:9A-3.2(e). As proposed, N.J.A.C. 6A:9A-3.1 will contain only criteria for educator preparation program approval, while N.J.A.C. 6A:9A-3.2 will lay out the approval process. As proposed N.J.A.C. 6A:9A-3.1(c) clearly includes a process and not a criterion, N.J.A.C. 6A:9A-3.2 is a more appropriate location. The Department also proposes to recodify proposed N.J.A.C. 6A:9A-3.1(d) as N.J.A.C. 6A:9A-3.1(c).

[[c) The [State] Commissioner shall withdraw approval or require the educator preparation program to take corrective action for any [institution of higher

education preparing professional educators that fails] **program the Commissioner determines has failed, or is at risk of failing** to meet, the [conditions] **criteria** in [(c)3i] (b) above.]]

[[d)]] **(c)** **If the program provider currently operates an educator preparation program, the Commissioner may consider data and performance evidence from the program provider’s operating educator preparation program(s) before approving any new program under the same program provider.**

The Administrative Code text for recodified N.J.A.C. 6A:9A-3.2(e) is included in Agency-initiated Change 9.

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

8. The Department proposes to reorganize proposed N.J.A.C. 6A:9A-3.2 for organizational clarity as follows: N.J.A.C. 6A:9A-3.2(a) recodified as N.J.A.C. 6A:9A-3.2(c); N.J.A.C. 6A:9A-3.2(b) recodified as N.J.A.C. 6A:9A-3.2(a); N.J.A.C. 6A:9A-3.2(c) recodified as N.J.A.C. 6A:9A-3.2(d); and N.J.A.C. 6A:9A-3.2(d) recodified as N.J.A.C. 6A:9A-3.2(b). The Department also proposes to recodify proposed N.J.A.C. 6A:9A-3.2(e), which requires educator preparation programs to submit for the Commissioner’s periodic review a series of data, as N.J.A.C. 6A:9A-3.2(f) and to delete “additional” before “documentation” because no other list of data precedes the rule.

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 9.

9. The Department proposes at new N.J.A.C. 6A:9A-3.2(b), which requires the Commissioner to appoint an SPAC consisting of representatives from CEAS and CE educator preparation programs and practitioners from preschool through grade 12 schools and to consult with the SPAC regarding educator preparation program quality, to stipulate SPAC members serve two-year, renewable terms. The proposed term limit will clear up confusion among SPAC members and the Department about how and when to make changes to SPAC composition, which will be necessary to include CE educator preparation program representatives if the proposed amendments are adopted.

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

[[d)] (b) The Commissioner shall appoint a State Program Approval Council and **[[may]] 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 **[[with representatives from traditional educator preparation programs, alternate-route educator preparation programs and practitioners from preschool through grade 12 schools.]]** **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.**

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

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

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

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

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

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

10. The Department proposes at N.J.A.C. 6A:9A-4.1(a)2, which states the subchapter’s requirements are to be considered minimum requirements and allows higher education institutions and/or their CEAS educator preparation programs to establish requirements exceeding the regulatory requirements, to replace “student teaching” with “clinical component” because “clinical component” is more accurate, as it encompasses both the clinical experience and clinical practice elements of educator preparation. The Department proposes the same amendment at proposed N.J.A.C. 6A:9A-4.2(a)2, which requires the clinical practice component of a teacher’s preparation to be aligned to the Professional Standards for Teachers, because all aspects of the clinical component must be aligned to the standards and not just to clinical practice.

- (a) **CEAS educator 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.**
 - 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, [[student teaching]] **clinical component**, and recommendation for certification.**

(a) The **CEAS educator** preparation program [for all] **designed to lead to** instructional certificates shall include: [the provisions in (a)1 through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below, and candidates seeking special education endorsements shall comply with requirements in (c), (d), (e) or (f) below.

2. The [[student teaching]] **clinical** component of the program shall be aligned with the Professional Standards for Teachers as specified in **N.J.A.C. 6A:9-3.3; and**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

11. The Department proposes at N.J.A.C. 6A:9B-4.1(b)6, which requires CEAS educator preparation programs to develop a procedure for submitting to the Department teacher preparation program data, to replace “teacher preparation program” with “educator preparation program” to align with a shift in terminology used to describe programs designed to lead to instructional, administrative, or educational services certification. The Department proposes the same amendment to the heading of N.J.A.C. 6A:9A-4.6 and at N.J.A.C. 6A:9A-5.1(b)5.

(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 from the program, candidates who fall below minimum requirements before graduation, including procedures for student 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 candidate has completed the CEAS requirements; and**
6. **Submission of [[teacher]] **educator** preparation program data at the Department's request.**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

12. The Department proposes at N.J.A.C. 6A:9A-4.3(c), which requires candidates pursuing a post-baccalaureate or graduate degree leading to an instructional certificate to hold a bachelor's degree with exceptions, to replace "except candidates for a Master of Arts in Teaching (MAT)" with "except candidates enrolled in a combined bachelor's and graduate degree program" to ensure the rule accounts for all combined bachelor's and graduate degree programs, and not just MAT programs.

- (c) **The candidate for a post-baccalaureate or graduate degree shall hold a bachelor's degree from a regionally accredited college or university, except candidates [[for a Master of Arts in Teaching (MAT)]] **enrolled in a combined bachelor's and graduate-degree program** may be pursuing a bachelor's degree from a regionally accredited college or university.**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

13. The Department proposes at N.J.A.C. 6A:9A-4.4(a)1, which will require candidates starting clinical practice in academic year 2018-2019, or thereafter, to complete at least 50 hours of clinical experiences in an elementary, middle, and/or secondary school setting prior to clinical practice, to add "preschool," before "elementary" because clinical experiences also can occur in a preschool. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(a)2ii, which requires a candidate to engage in clinical experiences in at least two different school settings, including one where students with IEPs are educated, to amend "school settings" to "classroom settings" to clarify the rule's original intent. While engaging in clinical experiences in multiple schools could be beneficial, the Department will require the candidate to experience at least two different classroom settings, which may or may not be in the same school. As explained in the response to Comment 31, the Department also proposes to delay until academic year 2018-2019 the effective date for all increased clinical requirements.

- (a) **[[Traditional]] CEAS** educator preparation programs shall assign to **[[student teaching]] clinical practice** candidates in the preparation program who have completed the following minimum **[[practicum]] clinical experience** requirements:
1. All candidates starting **[[student teaching]] clinical practice** in academic year **[[2017-]]2018-2019**, or thereafter, shall have completed at least 50 hours of **[[practica]] clinical experiences** in a **[[n]] preschool, elementary, middle, and/or secondary school setting** prior to **[[student teaching]] clinical practice**.
 - i. For candidates in preparation programs who start **[[student teaching]] clinical practice** prior to academic year **[[2017-]]2018-2019**, programs may determine acceptable levels of teaching proficiency in junior **[[practicum]] 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 **[[school]] 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.
 - iii. Shall increase in intensity, or control of the students, and duration as the candidate advances through the program.
- (b) For candidates who start **[[student teaching]] clinical practice** before academic year **[[2017-]]2018-2019**, **[[student teaching]] clinical practice** shall be one semester.

- (c) For candidates starting [[student teaching]] **clinical practice** in [[the]] academic year [[2017-]]2018-2019, or thereafter, [[student teaching]] **clinical practice** shall occur:

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

14. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(d), which requires the candidate to be placed under the direct supervision of an appropriately certified cooperating teacher, to add “and continuous personal” before “supervision” to reflect the original language in the fourth sentence of N.J.A.C. 6A:9A-3.2(a)5, which described the candidate’s role in the classroom. The Department proposes to reinsert the original language to indicate the recodification and grammatical amendments do not change current school district operational practices.

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

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

15. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(f), which lists the eligibility requirements for a supervisor of student teachers, to replace “[t]he person hired by a traditional educator preparation program assigned to supervise candidates” with “[a] clinical supervisor” to align with amendments to terms and their definitions proposed in N.J.A.C. 6A:9-2.1 in a separate rulemaking.

- [(a)] (f) [Collegiate faculty] [[The person hired by a traditional educator preparation program provider assigned to supervise [students] candidates]] **A clinical supervisor** shall:

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

16. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(g), which requires collegiate supervisors to observe each assigned candidate at least once every other week, to replace “collegiate supervisors” with “clinical supervisors” because the latter is the term preferred by members of the higher education community. The Department also proposes to add “during the candidate’s semester of full-time clinical practice” after

“week.” The proposed amendment will clarify the requirement to observe a clinical intern (currently called a “student teacher”) every other week is intended only for full-time clinical interns; programs may determine how best to monitor clinical interns prior to the semester of full-time clinical practice.

[(b)] (g) [[Collegiate]] **Clinical** supervisors [of student teachers] shall [be] **observe each** assigned [supervisory loads that permit observation of each student] **candidate at least** once every other week **during the candidate’s semester of full-time clinical practice.**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

17. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(h) and (i)1, which list the eligibility requirements and responsibilities for a cooperating teacher, to replace “supervise” and “supervision” with “guide and direct” and “guidance and direction,” respectively. According to stakeholders, the terms “guide” and “direct” more accurately describe a cooperating teacher’s role in the development of the candidate.

The Department proposes N.J.A.C. 6A:9A-4.4(h)6i to require a cooperating teacher in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations to demonstrate one year of effective teaching on his or her most recent evaluation as determined by the teacher’s supervisor. The proposed rule will ensure clinical interns are observing and learning from high-quality teachers, even teachers who are not required to receive a summative evaluation pursuant to N.J.A.C. 6A:10-1, prior to taking full control of the classroom.

[(c)] (h) [District faculty] **A school district cooperating teacher** assigned to

[[supervise]] **guide and direct** [teacher] candidates shall:

1. Be approved by the [principal and district office] **chief school administrator or his or her designee** with input from the teacher candidate’s [preparing institution of higher education] **[[traditional]] 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 appropriate certification that coincides with the area of instruction for which the candidate is being prepared; [and]
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 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 most recent evaluation as determined by his or her supervisor(s).

[(d)] (i) [District] **School district** cooperating teachers shall:

1. [provide] **Provide** continuous [[supervision]] **guidance and direction** and weekly conferences to assist [teacher] candidates in professional development[. For purposes of this subsection, “cooperating teacher” means a practicing certified experienced teacher who is assigned responsibility for the instruction, supervision and assessment of teacher candidates during clinical field experiences.]; **and**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

18. The Department proposes to relocate proposed N.J.A.C. 6A:9A-4.5(c), which stipulates a candidate who completes a New Jersey educator preparation program but who fails to pass a Commissioner-approved performance assessment will not be issued a CEAS but may apply for a CE like any other uncertified candidate, to N.J.A.C. 6A:9B. Passage of a Commissioner-approved performance assessment for a CEAS is a certification requirement so it is more appropriate to include the rule in N.J.A.C. 6A:9B-8, Requirements for Instructional Certification.

[[c) Candidates in a traditional educator preparation program approved pursuant to this chapter who complete all requirements for a CEAS, but who fail to complete the performance assessment required pursuant to N.J.A.C. 6A:9B-8.2(a)6, may apply for a certificate to the Office for a CE pursuant to N.J.A.C. 6A:9B-8.3.]]

Note: The rule text provided above reflects the progression of the rule proposal. The rule text is not included in the Administrative Code portion of this document because the rule will be shown in N.J.A.C. 6A:9B-8.

19. The Department proposes at N.J.A.C. 6A:9A-4.6(b)3, which exempts from the clinical components any candidate who can demonstrate at least one year of effective teaching under a valid out-of-State license or certificate, to replace “out-of-State license or certificate” with “in- or out-of-State license or certificate” to clarify the rule’s original intent to apply to both in- and out-of-State candidates.

(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 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 supervisor(s), principal(s), or employing school district(s) human resources officer.**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

20. The Department proposes an amendment at proposed N.J.A.C. 6A:9A-5.5(a)2, which requires a candidate to pass the Commissioner-approved performance assessment as part of a CE educator preparation program, to replace “the Commissioner-approved performance assessment” with “a Commissioner-approved performance assessment” as there may be more than one Commissioner-approved performance assessment. The Department also proposes to add “[e]ffective for candidates who begin a program in

academic year 2017-2018, or thereafter,” at the beginning of the rule to stipulate the proposed rule’s effective date.

- (a) **To complete the CE educator preparation program, a candidate shall:**
1. **Complete the minimum hours of instruction, pursuant to N.J.A.C. 6A:9A-5.4; and**
 2. **[[Pass the]] **Effective for candidates who begin a program in academic year 2017-2018, or thereafter, pass a Commissioner-approved performance assessment.****

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.

21. The Department proposes at proposed N.J.A.C. 6A:9B-5.6(b)1, which stipulates the Commissioner may approve CE educator preparation programs for elementary school with subject matter specialization in any documented area of teacher shortage for which an endorsement is available, to replace “[e]lementary” with “[m]iddle” to align with a change to the name of the endorsement proposed in N.J.A.C. 6A:9B in a separate rulemaking.

- (b) **The Commissioner may approve CE educator preparation programs for:**
1. **[[Elementary]] **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**

Note: The rule text provided above reflects the progression of the rule proposal. The rule text included in the Administrative Code portion of this document reflects the rule as it is being put forth at Proposal Level.



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

Proposal
June 3, 2015

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

TO: Members, State Board of Education

FROM: David C. Hespe, Commissioner

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

REASON FOR ACTION: Readoption

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: December 10, 2015

Summary

In schools, teachers have the greatest influence on student learning. Within the educator lifecycle, no one factor in isolation will ensure all New Jersey students have access to a great teacher. Therefore, the Department of Education (Department) is committed to a holistic approach to attract, develop, and retain exceptional teachers. As the State employs higher criteria for instruction and holds educators accountable for meeting these criteria through improved student assessments and educator evaluations, the Department must ensure new teachers are prepared to meet the greater demands. Fostering high-quality preparation and maintaining a meaningful bar for entry into the profession are two key mechanisms for enhancing the effectiveness of novice teachers. The Department can leverage preparation and certification requirements to ensure strong candidates enter preparation programs, receive quality instruction, and demonstrate appropriate performance as novice teachers. The Department can also use candidate and programmatic data to provide more insight into New Jersey educator preparation programs and, ultimately, implement a better accountability system to ensure program quality across the State.

New Jersey is not alone in its goal to enhance the effectiveness of novice teachers. In late 2012, the Council of Chief State School Officers published *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, calling on states to increase licensure requirements and to utilize stronger program approval and accountability measures for educator preparation providers (Washington, D.C.: The Council of Chief State School Officers, 2012, 13-22, <http://www.ccsso.org/Documents/2012/OurResponsibilityOurPromise.pdf>). Teachers themselves are demanding greater rigor and enhanced preparation, as well. More than three out of five graduates of what are commonly called traditional educator preparation programs reported that

their program did not prepare them for “classroom realities” according to a study by Arthur Levine described in *Educating School Teachers* (Washington, D.C.: The Education Schools Project, 2006, 32, http://www.edschools.org/teacher_report.htm). In addition, alternatively prepared candidates reported feeling less prepared and were less likely to rate their training high quality than traditionally prepared candidates, according to a study by Ayana Kee (*Journal of Teacher Education* 63(I), 23-38. <http://www.sagepub.com/journals>).

N.J.A.C. 6A:9 previously set forth the rules governing the preparation, licensure, and professional development of educators required by their positions to be certified. It also contained rules governing the approval of educator preparation programs and their content. Finally, it contained the rules delineating the organization of, powers of, duties of, and proceedings before the State Board of Examiners. On August 4, 2014, the chapter was recodified into four chapters – N.J.A.C. 6A:9, 9A, 9B, and 9C – via a notice of administrative action. Current N.J.A.C. 6A:9 pertains to professional standards for teachers and school leaders, while N.J.A.C. 6A:9A pertains to the rules governing educator preparation programs in New Jersey. N.J.A.C. 6A:9B focuses on the State Board of Examiners, its proceedings and the various types of certification. Lastly, N.J.A.C. 6A:9C contains the rules governing professional development for educators.

The Department proposes to readopt N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs, with amendments and new rules for preparation and certification to do the following: allow for more rigorous and extensive clinical experiences prior to student teaching/clinical practice; better align preparation standards for CEAS educator preparation programs, commonly called “traditional route,” and CE educator preparation programs, commonly called “alternate route”; provide greater flexibility with coursework inputs; increase monitoring of CEAS and CE educator preparation programs; require more robust clinical experiences; and provide more coherent program alignment between CEAS and CE educator preparation programs. The Department also proposes to differentiate between programs leading to a certificate of eligibility with advanced standing (CEAS), commonly called “traditional-route” programs, and programs candidates attend while employed under a certificate of eligibility (CE), commonly called “alternate-route” programs, as “CEAS educator preparation programs” and “CE educator preparation programs,” respectively.

Coupled with the recent recodification, the proposed reorganization of N.J.A.C. 6A:9A and the proposed amendments are meant to clarify educator preparation program requirements as compared to certification requirements in N.J.A.C. 6A:9B. The organizational changes are in response to concerns the current rules’ structure is confusing.

Finally, proposed amendments throughout N.J.A.C. 6A:9A reflect a significant shift in which comparable standards will be applied to both CEAS and CE educator preparation programs to address the problem that current regulations maintain significantly different standards for preparation for CE educator preparation programs compared to CEAS educator preparation programs.

The Department proposes throughout the chapter to replace “institutions of higher education” or “colleges and universities” with “CEAS educator preparation programs,” when appropriate, to align with shift in terminology used to differentiate between program types. The Department also proposes to replace “institutions of higher education” or “colleges and universities” with “higher education institutions” when referring to higher education systems within and outside the State, to replace “license” with “certificate” when describing an instructional, administrative, or educational services certificate, and to replace “student” with

“candidate” when referring to an aspiring teacher who has not yet received a teaching certificate. The proposed amendments will help maintain stylistic consistency.

The Department also proposes to replace “field experience” with “clinical component” when describing the clinical experience (commonly called “practicum”) and clinical practice (commonly called “student teaching”) in response to stakeholder feedback. The Department proposes in all subchapter and section headings, and throughout N.J.A.C. 6A:9A, to replace “clinical experience” with “clinical component,” “practicum” with “clinical experience,” “student teaching” with “clinical practice,” and “student teacher” with “clinical intern,” respectively. The proposed amendments will align with amendments to terms and definitions proposed in N.J.A.C. 6A:9 in a separate rulemaking.

Unless specified in this Summary, all amendments are proposed for clarity, stylistic or grammatical improvement, or to update Administrative Code citations affected by proposed recodifications.

Subchapter 1. Scope and Purpose

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

The Department proposes this section to provide the chapter’s scope: 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.

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

The Department proposes this section to provide the chapter’s purpose, which is to establish a system of educator preparation programs that continuously serves to improve the quality of instruction for New Jersey’s children by functioning along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators to support improved student achievement of the Core Curriculum Content Standards (CCCS).

Subchapter 2. Definitions

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

Proposed Subchapter 3. Educator Preparation Program Approval

This subchapter outlines the criteria for educator preparation programs and the process by which they gain Commissioner approval.

The Department proposes to amend, recodify, and reorganize this subchapter to describe the Department’s authority over and the approval process for CEAS and CE educator preparation programs. The reorganization will reflect the Department’s policy that CEAS and CE programs need to align with the same professional standards and undergo similarly rigorous approval and review processes even though the programs are different in structure. The Department also proposes a precise CE educator preparation program approval process because the existing process is not clearly described within the certification requirements in N.J.A.C. 6A:9B.

The Department proposes to replace the subchapter heading of “Standards for New Jersey Educator Preparation Programs in Higher Education” with “Educator Preparation Program Approval” to accurately reflect the subchapter’s proposed content.

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

This section describes the approval system for CEAS educator preparation programs, the scope of the Department’s authority to review them, and the criteria for program approval.

The Department proposes to change the section heading from “Requirements and standards for the approval of professional education programs preparing educational personnel” to “Approval criteria of educator preparation programs” to more accurately capture the section’s proposed content. The Department proposes in this section to describe the scope of the Department’s review of New Jersey CEAS and CE educator preparation programs leading to State certification and the Department’s criteria for approval.

The Department proposes to delete N.J.A.C. 6A:9A-3.1(a) and (a)1, which describe the three-tiered program approval process for CEAS educator preparation programs, including program approval committees.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(a)2 and 2i, which describe the composition of the State Program Approval Council (SPAC) and require the council to advise the Commissioner on matters pertaining to higher education teacher, administrator, and educational service personnel preparation quality issues, as N.J.A.C. 6A:9A-3.2(b). Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9A-3.2.

The Department proposes to delete N.J.A.C. 6A:9A-3.1(a)2ii through iv, which require the SPAC to coordinate the peer review program approval process, to review program information for the periodic review of programs, to make recommendations to the Department regarding a program’s status and regarding program approval. The Department also proposes to delete N.J.A.C. 6A:9A-3.1(a)3, which requires the Department to take the appropriate action regarding program approval based on the SPAC’s recommendation. The rules are proposed for deletion because N.J.A.C. 6A:9A-3.2 outlines an amended approval process that will apply to CEAS and CE educator preparation programs.

The Department proposes to recodify the first two sentences of N.J.A.C. 6A:9A-3.1(b), which explain the scope of program approval for all professional educator preparation programs leading to State certification in New Jersey higher education institutions, as N.J.A.C. 6A:9A-3.1(a). As proposed, the section will apply to program approval for all educator preparation programs.

The Department proposes to amend recodified N.J.A.C. 6A:9A-3.1(a) to replace “Department” with “Commissioner” to clarify the Commissioner will approve all programs. The Department also proposes to delete “professional” before “educator preparation programs” to align with updates to terminology. The Department also proposes to replace “in New Jersey institutions of higher education. The scope of program approval shall include” with “including:” and to add “and educator preparation programs established by educational organizations, school districts or consortia, or Commissioner-approved entities” as examples of programs the Commissioner will approve. The subchapter, as proposed, will apply to programs at higher education institutions and other Commissioner-approved educator preparation programs not affiliated with a college or university.

The Department proposes to delete the compliance requirement at N.J.A.C. 6A:9A-3.1(b)2 that programs comply with State content-specific professional standards by licensure area as such State standards do not exist.

The Department proposes to delete N.J.A.C. 6A:9A-3.1(b)3 and 4, which respectively describe the documentation required for initial review and approval of all new or substantially revised programs and the documentation required to be reviewed by the SPAC and for the periodic review and approval for continuation of all preparation programs. The Department proposes to delete N.J.A.C. 6A:9A-3.1(b)3 and (b)3i through vii, which list the required documents for program approvals, as approval will be based on meeting the minimum criteria set forth in the chapter rather than the submission of specific documentation. The Department proposes to delete N.J.A.C. 6A:9A-3.1(b)4 because proposed N.J.A.C. 6A:9A-3.2(e) will require programs to submit data for the Commissioner's periodic review and approval of the continuation of CEAS and CE educator preparation programs.

The Department proposes new N.J.A.C. 6A:9A-3.1(b)2 and 2i and ii to embody current N.J.A.C. 6A:9A-3.1(b)5, which requires CEAS educator preparation programs to be accredited by a national accrediting body recognized by the Council on Higher Education Accreditation (CHEA) and approved by the Commissioner, and N.J.A.C. 6A:9A-3.1(c)3, which requires accreditation through the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a body recognized by CHEA and approved by the Commissioner. The Department proposes N.J.A.C. 6A:9A-3.1(b)2i to require CEAS educator preparation programs to be accredited through NCATE, the TEAC, the CAEP, or any other professional education accreditation body recognized by the CHEA or approved by the Commissioner. The proposed rule reflects the current educator preparation accreditation requirements for CEAS educator preparation programs leading to instructional, administrative, or educational services certification. The Department proposes to add the Council for the Accreditation of Educator Preparation (CAEP) as a recognized accrediting body to reflect the recent merger of NCATE and TEAC. The Department also proposes to allow accrediting bodies to be recognized by CHEA "or" approved by the Commissioner. The Department does not want to unintentionally limit the types of entities that can accredit by requiring the accrediting body be recognized by CHEA, due to the changing nature of accreditation and the new requirement for CE educator preparation programs to secure accreditation proposed at N.J.A.C. 6A:9A-3.1(b)2ii.

The Department proposes N.J.A.C. 6A:9A-3.1(b)2ii to require CE educator preparation programs designed to lead to instructional certification to become accredited by January 1, 2022, to ensure all educator preparation programs are held to equitable standards. CE educator preparation programs will be required to become accredited five years after the proposed amendments take effect (amendments are proposed to take effect for 2017-2018 academic year). The proposed timeline aligns with the five-year timeline provided to CEAS educator preparation programs when the State Board, in January 2004, adopted rules requiring CEAS educator preparation programs to become accredited (36 N.J.R. 469(a)).

The Department proposes N.J.A.C. 6A:9A-3.1(b)3 to embody N.J.A.C. 6A:9A-3.1(b)6, which requires programs to be in compliance with accreditation rules. The Department proposes N.J.A.C. 6A:9A-3.1(b)3 to require educator preparation program approval to be based on compliance with all educator preparation program requirements in this chapter or in N.J.A.C. 6A:9B, as applicable. N.J.A.C. 6A:9B contains the program requirements for educator preparation programs leading to administrative and educational services certificates. The Department intends through the proposed amendment to describe current practice, which is for all educator preparation programs leading to instructional, administrative, or educational services

certificates to be approved by the Commissioner, and not to alter the approval criteria for educator preparation programs leading to administrative or educational services certificates.

The Department proposes new N.J.A.C. 6A:9A-3.1(b)4 to require educator preparation program approval to be based on performance, as indicated by the required documentation pursuant to N.J.A.C. 6A:9A-3.2(f), for operating programs because the Commissioner will consider during program approval the performance of operating programs.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(c)1 and 2, which outline the program approval and periodic review process, to N.J.A.C. 6A:9A-3.2(c) and (d), respectively. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9A-3.2.

The Department also proposes to delete N.J.A.C. 6A:9A-3.1(c)3, which requires programs to obtain accreditation through NCATE, TEAC, or any other national professional education accreditation body recognized by CHEA and the Commissioner, because the rules regarding accreditation appear in proposed N.J.A.C. 6A:9A-3.1(b)2i. The Department also proposes to delete N.J.A.C. 6A:9A-3.1(c)3i, which requires higher education institutions preparing professional educators that fail to obtain national accreditation to forfeit State approval to offer professional educator preparation programs leading to certification. The rule is obsolete since all institutions of higher education preparing professional educators in New Jersey have obtained national accreditation.

The Department proposes to recodify current N.J.A.C. 6A:9A-3.1(c)3ii, which explains the State will withdraw approval for any institution of higher education preparing professional educators that fails to meet the conditions in current N.J.A.C. 6A:9A-3.1(c)3i, as new N.J.A.C. 6A:9A-3.2(e). Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9A-3.2.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(d) and (d)1 as N.J.A.C. 6A:9A-4.3(a) and (b), and N.J.A.C. 6A:9A-3.1(d)2 as N.J.A.C. 6A:9A-4.3(d). Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9A-4.3.

The Department proposes to delete the elementary or secondary school practicum requirement at N.J.A.C. 6A:9A-3.1(d)3 because the Department will require candidates to meet more rigorous clinical experience requirements prior to clinical practice in proposed N.J.A.C. 6A:9A-4.4(a)2.

The Department also proposes to delete N.J.A.C. 6A:9A-3.1(e) and (e)1, which require college or university faculty to evaluate each student at the end of the semester prior to student teaching and to base the evaluation on the candidate meeting a minimum 3.00 GPA. The Department has eliminated the requirement that candidates achieve a 3.00 GPA prior to clinical practice. Effective July 7, 2014, the GPA required for entry into an educator preparation program and for a CEAS was raised to 3.00 from 2.50 and 2.75, respectively. The current standards are sufficient as candidates automatically have to maintain a GPA near a 3.00 to complete the preparation program and earn a CEAS. The Department proposes to relocate and amend N.J.A.C. 6A:9A-3.1(e)2, which requires faculty evaluations of students to be based on acceptable levels of teaching proficiency in junior field experience and the evaluations to be communicated to the student and kept in her or her permanent file, to N.J.A.C. 6A:9A-4.4(a)1i.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(f), which requires colleges and universities to assure only students meeting the requirements in N.J.A.C. 6A:9A-3.1(d) are

assigned to student teaching, as N.J.A.C. 6A:9A-4.4(a) because clinical practice requirements will be located in proposed N.J.A.C. 6A:9A-4.4. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9A-4.4.

The Department proposes to relocate the following rules: N.J.A.C. 6A:9A-3.1(g), which describes the criteria a student must meet before a CEAS educator preparation program can recommend him or her for certification, to N.J.A.C. 6A:9A-4.5(a); N.J.A.C. 6A:9A-3.1(h), which requires teacher preparation programs to submit program-level data to the Department upon request, to N.J.A.C. 6A:9A-4.1(b)6; N.J.A.C. 6A:9A-3.1(i), which requires equal treatment of all students, to N.J.A.C. 6A:9A-4.1(a)1; N.J.A.C. 6A:9A-3.1(j), which requires programs to set up procedures for placing on probation and dismissing students who fail to meet the chapter's requirements, to N.J.A.C. 6A:9A-4.1(b)4; N.J.A.C. 6A:9A-3.1(k), which requires colleges and universities to recommend issuance of a CEAS for each qualifying candidate, to N.J.A.C. 6A:9A-4.5(a); and N.J.A.C. 6A:9A-3.1(l), which mandates that a college or university report to the Department when a student has successfully complete a program, to N.J.A.C. 6A:9A-4.5(b).

The Department proposes to delete N.J.A.C. 6A:9A-3.1(m), which requires colleges and universities to align their programs with the Professional Standards for Teachers, because alignment is required for all programs under proposed N.J.A.C. 6A:9A-3.1 and is repeated in the curriculum requirements at proposed N.J.A.C. 6A:9A-4.2(a)2.

The Department also proposes to delete N.J.A.C. 6A:9A-3.1(n) and (o), which reference a shift in program completion requirements for students matriculating after 2004, because the Department proposes in a separate rulemaking to relocate to N.J.A.C. 6A:9B all subject-specific requirements that apply only to certain endorsements.

The Department also proposes to recodify N.J.A.C. 6A:9A-3.1(p), which states that all proficiency requirements for program admission, clinical practice, and recommendation for certification are minimum requirements, as N.J.A.C. 6A:9A-4.1(a)2.

The Department proposes new N.J.A.C. 6A:9A-3.1(c) to allow the Commissioner to consider data and performance evidence from a program provider's operating educator preparation program(s) before approving a new program by the same program provider. The new rule will allow the Commissioner to consider a provider's performance evidence before approving an entirely new program under the same program provider.

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

The Department proposes new N.J.A.C. 6A:9A-3.2, Approval process for educator preparation programs. The new section reflects the Department's proposal to separate the approval process from required program approval criteria, which currently are in N.J.A.C. 6A:9A-3.1. N.J.A.C. 6A:9A-3.1 describes a three-tiered system of program approval, including program approval committees, a SPAC, and final approval through the Department. The proposed approval process will be more streamlined as it maintains the Commissioner's authority over final approval and the SPAC, but eliminates the more prescriptive process and SPAC requirements. Instead of requiring program approval committees, the Department will ensure content experts from the Department and SPAC review applications within the Commissioner's review and consultation with the SPAC. The revised review process will eliminate an overly burdensome third approval step but will include content-specific review.

The Department proposes N.J.A.C. 6A:9A-3.2(a) to state the Commissioner has the authority and discretion to approve all new or substantially revised educator preparation

programs and must consider the SPAC's analysis of the proposed program and recommendation for approval. The proposed rule will clarify the SPAC will be responsible for providing not only a recommendation of whether the program should be approved, but also an analysis of the program's strengths and weaknesses.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(a)2 and 2i, as new N.J.A.C. 6A:9A-3.2(b). N.J.A.C. 6A:9A-3.1(a)2 states the Commissioner must appoint an SPAC comprised of 11 members, including six higher education representatives and five preschool through grade 12 practitioners. N.J.A.C. 6A:9A-3.1(a)2i requires the SPAC to advise the Commissioner on matters pertaining to higher education teacher, administrator, and educational service personnel preparation quality issues. The Department proposes new N.J.A.C. 6A:9A-3.2(b) to require the Commissioner to appoint the SPAC and consult with it regarding the same matters. The Department also proposes to add citations for rules regarding teacher, administrator, and educational services certificates to clarify the types of educator preparation programs for which the Commissioner will consult the SPAC. Additionally, the Department proposes to eliminate "higher education" from the matters on which the SPAC advises the Commissioner because the SPAC will now analyze and recommend for approval both CEAS and CE educator preparation programs. Therefore, SPAC's composition must also include representatives from CE educator preparation programs. The Department proposes N.J.A.C. 6A:9B-3.2(b)1 through 3 to specify the SPAC composition as follows: four representatives from CEAS educator preparation programs, three representatives from CE educator preparation programs, and four practitioners from preschool through grade 12 schools. The Department also proposes at N.J.A.C. 6A:9A-3.2(b) to establish two-year, renewable terms for SPAC members. The proposed term limit will allow CE educator preparation programs to be represented on the SPAC as other members' terms expire.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(c)1, which requires all new or substantially revised educator preparation programs to secure initial approval prior to implementation, as N.J.A.C. 6A:9A-3.2(c). The Department proposes to delete "initial" before "approval" because it is unnecessary. The Department proposes new N.J.A.C. 6A:9A-3.2(c)1 to prescribe that an educator preparation program will be considered substantially revised if changes are made to the program's course content or requirements, or clinical component structure or requirements. The Department has been informed by program officials that current rules do not clearly specify when a program is considered substantially revised.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(c)2, which requires programs at higher education institutions that prepare educators to be reviewed at least once every seven years at least six months prior to the higher education institution's national accreditation process, as N.J.A.C. 6A:9A-3.2(d). The Department proposes to amend the rule to read: "The Commissioner shall re-approve all educator preparation programs at least every seven years and has the authority and discretion to periodically review and re-approve educator preparation programs more frequently at his or her discretion." The elimination of the requirement to conduct the review six months prior to national accreditation aligns with the goal of approving and reviewing CE educator preparation programs, which will not be required to be accredited until 2022. The proposed amendments also will clarify it is the Commissioner who leads the review and ultimately reapproves programs. Finally, the rule as proposed will allow for better oversight of programs as it gives the Commissioner the necessary authority to conduct more frequent reviews of programs that may be out of compliance or struggling to provide quality service to teacher candidates.

As previously explained, the Department proposes to recodify N.J.A.C. 6A:9A-3.1(c)3ii as N.J.A.C. 6A:9A-3.2(e). The Department also proposes to replace "State" with

“Commissioner” for consistency throughout the subchapter and to replace “institution of higher education preparing professional educators” with “educator preparation program” because the subchapter now applies to both CEAS and CE educator preparation programs. The Department proposes an amendment to allow the Commissioner to “require the educator preparation program to take corrective action” if he or she determines a program is not in compliance or is at risk of failing to meet the criteria set forth in N.J.A.C. 6A:9A-3.1(b). Current rules only allow the Commissioner to withdraw approval and do not allow for remedial or corrective action. Finally, the Department proposes at new N.J.A.C. 6A:9A-3.2(e) to replace “that fails to meet the conditions in (c)3i above” with “has failed, or is at risk of failing, to meet the criteria in N.J.A.C. 6A:9A-3.1(b)” to allow the Commissioner to take corrective action if a program is at risk of failing to meet the approval criteria in this section.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(b)4, which sets forth documentation that may be reviewed by the SPAC for periodic review for all preparation programs in conjunction with national accreditation, as N.J.A.C. 6A:9A-3.2(f). The Department proposes to replace the SPAC with the Commissioner as the party leading the periodic review process, but maintains that the Commissioner, pursuant to N.J.A.C. 6A:9A-3.2(b), will consult with SPAC. The Department also proposes to recodify and amend N.J.A.C. 6A:9A-3.1(b)4i through vii as N.J.A.C. 6A:9A-3.2(f)1 through 7 to provide a non-exhaustive list of documentation the Commissioner will use for his or her periodic review and approval of the continuation of programs. The documentation will include, but is not limited to, the following: candidate performance assessment scores and pass rates; numbers of educator candidates prepared in teacher shortage areas and from diverse backgrounds; placement and retention rates; evaluation data based on initial year(s) of teaching; scores and pass rates on State test(s) of subject matter knowledge and a Commissioner-approved test of basic skills; follow-up survey of graduates and employers; and preschool through grade 12 student achievement data, when relevant. The proposed rule reflects the Department’s policy that data needs to be collected from all Commissioner-approved educator preparation programs to most effectively monitor approved programs and to facilitate the lawful sharing of data with teacher candidates who are considering which program to attend.

Proposed Subchapter 4. CEAS Educator Preparation Programs

The Department proposes the subchapter to separate the minimum program procedure and component requirements for CEAS educator preparation programs from the requirements for CE educator preparation programs.

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

The Department proposes the section to provide 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.

The Department proposes N.J.A.C. 6A:9A-4.1(a) to require CEAS educator preparation programs to implement the subchapter’s program requirements.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(i), which ensures program requirements for CEAS educator preparation programs are applied equitably and in a non-discriminatory manner to all students, including transfers, as N.J.A.C. 6A:9A-4.1(a)1. The rule also requires all admissions and retention processes to be consistent with State and institutional affirmative action policies and goals.

The Department also proposes to recodify N.J.A.C. 6A:9A-3.1(p), which states the program requirements at N.J.A.C. 6A:9A-3.1(d) through (g) are minimum requirements and allows colleges and universities to exceed GPA and proficiency requirements for program admission, clinical component, and recommendation for certification, as N.J.A.C. 6A:9A-4.1(a)2.

The Department proposes N.J.A.C. 6A:9A-4.1(b) and (b)1 through 3 and 5 to require CEAS educator preparation programs to develop program procedures and components that include the following: course requirements; formal admission to the program; clinical component and clinical practice supervision; and recommendation of a candidate for a CEAS. The Department proposes to recodify N.J.A.C. 6A:9A-3.1(j), which requires colleges and universities to have procedures for placing students on probation or dismissing them from the program if they fall below minimum requirements and to incorporate appeal procedures, as N.J.A.C. 6A:9A-4.1(b)4. The Department proposes to recodify N.J.A.C. 6A:9A-3.1(h), which requires preparation programs to submit program-level data at the Department's request, as N.J.A.C. 6A:9A-4.1(b)6.

Proposed N.J.A.C. 6A:9A-4.2 CEAS educator preparation program course requirements (Current N.J.A.C. 6A:9A-3.2)

The Department proposes to relocate N.J.A.C. 6A:9A-3.2, which describes the curricular requirements for CEAS educator preparation programs, to N.J.A.C. 6A:9A-4.2 and to change the heading from "Curriculum for teacher preparation programs" to "CEAS educator preparation program course requirements."

The Department proposes at recodified N.J.A.C. 6A:9A-4.2(a) to include the introductory phrase, "The CEAS educator preparation program designed to lead to instructional certificates shall include:," and proposes to delete the reference to candidates seeking the preschool through grade three and special education endorsements as all subject-specific requirements will be included under certification endorsement sections in N.J.A.C. 6A:9B-9 through 11.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(a)1, which requires candidates in all CEAS educator preparation programs to complete a minimum of 60 semester credit hours of general education. Candidates are already required, pursuant to higher education regulations at N.J.A.C. 9A:1-2.4, to complete approximately 60 semester credit hours of general education to earn a degree. Since obtaining the required credit hours occurs outside of the educator preparation program, the requirement is not necessary at N.J.A.C. 6A:9A-3.2.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(a)2, which requires candidates in CEAS educator preparation programs to complete a major in the arts, humanities, social sciences, mathematics, science, or technology disciplines, because a major or 30 credits is a certification endorsement requirement included at proposed N.J.A.C. 6A:9B-9. Therefore, it is redundant to include the requirement in the section on general higher education and certification requirements.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(a)3, which requires candidates in CEAS educator preparation programs to complete a minimum of 90 credits of the total program distributed among general education and the academic major. As long as all necessary minimum requirements for the completion of educator preparation program, degree, and certification are met, a set distribution of credits is not warranted.

The Department also proposes to recodify N.J.A.C. 6A:9A-3.2(a)4, which requires CEAS educator preparation programs to adhere to a curriculum that includes specific topics, as N.J.A.C. 6A:9A-4.2(a)1 and to amend the subparagraph. The Department proposes in the first sentence to replace “[a] sequence of courses devoted to professional preparation” with “[a] curriculum devoted to educator preparation that builds upon the content knowledge and skills of the individual candidate” to specify the curriculum must be connected to each candidate’s content knowledge and skills. The Department proposes to delete the specific list of courses, including behavioral/social sciences, the teaching of literacy and numeracy, educating linguistically diverse and special education students, and integrating educational technology and tools into the curriculum and classroom, to provide flexibility to CEAS educator preparation programs. The Department maintains the importance of such topics, but specifically listing course topics in this section is unnecessary because they already are listed in the State’s Professional Standards for Teachers.

The Department proposes to relocate the first half of the fourth sentence of N.J.A.C. 6A:9A-3.2(a)4, which requires the professional component of teacher preparation to be aligned to the State’s Professional Standards for Teachers, to N.J.A.C. 6A:9A-4.2(a)2 and to amend it to replace “professional component” with “clinical component” and to delete “undergraduate” as the section, as proposed, applies to undergraduate and graduate educator preparation programs.

The Department proposes to delete the second half of the fourth sentence of N.J.A.C. 6A:9A-3.2(a)4: the professional component “shall provide students, normally beginning in the sophomore year, with practical experiences in an elementary, middle or secondary school setting.” Instead, the Department proposes new N.J.A.C. 6A:9A-4.2(a)3 to require clinical experiences to be incorporated into courses leading up to and including clinical practice to reflect current practice and to provide programs the flexibility to embed practical experiences into relevant coursework throughout the program prior to clinical practice. While proposed N.J.A.C. 6A:9A-4.2(a)3 embodies the requirement for practical experience in current N.J.A.C. 6A:9A-3.2(a)4, the Department proposes it as a new rule since the sentence is so substantially revised.

The Department also proposes to delete N.J.A.C. 6A:9A-3.2(a)5, which describes requirements for clinical practice, its equivalent Master of Arts in Teaching (MAT) program, and clinical intern supervision. The Department proposes significant changes to the clinical practice requirements in proposed N.J.A.C. 6A:9A-4.4 and proposes to relocate and amend the MAT requirements to proposed N.J.A.C. 6A:9A-4.6, which describes all post-baccalaureate and graduate-level program requirements.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(b) through (f), which respectively describe subject-specific curriculum requirements for the following endorsements: the Preschool through Grade 3; Students with Disabilities; Deaf or Hard of Hearing with Oral/Aural Communication; Blind or Visually Impaired; and Deaf or Hard of Hearing.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(g), which contains rules for colleges/universities to develop dual certification programs. The Department proposes in a separate rulemaking to compile endorsement rules, including required courses and curriculum for each subject or type of endorsement, in N.J.A.C. 6A:9B, State Board of Examiners and Certification.

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

The Department proposes N.J.A.C. 6A:9A-4.3 to provide an overview of the admission requirements for CEAS educator preparation programs and distinguish their admission requirements from those of CE educator preparation programs.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(d) and (d)1, which require teacher preparation programs to admit at the beginning of the junior year only candidates who meet minimum GPA requirements, as N.J.A.C. 6A:9A-4.3(a) and (b). The Department heard from members of the higher education community the language in N.J.A.C. 6A:9A-3.1(d) and (d)1 is unclear. CEAS educator preparation programs typically accept candidates in the spring prior to the start of a fall program; therefore, “formal admission” and “at the beginning of junior year” in N.J.A.C. 6A:9A-3.1(d) and “September 1, 2015,” in N.J.A.C. 6A:9A-3.1(d)1 seem to contradict each other. To clear up any confusion, the Department proposes N.J.A.C. 6A:9A-4.3(a) as: “A candidate who starts a CEAS educator preparation program in or after academic year 2015-2016 shall be admitted only if he or she meets the GPA and basic skills requirement in (b) and (d) below.” The proposed language will clarify when the cumulative GPA requirement goes into effect relative to program start dates. The proposed amendment also will eliminate the unnecessary timing requirement and will provide flexibility to educator preparation programs.

The Department proposes N.J.A.C. 6A:9A-4.3(b) and (b)i and ii to reorganize, but not substantively amend, the GPA requirements in current N.J.A.C. 6A:9A-3.1(d)1. The proposed rules will require the accepted cohort of candidates who start a CEAS educator preparation program in academic year 2015-2016, or thereafter, to have an average cumulative GPA of at least 3.00. The Department also proposes N.J.A.C. 6A:9A-4.3(b)i to require each accepted individual candidate to achieve at least a 2.75 GPA, while proposed N.J.A.C. 6A:9A-4.3(b)ii will require a candidate admitted to a 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.

The Department proposes N.J.A.C. 6A:9A-4.4(c) to require a candidate entering a post-baccalaureate or graduate-degree program to hold a bachelor’s degree from a regionally accredited college or university and to allow candidates enrolled in a combined bachelor’s and graduate-degree program to pursue a bachelor’s degree from a regionally accredited college or university while in enrolled in the program. The proposed rule reflects current practice and ensures candidates entering post-baccalaureate, five-year MAT, or other graduate degree programs have earned or are earning a bachelor’s degree from a regionally accredited college or university.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(d)2, which requires a minimum score on the Commissioner-approved basic skills assessment, as N.J.A.C. 6A:9A-4.3(d). The Department also proposes to delete the second sentence of N.J.A.C. 6A:9A-3.1(d)2: “Students with deficiencies in these areas upon admission to college shall be required to demonstrate proficiency through an oral or written assessment by the beginning of the junior year.” The rule is unnecessary as proposed N.J.A.C. 6A:9A-4.3(d) requires all candidates to demonstrate proficiency prior to entering the educator preparation program. The Department proposes N.J.A.C. 6A:9A-4.3(d)1 to allow programs to determine how candidates who enter programs prior to academic year 2015-2016 demonstrate basic skills proficiency to codify current practice. The Department proposes at recodified N.J.A.C. 6A:9A-4.3(d)2, which exempts a candidate from the requirement to pass a basic skills assessment if he or she achieves at or above a minimum score on one of three tests (1660 on the SAT, 23 on the ACT, or 310 on the GRE with a 4.0 writing score), to replace “[a]s of September 1, 2015” with “starts a program in or after academic year 2015-2016” to clarify the rule applies to candidates entering a program for the 2015-2016 academic year and not only to candidates entering after September 1, 2015. The

Department also proposes to delete the specific cut-off scores. According to the Summary of a previous rulemaking (N.J.R. 2072(a)), the specific scores adopted were meant to represent the top-third percentile scores for the GRE, SAT and ACT. The Department proposes instead to allow candidates to meet the basic skills requirement by achieving a minimum score established by the Commissioner on the SAT, ACT, or GRE.

The Department proposes N.J.A.C. 6A:9A-4.3(d)2i to require the Department to maintain on its website a list of qualifying minimum scores for each test, which will 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. By posting the scores, the Department will be able to communicate the accurate top-third percentile score for each test for each year.

The Department adopted the cut-off scores on July 7, 2014. At the time, the Department wrote the use of cut-off scores was “more fair for candidates because it creates a clear, unmoving target” (46 N.J.R. 164(a)). However, developments in the testing industry indicate the current cut-off scores are or will be inaccurate. The College Board, designers of the SAT, announced on March 5, 2015, it is redesigning the SAT as well as changing the scoring from 2400 to 1600 with an optional writing section. When the redesigned SAT is administered for the first time in spring 2016, the score of 1660 no longer will represent the top-third percentile score. Based on this development and potentially similar changes for the other assessments, asking candidates to score in the top-third percentile is a more consistent rule because changes to tests and scoring methodology cannot be predicted. Further, at the time of adopting the cut-off scores, the Department indicated the top-third percentile scores “may be difficult for candidates to access on an annual basis” (46 N.J.R. 164(a)). The Department proposes remove this difficulty by posting on its website the cut-off score for each test for each year.

The Department proposes N.J.A.C. 6A:9A-4.3(d)2ii to allow a candidate to be exempt from passing a basic skills assessment only if he or she achieved at least the minimum qualifying score on the SAT, ACT or GRE, which will be posted on the Department’s website.

Proposed N.J.A.C. 6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs (Current N.J.A.C. 6A:9A-3.3)

The Department proposes to recodify N.J.A.C. 9A:9A-3.3 as N.J.A.C. 6A:9A-4.4, and to change the heading from “Supervision of practicum students” to “Clinical component and candidate supervision for CEAS educator preparation programs.”

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(f), which requires candidates meet minimum requirements prior to being assigned to clinical practice, as N.J.A.C. 6A:9A-4.4(a). Proposed N.J.A.C. 6A:9A-4.4(a)1 and (a)2 will strengthen existing clinical experience requirements at current N.J.A.C. 6A:9A-3.2(a)4, which requires programs to provide practical experiences in an elementary, middle, or secondary school setting, by requiring a minimum of 50 hours of clinical experience to take place in multiple classroom settings, including placement in a classroom with special education students prior to clinical practice. Strengthening current regulations will provide candidates experience with diverse learners prior to leading a classroom during clinical practice.

The Department proposes N.J.A.C. 6A:9A-4.4(a)1 to require all students starting clinical practice in academic year 2018-2019, or thereafter, to complete 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 recodify and amend N.J.A.C. 6A:9A-4.4(e)2 as N.J.A.C. 6A:9A-4.4(a)1i to provide preparation programs the discretion to determine how students

demonstrate acceptable levels of teaching proficiency in junior clinical experiences for candidates in preparation programs who start clinical practice prior to academic year 2018-2019.

The Department proposes N.J.A.C. 6A:9A-4.4(a)2i and ii to establish specific clinical experience requirements to occur prior to clinical practice. The requirements may be incorporated into any higher education course(s) and must include at least two classroom settings, with at least one in a special education setting to ensure candidates receive exposure to multiple classroom settings prior to beginning the clinical practice year.

The Department proposes to recodify and amend the last sentence N.J.A.C. 6A:9A-3.2(a)4, which requires the clinical experiences to increase in intensity and duration through the program, as N.J.A.C. 6A:9A-4.4(a)2iii. The Department proposes to delete “culminating with a student teaching experience” because clinical practice will be required at N.J.A.C. 6A:9A-4.4(b).

The Department proposes N.J.A.C. 6A:9A-4.4(b) to encompass the provision in the third sentence of N.J.A.C. 6A:9A-3.2(a)5, which requires clinical practice to be a full-time experience of one semester’s duration and must be included within the professional component. Proposed N.J.A.C. 6A:9A-4.4(b) will require clinical practice to be one semester for students who start it before academic year 2018-2019. The Department also proposes to delete “included within the professional component” because the Department is dividing the professional component into clinical experience and clinical practice. Strengthening clinical practice requirements ensures candidates will engage in more opportunities to learn from their cooperating teacher and slowly take control of a classroom in the certification area sought.

The Department proposes N.J.A.C. 6A:9A-4.4(c) and (c)1 to require students who start clinical practice in academic year 2018-2019, or thereafter, to complete two consecutive semesters of clinical practice within a placement school, including the school district’s professional development days prior to the first day of class for students. The Department proposes N.J.A.C. 6A:9A-4.4(c)2 to require students who start clinical practice in academic year 2018-2019, or thereafter, to complete their clinical practice at the same school site for the entire experience, if possible. Proposed N.J.A.C. 6A:9A-4.4(c)2 also will require the clinical practice to include at least 175 hours to occur throughout the first semester and progress to full-time by the beginning of the second semester. The proposed requirements will ensure candidates are, when possible, working with the same students for two consecutive semesters and engaging in opportunities to measure student growth with the cooperating teacher.

The Department proposes to recodify the fourth sentence of N.J.A.C. 6A:9A-3.2(a)5, which requires candidates to be under the direct and continuous personal supervision of an appropriately certified cooperating teacher, as N.J.A.C. 6A:9A-4.4(d). The Department also proposes to add a requirement for clinical practice placement to occur within the endorsement subject sought by the candidate for certification to reflect current practice.

The Department proposes to recodify the second sentence in N.J.A.C. 6A:9A-3.2(a)5, which requires school districts to be responsible for accepting and placing clinical interns as part of the continuum of professional education and development, as N.J.A.C. 6A:9A-4.4(e).

The Department proposes to recodify N.J.A.C. 6A:9A-3.3(a) and (a)1 and 2, which require collegiate faculty supervising students to have had experience supervising, consulting, or otherwise working in a classroom for the previous two years and be full-time faculty or be part-time faculty with demonstrated expertise in their field, as N.J.A.C. 6A:9A-4.4(f) and (f)1 and 2. The Department also proposes at recodified N.J.A.C. 6A:9A-4.4(f) to replace “[c]ollegiate faculty assigned to supervise students” with “[a] clinical supervisor.” The Department proposes

at recodified N.J.A.C. 6A:9A-4.4(f)2 to replace “full-time faculty members or part-time faculty” with “employed by the program or university.” The proposed amendments will provide programs flexibility when hiring faculty members and align with amendments to terms and their definitions proposed in N.J.A.C. 6A:9-2.1 in a separate rulemaking. Recodified N.J.A.C. 6A:9A-4.4(f)1 will retain the requirement for a preschool program supervisor to have experience supervising, consulting, or otherwise working in an early childhood setting.

The Department proposes to recodify N.J.A.C 6A:9A-3.3(b), which describes the supervisory loads of collegiate faculty, as N.J.A.C 6A:9A-4.4(g) and to replace “[c]ollegiate supervisors of student teachers” with “[c]linical supervisors.” The Department also proposes to amend N.J.A.C 6A:9A-4.4(g) by removing the requirement that supervisors are assigned “supervisory loads that permit observation of each student” because it is unnecessary. The rule establishes a minimum number of observations per clinical intern, and it is the educator preparation program’s responsibility to assign to a supervisor an appropriate number of clinical interns to allow the supervisor to conduct observations in compliance with the rule. The Department proposes to maintain current practice and require all clinical supervisors to observe each assigned candidate at least once every other week during a candidate’s semester of full-time clinical practice. The proposed amendments will clarify the requirement and will provide programs flexibility in employee workloads while ensuring clinical supervisors are routinely observing candidates.

The Department proposes to recodify N.J.A.C 6A:9A-3.3(c), which describes the qualifications of school district faculty supervising clinical interns, as N.J.A.C 6A:9A-4.4(h). The Department proposes to replace “[d]istrict faculty” with “[a] school district cooperating teacher” to specify the person responsible for providing guidance and assistance to a clinical intern. The Department also proposes to replace “supervise teacher candidates” with “guide and direct candidates” because it more accurately describes a cooperating teacher’s role. The Department also proposes at N.J.A.C 6A:9A-4.4(h)1 to replace “principal and district office” with “chief school administrator or his or her designee” as the chief school administrator is in charge of school district placements. The Department also proposes to amend N.J.A.C. 6A:9A-4.4(h)1 to replace “preparing institution of higher education” with “CEAS educator preparation program” to require school districts to solicit input from the educator preparation program prior to placing clinical interns in the classroom, which will ensure candidates are a good match for the clinical practice placement.

The Department proposes N.J.A.C 6A:9A-4.4(h)6 to require cooperating teachers providing guidance and assistance to candidates to be rated, beginning August 1, 2016, as effective or highly effective on their most recently received summative evaluations. The Department also proposes N.J.A.C. 6A:9A-4.4(h)6i to require a cooperating teacher in a school not required pursuant to educator evaluation rules at N.J.A.C. 6A:10-1 to issue summative evaluations to demonstrate one year of effective teaching as determined by the teacher’s supervisor. The proposed rule will ensure clinical interns are observing and learning from high-quality teachers prior to taking full control of the classroom.

The Department proposes to recodify the first sentence of N.J.A.C 6A:9A-3.3(d), which requires cooperating teachers to provide continuous supervision and weekly conferences to assist teacher candidates in professional development, as N.J.A.C 6A:9A-4.4(i) and (i)1. The Department proposes at recodified N.J.A.C. 6A:9A-4.4(i)1 to replace “supervision” with “guidance and direction” because, according to stakeholders, it more accurately describes a cooperating teacher’s role in the candidate’s development. The Department also proposes to delete the second sentence, which provides a definition for “cooperating teacher.” A definition for the term is being proposed at N.J.A.C. 6A:9-2 in a separate rulemaking. The Department also

proposes N.J.A.C. 6A:9A-3.3(i)2 to require a cooperating teacher to consult the chief school administrator or his or her designee about the teacher candidate's placement, but final placement decision on teacher candidate and cooperating teacher pairings remain with the chief school administrator or designee. The Department has heard from members of the preschool-12 community that teachers are more likely to volunteer as cooperating teachers when they know they will be consulted about a teacher candidate prior to placement.

The Department proposes to recodify N.J.A.C. 6A:9A-3.3(e), which describes the responsibility of institutions of higher education preparing teachers to provide the cooperating teacher with professional development opportunities and experiences that increase his or her expertise in the field, as N.J.A.C. 6A:9A-4.4(j).

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

The Department proposes N.J.A.C. 6A:9A-4.5, Recommendations for a certificate of eligibility with advanced standing (CEAS), to provide requirements for CEAS educator preparation programs recommending candidates for certification upon program completion.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(k), which requires colleges and universities to recommend candidates for CEAS, as N.J.A.C. 6A:9A-4.5(a).

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(g), which requires colleges and universities to recommend for certification only candidates who have completed the State-approved certification program and have met other specified criteria, as N.J.A.C. 6A:9A-4.5(a)1. The Department proposes at recodified N.J.A.C. 6A:9A-4.5(a)1 to replace "State-approved certificate program" with "CEAS educator preparation program" because a candidate must complete a CEAS educator preparation program, not just a State-approved certificate program, to qualify for the CEAS.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(g)1, which requires candidates to have completed requirements in N.J.A.C. 6A:9B-8.1(a) and (c) and allows institutions to apply exceptions, as N.J.A.C. 6A:9A-4.5(a)2. The Department proposes to replace "N.J.A.C. 6A:9B-8.1(a) and (c)" with "N.J.A.C. 6A:9B-8 through 13" to reflect N.J.A.C. 6A:9B's reorganization and to clarify candidates must meet certification requirements and requirements for the endorsement they seek to be eligible for a CEAS, which appear at N.J.A.C. 6A:9B-9 through 13.

The Department proposes to recodify N.J.A.C. 6A:9A-3.1(g)2, which requires candidates to showcase through assessments their competence, aptitude, motivation, and potential for outstanding success in teaching, as N.J.A.C. 6A:9A-4.5(a)3. The Department proposes to delete reference to assessments and the requirement for the assessments to be communicated to the student and kept in his or her file because a candidate will be required to pass a performance assessment pursuant to N.J.A.C. 6A:9B as proposed in a separate rulemaking. The Department also proposes to replace "success in teaching" with "success in educating students" to clarify the rule's intent.

The Department proposes to recodify and amend N.J.A.C. 6A:9A-3.1(l), which requires colleges and universities to notify the Department when a student has completed a program within the past year and is being recommended for a CEAS, as N.J.A.C. 6A:9A-4.5(b). The Department also proposes to delete "by the Board of Examiners" because all regulations regarding the Board of Examiners are now contained in N.J.A.C. 6A:9B-3 and 4 and the reference here is unnecessary.

Proposed N.J.A.C. 6A:9A-4.6 Post-baccalaureate and graduate-level educator preparation programs (Current N.J.A.C. 6A:9A-3.4)

The Department proposes to recodify N.J.A.C. 9A-3.4, which describes requirements for post-baccalaureate and graduate-level teacher preparation programs, as N.J.A.C. 6A:9A-4.6. The Department proposes to replace “teacher preparation program” with “educator preparation program” in the heading to align with the term used to describe all programs leading to instructional, administrative, or educational services certification.

The Department proposes to recodify N.J.A.C. 6A:9A-3.4(a), which requires a post-baccalaureate or graduate-level educator preparation program that leads to a recommendation for a CEAS to require students to meet six requirements, as N.J.A.C. 6A:9A-4.6(a). The Department proposes to amend N.J.A.C. 6A:9A-4.6(a) to require all CEAS educator preparation program types to meet requirements as described in this subchapter and in N.J.A.C. 6A:9A-3. The Department also proposes to include Master of the Arts in Teaching (MAT) programs because they are graduate-level educator preparation programs. Substantially amending N.J.A.C. 6A:9A-4.4(a) will ensure all educators prepared through a CEAS educator preparation program receive the same minimum training regardless of program level or type.

The Department proposes to delete N.J.A.C. 6A:9A-3.4(a)1 through 6, which describe specific program entry requirements and program components for post-baccalaureate and graduate-level programs, because all CEAS educator preparation programs will be required, regardless of level, to align with the requirements at N.J.A.C. 6A:9A-4.3.

The Department proposes to delete N.J.A.C. 6A:9A-3.2(a)5i, which allows a student teaching experience through the MAT program to meet the student teaching requirement, because N.J.A.C. 6A:9A-3.2(a)5ii will be recodified and amended to include this exception. The Department also proposes to recodify with amendments current N.J.A.C. 6A:9A-3.2(a)5ii through iv, which describe exceptions to the clinical practice requirement for candidates enrolled in MAT program, as N.J.A.C. 6A:9A-4.6(b) and (b)1 through 3. The Department proposes to recodify N.J.A.C. 6A:9A-4.6(b)3, which exempts from the clinical components any candidate who can demonstrate at least one year of effective teaching under a valid out-of-State license or certificate, to replace “out-of-State license or certificate” with “in- or out-of-State license or certificate” to clarify the rule’s intent to apply to both in- and out-of-State candidates.

Proposed Subchapter 5. CE Educator Preparation Programs

The Department proposes N.J.A.C. 6A:9A-5, CE Educator Preparation Programs, to outline the required components of CE educator preparation programs. The proposed subchapter will separate the minimum program procedure and component requirements for CEAS educator preparation programs from the requirements for CE educator preparation programs.

Through the proposed subchapter, criteria and expectations for CE educator preparation programs will be more transparent and clear. Also, the Department proposes to adjust current practices. For instance, the Department no longer will place candidates in programs; rather, CE programs will choose which candidates enter their programs. Effective in the 2017-2018 academic year, teacher candidates also will be required to complete at least 50 hours of pre-professional experience, rather than 24 hours, and the Department proposes to require clinical experiences to be included within the pre-professional experience. Finally, the Department proposes to allow programs to admit candidates only in cohorts so all students in a cohort start the program at the same time instead of allowing candidates to start a program at any point

during the year. The proposal will promote consistency and continuity within an educator's preparation.

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

The Department proposes N.J.A.C. 6A:9A-5.1, General program implementation. This section provides an overview of the requirements, procedures, and components for CE educator preparation programs to ensure specific program procedures and components are met prior to program approval.

The Department proposes N.J.A.C. 6A:9A-5.1(a) and (a)1 and 2 to require CE educator preparation programs to implement the subchapter's requirements and to stipulate the requirements are to be considered minimum requirements allowing candidates to demonstrate higher levels of proficiency or competency for program admission and completion and must be applied in a non-discriminatory manner to all candidates, including transfer candidates. Proposed N.J.A.C. 6A:9A-5.1(a)1 also will require all admissions and retention processes to be consistent with State and provider affirmative action policies and goals. The proposed rule provides consistency between CEAS educator preparation requirements at proposed N.J.A.C. 6A:9A-4.1(a) and (b) and CE educator preparation program requirements.

The Department proposes N.J.A.C. 6A:9A-5.1(b) to require programs to develop procedures in compliance with the subchapter. The Department also proposes N.J.A.C. 6A:9A-5.1(b)1 through 5 to require CE educator preparation program procedures and components to include admission; a pre-professional component; curriculum and coursework requirements; program completion; and submission of educator preparation program data at the Department's request.

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

The Department proposes N.J.A.C. 6A:9A-5.2 to outline CE educator preparation program admission requirements, including the current requirement for all accepted candidates to have a CE.

The Department proposes N.J.A.C. 6A:9A-5.2(a) to require CE educator preparation programs to admit a candidate only if he or she has completed by the start of the program the CE requirements, including endorsement requirements at N.J.A.C. 6A:9B-9. The Department proposes N.J.A.C. 6A:9A-5.2(a)1 to require candidates accepted to CE educator preparation programs for documented areas of teacher shortage to meet only the endorsement requirements in N.J.A.C. 6A:9A-5.6.

The Department also proposes N.J.A.C. 6A:9A-5.2(b) to require CE programs enrolling candidates for academic year 2017-2018, or thereafter, to accept candidates as a cohort that starts the program at the same time. Department policy stipulates that candidates can be selected by programs rather than being placed by the Department and that a cohort model provides the most cohesive preparation structure as it prohibits programs from allowing candidates to start at varying times throughout the semester.

The Department also proposes N.J.A.C. 6A:9A-5.2(b)1 to require CE educator preparation programs enrolling candidates prior to academic year 2017-2018 to continue operating under existing current contracts with the Department until academic year 2017-2018 begins. The proposed rule will provide flexibility for candidates currently enrolled or planning to enroll in CE educator preparation programs.

Proposed N.J.A.C. 6A:9A-5.3 Pre-professional component for CE educator preparation programs

The Department proposes N.J.A.C. 6A:9A-5.3 to stipulate the pre-professional requirements candidates must complete prior to beginning a full-time professional teaching experience.

The Department proposes to recodify and substantially amend N.J.A.C. 6A:9B-8.1(a)4, which requires a 24-hour pre-service component prior to earning a CE, as N.J.A.C. 6A:9A-5.3(a). The Department proposes to amend the 24-hour requirement to a 50-hour pre-professional component as the current requirement does not provide adequate time for candidates to gain exposure to the classroom through clinical experiences. The proposed increase would be effective for candidates starting the CE educator preparation program in academic year 2017-2018 or thereafter. The Department proposes N.J.A.C. 6A:9A-5.3(a)1 to require 15 of the 50 hours of pre-professional experience to consist of coursework. The Department proposes N.J.A.C. 6A:9A-5.3(a)2 to require the pre-professional experience to include a minimum of 20 hours of clinical experience(s), which must include at least 10 hours of planning and delivering instruction through an individual or co-teaching model. Currently, the Department does not require candidates to spend any of their required 24 hours of pre-service in the classroom. The amount of time candidates spend in practical experiences provides greater exposure to classrooms and a chance to demonstrate potential as a full-time teacher. Finally, the Department proposes N.J.A.C. 6A:9A-5.3(a)3 to allow programs to determine what a candidate is required to do/study in the remaining 15 hours of pre-professional experience.

The Department proposes N.J.A.C. 6A:9A-5.3(b) to require a candidate starting a CE educator preparation program prior to academic year 2017-2018 to complete, pursuant to N.J.A.C. 6A:9B-8.3(a)6, the current 24 hours of study prior to his or her full-time professional teaching experience. The proposed rule will ensure candidates entering programs prior to the effective date of the new requirements still engage in a pre-professional experience before teaching full-time.

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

The Department proposes to recodify N.J.A.C. 6A:9B-8.3(c)1, which requires CE educator preparation program candidates to complete 200 hours of formal training over the course of one year, as N.J.A.C. 6A:9A-5.4 to separate program requirements from candidate certification requirements.

The Department proposes N.J.A.C. 6A:9A-5.4(a) to establish the rules that apply to candidates starting a CE educator preparation program in academic year 2017-2018 or thereafter. The Department proposes at N.J.A.C. 6A:9A-5.4(a)1 to increase, starting in the 2017-2018 academic year, the required hours of instruction to 350 hours to be completed over the course of a minimum of two years. The proposed increase in instructional hours will provide candidates with more support during their novice professional experience and the extension to two years will ensure adequate time for candidates to engage in curriculum aligned to the State's Professional Standards for Teachers. The proposed rule also reflects current practices across the State as some programs currently provide more coursework and classroom time than the 200-hour minimum currently required at N.J.A.C. 6A:9B-8.3(c)1. The Department also proposes at N.J.A.C. 6A:9A-5.4(a) to specify a CE educator preparation program must include either 350

hours of formal instruction or 24 semester-hour credits to reflect current practice as some program providers operate credit-bearing CE educator preparation programs.

The Department proposes N.J.A.C. 6A:9A-5.4(a)1i to allow a CE educator preparation program to accept up to 100 out of the total 350 formal instruction hours or up to six semester-hour credits from another approved educator preparation program so a candidate with former training in a CE educator preparation program or a CEAS educator preparation program may apply his or her credits or training hours to the minimum required 350 hours or 24 semester-hour credits at the CE educator preparation program's discretion.

The Department proposes N.J.A.C. 6A:9A-5.4(a)2 to require the CE educator preparation program curriculum to build upon the content and skills of an individual candidate to ensure a coherent sequence or preparation for candidates. The Department proposes N.J.A.C. 6A:9A-5.4(a)3 to require programs to align curriculum with the State's Professional Standards for Teachers at N.J.A.C. 6A:9A-3.3 to reflect current practice.

The Department proposes N.J.A.C. 6A:9A-5.4(b) to require candidates starting a CE educator preparation program prior to academic year 2017-2018 to complete a minimum of 200 formal instructional hours in a curriculum devoted to professional educator preparation that builds upon the content and skills of an individual candidate and aligned to the Professional Standards for Teachers, except as indicated in N.J.A.C. 6A:9A-5.4(b)1. The Department also proposes to allow candidates to complete 13 semester-hour credits at an approved CE educator preparation program as an alternative to the 200 hours of formal instruction, which reflects current practice as some program providers operate credit-bearing CE educator preparation programs.

The Department proposes to recodify N.J.A.C. 6A:9B-8.3(c)3 and 3i and ii, which require provisional teachers who are holders of an elementary school (K-6 and N-8) CE to complete 290 hours of formal instruction over the course of two years in specific subject areas, as N.J.A.C. 6A:9A-5.4(b)1 and 1i and ii. The Department also proposes to allow candidates to complete 20 semester-hour credits at an approved CE educator preparation program as an alternative to the 290 hours of formal instruction. The Department proposes in rules that require 45 hours of study to allow a candidate to complete "45 hours of study or three semester hour credits" to align with other proposed amendments allowing a candidate to complete an hour-based or credit-bearing program. This flexibility reflects current practice as some program providers operate credit-bearing CE educator preparation programs. The proposed recodification highlights that a CE holder with an elementary school (K-6 and N-8) endorsement must abide by current requirements until the new requirements go into effect in academic year 2017-2018.

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

The Department proposes N.J.A.C. 6A:9A-5.5(a) to strengthen CE educator preparation program requirements by increasing the minimum number instructional hours from 200 to 350, pursuant to N.J.A.C. 6A:9A-5.4, and by requiring CE educator preparation program candidates who begin a program in academic year 2017-2018, or thereafter, to pass a Commissioner-approved performance assessment, which currently is not required. Strengthening program completion requirements will ensure CE candidates have met acceptable minimum requisites similar to CEAS educator preparation program requirements.

The Department proposes N.J.A.C. 6A:9A-5.5(b) to allow a candidate who fails to complete the CE educator preparation program after two years to renew his or her provisional license and to remain in the current CE educator preparation program or be accepted into a new

one. Allowing for a two-year renewal of the provisional license will provide programs flexibility to continue supporting promising candidates in the classroom who have not completed the program within two years.

Proposed N.J.A.C. 6A:9A-5.6 CE educator preparation programs for documented areas of teacher shortage (Current N.J.A.C. 6A:9B-14)

The Department proposes to relocate N.J.A.C. 6A:9B-14 as N.J.A.C. 6A:9A-5.6 to explain approval requirements for CE educator preparation programs for documented areas of teacher shortage.

The Department proposes N.J.A.C. 6A:9A-5.6(a) to allow 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 N.J.A.C. 6A:9A-5.6(b) to authorize the Commissioner to approve CE educator preparation programs for middle school with subject-matter specialization in any document area of teacher shortage and for preschool through grade 12 in any documented area of teacher shortage. This proposal embodies, with significant amendments, N.J.A.C. 6A:9B-14.2(a) and (b), which outline when the Commissioner can approve a CE educator preparation program designed for documented areas of teacher shortages and when the Board of Examiners may issue a CE to a teacher candidate who enrolls in one of the programs. CE educator preparation programs for documented areas of teacher shortages were implemented in 2012 as a pilot program pursuant to P.L. 2012, c.11, which required the Department to create a program to issue science and math endorsements to current teachers who are not already certified in the specific fields. N.J.A.C. 6A:9B-14 describes the rules for this program and other existing programs for documented areas of teacher shortage.

Proposed N.J.A.C. 6A:9A-5.6(a) and (b) offer greater flexibility to CE educator preparation programs in admission and CE requirements when programs can demonstrate to the Department that they will provide supplemental content and pedagogical coursework in candidate's subject area.

The Department proposes N.J.A.C. 6A:9A-5.6(c) to ensure Commissioner-approved programs in the section meet all other CE educator preparation program requirements at N.J.A.C. 6A:9A-3. The Department proposes N.J.A.C. 6A:9A-5.6(c)1 to require a CE educator preparation program for documented teacher-shortage areas to provide to the Commissioner evidence it provides content-specific courses and content-based pedagogy that prepare a candidate to teach in his or her subject area. The proposed rule will ensure all teacher candidates acquire the specific pedagogical skills needed to excel in their respective fields.

The Department proposes N.J.A.C. 6A:9A-5.6(d) to allow the Commissioner to approve CE educator preparation programs designed to prepare candidates to serve in teacher shortage areas. The Department proposes N.J.A.C. 6A:9A-5.6(d)1 to state alternate endorsement requirements for admission into a CE educator preparation programs designed to prepare educators to serve in teacher shortage area. The Department proposes N.J.A.C. 6A:9A-5.6(d)1i to require admission to the CE educator preparation programs for documented areas of teacher shortage to be contingent upon a candidate passing a content-based subject test in lieu of course requirements. The Department proposes N.J.A.C. 6A:9A-5.6(d)1ii to require candidates without the appropriate coursework required for an endorsement to complete alternative program coursework.

The Department proposes N.J.A.C. 6A:9A-5.6(e) to allow subject-specific coursework hours provided by a preparation program designed to prepare candidates to serve in teacher shortage areas to be applied to the minimum 50 hours of pre-professional experience required pursuant to proposed N.J.A.C. 6A:9A-5.3 or to the 350 hours of formal instruction required pursuant to proposed N.J.A.C. 6A:9A-5.4. The proposed rule provides additional flexibility with regard to program requirements for candidates who will be serving in documented areas of teacher shortage.

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, repeals, 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, repeals, and new rules will better prepare novice teachers to handle rigorous work and enable them to be more effective in the earlier years of their careers. The enhanced selectivity and rigor of CEAS and CE educator preparation programs will enhance the professionalism of teaching.

The rules proposed for readoption with amendments, repeals, and new rules will lead to stronger novice teachers 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, repeals, and new rules will provide for a more thorough data collection, which will better inform teacher candidates and school districts about program and hiring decisions as well as pipeline development.

Finally, the rules proposed for readoption with amendments, repeals, and new rules will clarify the Department's expectations and criteria for approval, particularly for CE educator preparation programs, as current rules only minimally describe the criteria and process for approval. As there already is an increasing amount of collaboration across CEAS and CE educator preparation programs, the improved alignment in the rules proposed for readoption with amendments, repeals, and new rules will further encourage and enhance information sharing among providers.

Economic Impact

The rules proposed for readoption with amendments, repeals, and new rules will have a minimal financial impact on individual candidates completing a CEAS educator preparation program. The increased CE educator preparation program course requirements, which are proposed as a two-year program rather than the current one-year program, may increase program costs for candidates with a CE who are enrolled CE educator preparation programs. However, the rules proposed for readoption with amendments, repeals, and new rules do not mandate fee increases. Also, the performance assessment requirement will lead to additional costs for candidates. As the Commissioner has not yet approved a performance assessment provider, the exact cost is unknown.

The rules proposed for readoption with amendments, repeals, and new rules may increase the need for more clinical supervisors and school district cooperating teachers who are already working in the educator preparation program or within the school district to accommodate the longer duration. However, some of the increased costs may be offset by the greater flexibility in

course requirements. Costs to school districts may be offset by a reduction in school district-specific training costs if a school district chooses to hire a clinical intern who has completed a full school year of clinical practice rather than just a semester.

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, repeals, and new rules.

Agricultural Impact

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

Federal Standards Statement

The rules proposed for readoption with amendments, repeals, and new rules will further align New Jersey's regulations with Federal requirements under the No Child Left Behind Act (PL 107-110) and ensure New Jersey's public school system prepares students for postsecondary education and the 21st century workplace. The rules proposed for readoption with amendments, repeals, and new rules are in compliance with Federal regulations.

Regulatory Flexibility Statement

A regulatory flexibility analysis is not required because the rules proposed for readoption with amendments, repeals, and new rules do not impose recording, recordkeeping, or other compliance requirements on small businesses as defined in the Regulatory Flexibility Act, N.J.S.A. 52:14B-16 et seq. The rules proposed for readoption with amendments, repeals, and new rules solely impact school districts and educator preparation programs in New Jersey.

Housing Affordability Impact Analysis

There is no anticipated impact on the cost of housing as a result of the rules proposed for readoption with amendments, repeals, and new rules, which solely impact school districts and educator preparation programs in New Jersey.

Smart Growth Development Impact Analysis

The rules proposed for readoption with amendments, repeals, and new rules will have no impact on the cost of housing, the number of housing units, or new construction within Planning Areas 1 and 2, or within designated centers, under the State Development and Redevelopment Plan. The rules proposed for readoption with amendments, repeals, and new rules solely impact school districts and educator preparation programs in New Jersey.

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

N.J.A.C. 6A:9A, NEW JERSEY EDUCATOR PREPARATION PROGRAMS

TABLE OF CONTENTS

SUBCHAPTER 1. [(RESERVED)] SCOPE AND PURPOSE

6A:9A-1.1 Scope

6A:9A-1.2 Purpose

SUBCHAPTER 2. DEFINITIONS

6A:9A-2 Definitions

**SUBCHAPTER 3. [STANDARDS FOR NEW JERSEY] EDUCATOR PREPARATION
PROGRAMS IN HIGHER EDUCATION] PROGRAM APPROVAL**

**6A:9A-3.1 [Requirements and standards for the approval of professional education] **Approval
criteria of educator preparation** programs [preparing educational personnel]**

6A:9A-3.2 Approval process for educator preparation programs

SUBCHAPTER 4. CEAS EDUCATOR PREPARATION PROGRAMS

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

**6A:9A-[3.2]4.2 [Curriculum for teacher] CEAS educator preparation program[s] **course
requirements****

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

**6A:9A-[3.3]4.4 [Supervision of practicum students] **Clinical component and candidate
supervision for CEAS educator preparation programs****

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

6A:9A-[3.4]4.6 Post-baccalaureate and graduate-level [teacher] **educator preparation programs**

SUBCHAPTER 5. CE EDUCATOR PREPARATION PROGRAMS

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

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

6A:9A-5.3 Pre-professional component for CE educator preparation programs

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

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

6A:9A-5.6 CE educator preparation programs for documented areas of teacher shortage

CHAPTER 9A. NEW JERSEY EDUCATOR PREPARATION PROGRAMS

SUBCHAPTER 1. [(RESERVED)] SCOPE AND PURPOSE

6A:9A-1.1 Scope

This chapter sets forth the rules governing the approval of CEAS and CE educator preparation programs and their content. It also contains the rules governing the preparation of educators and candidates that is required for certification.

6A:9A-1.2 Purpose

- (a) The purpose of this chapter is to establish a system of educator preparation programs that continuously serves to improve the quality of instruction for New Jersey's children preparing them 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 Core Curriculum Content Standards (CCCS).**

SUBCHAPTER 2. DEFINITIONS

6A:9A-2.1 Definitions

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

SUBCHAPTER 3. [STANDARDS FOR NEW JERSEY] EDUCATOR PREPARATION
[PROGRAMS IN HIGHER EDUCATION] PROGRAM APPROVAL

6A:9A-3.1 [Requirements and standards for the approval of professional education]

Approval criteria of educator preparation programs [preparing educational personnel]

- [(a) The Department shall establish a three-tiered system of program approval to include program approval committees, a State Program Approval Council, and final approval through the Department as follows:
1. The Department shall appoint program approval committees for each certificate area to recommend appropriate action regarding the addition of a new or substantially revised certification program to the State Program Approval Council based on documents and evidence of meeting program standards as specified in this subchapter.
 - i. The program approval committees shall be comprised of three members representing higher education and K-12 school districts who have expertise in the certification program under review.
 2. The Commissioner shall appoint a State Program Approval Council comprised of 11 members, including six higher education representatives and five P-12 practitioners.
 - i. The Council shall advise the Commissioner on matters pertaining to higher education teacher, administrator, and educational service personnel preparation quality issues;

- ii. The Council shall coordinate the peer review program approval process for initial and substantially revised programs and the periodic review of programs;
 - iii. The Council shall review program information required for the periodic review of programs and recommend appropriate action regarding the program's status; and
 - iv. The Council shall make final recommendations regarding approval of programs to the Department.
 3. Based on the recommendation of the State Program Approval Council, the Department shall take appropriate action regarding program approval.]
- [(b)] (a) The [Department] **Commissioner** shall approve all [professional] educator preparation programs [leading] **designed to lead** to State certification, [in New Jersey institutions of higher education. The scope of program approval shall include] **including: educator preparation** programs from **higher education** institutions chartered in the State[, as well as] and programs that have a physical presence in New Jersey [and] **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.**
- (b) [Program] **Educator preparation program** approval shall be based on the following [criteria]:
1. Compliance with State [professional standards for teachers and school leaders] **Professional Standards for Teachers and Professional Standards for School Leaders** as established in N.J.A.C. 6A:9-3.3 and 3.4;

- [2. Compliance with State content-specific professional standards by licensure area that will be implemented by the Department for its review of new or substantially revised programs;
3. Program documentation for the initial review and approval of all new or substantially revised programs shall include, but not be limited to:
 - i. A summary of the proposed program;
 - ii. The program framework and guiding principles;
 - iii. Program alignment to the professional content standards;
 - iv. Description of the field experiences;
 - v. Description of student performance assessments and evidence of program outcomes;
 - vi. Program faculty resumes; and
 - vii. Course syllabi and program curriculum;
4. The following documentation shall be reviewed by the State Program Approval Council and be used for the periodic review and approval for continuation of all preparation programs in conjunction with the institution's national accreditation:
 - i. Data on candidates' performance on program based assessments at program completion;
 - ii. Numbers of educator candidates prepared in critical shortage areas and from diverse backgrounds;
 - iii. Placement and retention rates;
 - iv. Data on candidates' performance at the end of the provisional period;
 - v. Praxis scores and pass rates;
 - vi. Follow-up survey of graduates and employers; and
 - vii. Where relevant, P-12 student achievement data;

5. Accreditation by a national accrediting body recognized by the Council on Higher Education Accreditation and approved by the Commissioner; and
6. Compliance with requirements in (c) below.]

2. Accreditation:

- i. **For CEAS educator preparation programs, accreditation through NCATE, the TEAC, the CAEP, or any other professional education accreditation body recognized by the CHEA or approved by the Commissioner;**
- 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 accreditation body recognized by the CHEA or approved by the Commissioner.**

3. Compliance with educator preparation program requirements in this chapter or in N.J.A.C. 6A:9B, as applicable; and

4. Performance, as indicated by the required documentation in N.J.A.C. 6A:9A-3.2(f), for operating programs.

[(c) Higher education institutions that prepare educators shall be required to have programs approved as follows:

1. All new or revised educator programs must secure initial approval from the Department prior to implementation;
2. All educator programs must undergo a periodic program review every seven years at least six months prior to the national accreditation process;
3. All programs must obtain accreditation through the National Council for the Accreditation of Teacher Education, the Teacher Education Accreditation

Council, or any other national professional education accreditation body recognized by the Council on Higher Education Accreditation and the Commissioner.

- i. Institutions of higher education preparing professional educators that fail to obtain national accreditation shall forfeit State approval to offer professional educator preparation programs leading to certification.
- ii. The State shall withdraw approval for any institution of higher education preparing professional educators that fails to meet the conditions in (c)3i above.

(d) Formal admission to teacher preparation programs shall be reviewed by colleges and universities at the beginning of the junior year and shall be granted only if:

1. The average cumulative GPA of the accepted cohort of candidates as of September 1, 2015, is at least 3.00 when a grade point of 4.00 equals an A grade for the first two years of college and each accepted individual candidate shall achieve at least a 2.75. Candidates admitted prior to September 1, 2015, shall have maintained an individual cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade for the first two years of college. Institutions may require higher minimum GPAs for entry into teacher preparation programs;
2. The accepted candidates achieved acceptable levels of proficiency in the use of the English language, both oral and written, and mathematics. Students with deficiencies in these areas upon admission to college shall be required to demonstrate proficiency through an oral or written assessment by the beginning of the junior year. As of September 1, 2015, all accepted candidates shall have achieved a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, or score at least a

1660 combined critical reading, writing, and mathematics on the SAT, at least a 23 on the ACT, or at least a 4.0 on the analytical writing section and a combined score of 310 on the quantitative and verbal sections of the GRE; and

3. The accepted candidates demonstrated aptitude for the profession of teaching through successful completion of an appropriate practical experience in an elementary or secondary school.
- (e) The college or university faculty shall evaluate each student at the end of the semester prior to student teaching. The faculty evaluation shall be based on a comprehensive assessment of relevant indicators that include:
1. An individual cumulative GPA of at least 3.00 when a grade point of 4.00 equals an A grade; and
 2. Acceptable levels of teaching proficiency in junior field experience as indicated by the evaluation reports of college and school faculty. Such evaluations shall be communicated to the student and shall be included in the student's permanent file.
- (f) Colleges and universities shall assure that only students who have met the requirements in (d) above be assigned to student teaching.
- (g) Colleges and universities shall recommend for certification to the Department only students who have completed the State-approved certification program and have:
1. Completed all requirements as described in N.J.A.C. 6A:9B-8.1(a) and (c).
Colleges and universities are not required to apply exceptions outlined in N.J.A.C. 6A:9B-8.1(a)2i, iii, or iv, but may do so at their discretion.
 2. Demonstrated continued competence, aptitude, motivation, and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college/university and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file.

3. For students who graduate after September 1, 2016, passed a Commissioner-approved performance-based assessment of teaching.
- (h) At the request of the Department, institutions shall submit teacher preparation program data at a program level.
 - (i) All requirements shall be applied equitably and in a non-discriminatory manner to all students, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals.
 - (j) Colleges and universities shall develop appropriate procedures for placing on probation and dismissing from the program students who fall below minimum requirements before graduation, and shall incorporate into the procedures methods for appeals by students.
 - (k) Colleges and universities shall make recommendations for issuance of a CEAS for students completing an approved teacher preparation program.
 - (l) Colleges and universities shall inform the Department when a student has successfully completed the approved program and is being recommended to the Department for issuance of the CEAS by the Board of Examiners provided the student has passed a State test pursuant to N.J.A.C. 6A:9B-8.1(a)4. Colleges and universities shall have up to one year from the date of completion of the approved program to recommend a student to the Department for issuance of a certificate.
 - (m) Colleges and universities shall align their programs with the Professional Standards for Teachers.
 - (n) With the exception of special education approved programs, colleges and universities shall inform the Department of students who have matriculated in programs approved prior to January 20, 2004. Students who matriculated as juniors in fall 2004 and spring 2005 shall have completed all requirements at N.J.A.C. 6:11-7 by September 1, 2007.

Candidates who did not complete all requirements at N.J.A.C. 6:11-7 by September 1, 2007, shall fulfill the requirements at N.J.A.C. 6A:9A-3.

- (o) Colleges and universities shall inform the Department of students who matriculated in special education programs approved prior to January 20, 2004. This includes students who matriculated as freshman in fall 2003. Candidates who did not complete all of the requirements at N.J.A.C. 6:11-7 by September 1, 2008, shall fulfill the requirements at N.J.A.C. 6A:9A-3. These teachers shall be considered novice teachers and shall be required to complete a year of formal mentoring.
- (p) Requirements in (d) through (g) above shall be considered minimum requirements. Colleges and universities may require higher GPAs and higher levels of proficiency for program admission, student teaching, and recommendation for certification.]
- (c) **If the program provider currently operates an educator preparation program, the Commissioner may consider data and performance evidence from the program provider's operating educator preparation program(s) before approving any new program under the same program provider.**

[6A:9A-3.2 Curriculum for teacher preparation programs] *Recodified as N.J.A.C. 6A:9A-4.2; text shown in new location*

6A:9A-3.2 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) All new or substantially revised educator preparation programs shall secure approval from the Commissioner prior to implementation.**
- 1. If changes are made to the educator preparation program's course content or requirements, or clinical component structure or requirements, the program shall be considered substantially revised.**
- (d) The Commissioner shall re-approve all educator preparation programs at least every seven years and has the authority and discretion to periodically review educator preparation programs more frequently at his or her discretion.**
- (e) The Commissioner shall withdraw approval or require an educator preparation program to take corrective action if he or she determines the program has failed, or is at risk of failing, to meet the criteria in N.J.A.C. 6A:9A-3.1(b).**
- (f) Documentation for the Commissioner's periodic review of educator preparation programs shall include, but not be limited to, the following:**

1. **Candidate performance assessment scores and pass rates;**
2. **Numbers 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 relevant;**

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 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.**
 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 from the program, candidates who fall below minimum requirements before graduation, including procedures for student 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 candidate has completed the CEAS requirements; and**
 - 6. Submission of educator preparation program data at the Department's request.**

6A:9A-[3.2]4.2 [Curriculum for teacher] CEAS educator preparation program[s] course requirements

- (a) The **CEAS educator** preparation program [for all] **designed to lead to** instructional certificates shall include: [the provisions in (a)1 through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below, and candidates seeking special education endorsements shall comply with requirements in (c), (d), (e) or (f) below.

1. A minimum of 60 semester credit hours of general education including electives. General education courses shall be distributed among the arts, humanities, mathematics, science, technology and the social sciences. There must be some study in each area. Study in technology may include topics such as educational technology and tools, the history of technology and the sociological impact of technological advancement which would contribute to the general technological literacy of students. The purpose of general education is to develop the prospective teacher as an educated person rather than to provide professional preparation. This component of the program shall exclude courses that are clearly professional or career and technical in nature;
2. A major in the arts, humanities, social sciences, mathematics, science or technology disciplines;
3. A minimum of 90 credits of the total program distributed among general education and the academic major;]

[4.] 1. A [sequence of courses] **curriculum** devoted to [professional] **educator** preparation **that builds upon the content knowledge and skills of the individual candidate**. [Study must be devoted to the behavioral/social sciences, the teaching of literacy and numeracy, educating linguistically diverse and special education students, and, effective May 31, 2010, integrating educational technology and tools into the curriculum and classroom. Some of these areas may be included in the professional or liberal arts components of the program consistent with (a)1 above. The professional component of the undergraduate program shall be aligned with the Professional Standards for Teachers as specified in N.J.A.C. 6A:9-3.3 and shall provide students, normally beginning in the sophomore year, with practical experiences in an elementary, middle or

secondary school setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a student teaching experience; and

5. A student teaching experience. School districts have a responsibility, as part of the continuum of professional education and development, for accepting and placing student teachers. This shall be the equivalent of a full-time experience of one semester's duration and shall be included within the professional component. The student teacher shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher. A State-approved Master of Arts in Teaching (MAT) program must ensure that its graduates have completed one of the following:

- i. A student teaching experience through the MAT program;
- ii. A student teaching experience through a State-approved teacher preparation program;
- iii. A standard State instructional certificate; or
- iv. One-year of successful teaching experience under a valid out-of-State license or certificate.]

2. **The clinical component of the program shall be aligned with the Professional Standards for Teachers as specified in 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:9A-4.4.**

[(b) The preparation program for the Preschool through Grade 3 endorsement also shall include the following:

1. A minimum of 13 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.1(e). The professional component of the undergraduate program shall,

beginning in the sophomore year, provide students with practical experience in a preschool or kindergarten setting and in a first, second or third grade setting.

These opportunities shall increase in intensity and duration as the student advances through the program and culminate with an early childhood education student teaching experience; and

2. The student teaching experience shall be in an early childhood education setting.

(c) The preparation program for the Students with Disabilities endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(e)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(d) The preparation program for the Deaf or Hard of Hearing with Oral/Aural Communication endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(g)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

- (e) The preparation program for the Blind or Visually Impaired endorsement also shall include the following:
1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(f)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and
 2. The student teaching experience shall include a special education component.
- (f) The preparation program for the Deaf or Hard of Hearing endorsement with sign language also shall include the following:
1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(h)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and
 2. The student teaching experience shall include a special education component.
- (g) Colleges/universities may develop dual certification programs that incorporate the requirements listed in (a) and either (b), (c), (d), (e), or (f) above. Requirements may be completed through integrated study across the curriculum. When appropriate, coursework may serve to fulfill one or more of the curriculum requirements listed in (a) through (f) above. Candidates shall be certified in the both endorsement areas.]

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

- (a) A candidate who starts a CEAS educator preparation program in or after academic year 2015-2016 shall be admitted only if he or she meets the GPA and basic skills requirement in (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:**

 - i. Each accepted individual candidate shall achieve at least a 2.75 GPA.**
 - ii. 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 candidate for a post-baccalaureate or graduate degree shall hold a bachelor's degree from a regionally accredited college or university, except candidates enrolled in a combined bachelor's and graduate-degree program may be pursuing a bachelor's degree from a regionally accredited college or university.**
- (d) The candidate shall have achieved a 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. 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 minimum score established by the Commissioner on the SAT, ACT, or GRE pursuant to (d)2i 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 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.

6A:9A-[3.3]4.4 [Supervision of practicum students] 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 starting clinical practice in academic year 2018-2019, or thereafter, 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.**
 - iii. Shall 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) For candidates starting clinical practice in academic year 2018-2019, or thereafter, clinical practice shall occur:**
 - 1. During two consecutive 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; and**
 - 2. At the same school site for the entire experience, if possible. The clinical practice shall include at least 175 hours to occur throughout the first semester and progress to full time by the start of the second semester.**
- (d) The candidate shall be placed within the endorsement subject he or she will pursue for certification and under the direct and continuous personal supervision of an appropriately certified cooperating teacher.**
- (e) School districts shall be responsible for accepting and placing clinical interns as part of the continuum of professional education and development.**
- [(a)] (f) [Collegiate faculty assigned to supervise students] A clinical supervisor shall:**

1. Have had experience supervising, consulting, or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting; and
2. Be [full-time faculty members or part-time faculty] **employed by the program or university** with demonstrated expertise in the field [they are] **he or she is** supervising.

[(b)] (g) [Collegiate] **Clinical** supervisors [of student teachers] shall [be] **observe each** assigned [supervisory loads that permit observation of each student] **candidate at least** once every other week **during the candidate's semester of full-time clinical practice.**

[(c)] (h) [District faculty] **A school district cooperating teacher** assigned to [supervise teacher] **guide and direct** candidates shall:

1. Be approved by the [principal and district office] **chief school administrator or his or her designee** with input from the teacher candidate's [preparing institution of higher education] **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 appropriate certification that coincides with the area of instruction for which the candidate is being prepared; [and]
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 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 most recent evaluation as determined by his or her supervisor.

[(d)] (i) [District] **School district** cooperating teachers shall:

- 1. [provide] Provide continuous [supervision] guidance and direction and weekly conferences to assist [teacher] candidates in professional development[. For purposes of this subsection, “cooperating teacher” means a practicing certified experienced teacher who is assigned responsibility for the instruction, supervision and assessment of teacher candidates during clinical field experiences.]; and**
- 2. Consult the chief school administrator or his or her designee regarding the candidate’s placement; however, the chief school administrator or his or her designee shall make all final placement decisions regarding candidate and cooperating teacher pairings.**

[(e)] (j) [Institutions of higher education preparing teachers] **CEAS educator preparation programs** shall make available to [the] 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 exceptions outlined in N.J.A.C. 6A:9B-8.1(a)2i, iii, or iv; 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 to the Department for issuance of a certificate.**

6A:9A-[3.4]4.6 Post-baccalaureate and graduate-level educator preparation programs

- (a) [A teacher] **An educator** preparation program at a post-baccalaureate or graduate level, [that leads to a recommendation for a CEAS in instructional fields pursuant to N.J.A.C. 6A:9B-8.1 and 10 shall require its students to meet the following requirements] **including a State-approved Master of Arts in Teaching (MAT), shall meet all of the requirements in this subchapter and in N.J.A.C. 6A:9A-3.**
- 1. Hold a bachelor's degree from a regionally accredited college or university;**
 - 2. Complete all requirements as described in N.J.A.C. 6A:9B-8.1(a) and (c).**
Colleges and universities are not required to apply exceptions outlined in N.J.A.C. 6A:9B-8.1(a)2i, iii, or iv, but may do so at their discretion;

3. Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field from a regionally accredited college or university. Candidates completing preschool and elementary school teacher preparation programs must present a major in liberal arts, science, dual content or interdisciplinary academic majors or 60 semester hour credits in liberal arts or science;
4. Demonstrate continued competence, aptitude, motivation and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file;
5. Complete a student teaching experience in an early childhood, elementary or secondary setting; and
6. For students who graduate after September 1, 2016, pass a Commissioner-approved performance-based assessment of teaching.]

(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 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 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.
 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. 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 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 has completed by the start of the program the requirements for a CE, including the endorsement requirements listed in N.J.A.C. 6A:9B-9.
1. Candidates in programs for documented areas of teacher shortage shall complete the endorsement requirements in 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 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 CE educator preparation programs

- (a) Effective for candidates starting the CE educator preparation program in academic year 2017-2018, or thereafter, the program shall ensure the candidate completes 50 hours of pre-professional experience, which occurs prior to the candidate's full-time professional teaching experience. The pre-professional experience shall include at least:
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 hours or up to six semester-hour credits from another educator preparation program approved pursuant to N.J.A.C. 6A:9A-3 or N.J.A.C. 6A:9B-8.2(b);**
 2. **Curriculum devoted to professional educator preparation 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 minimum hours of instruction, pursuant to N.J.A.C. 6A:9A-5.4; and

2. **Effective for candidates who begin a program in academic year 2017-2018, or thereafter, 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 provisional license, pursuant to N.J.A.C. 6A:9B-8.5, and may either remain in his or her current program or apply and be accepted to a new CE educator preparation program.**

6A:9A-5.6 CE educator preparation programs for documented areas of teacher shortage

- (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.**
- (b) **The Commissioner may approve CE 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) **The Commissioner may approve CE educator preparation programs that meet all requirements described in N.J.A.C. 6A:9A-3.**
 1. **In addition to the documentation in N.J.A.C. 6A:9A-3.3(b) demonstrating alignment to and compliance with this chapter, programs approved pursuant to this section also shall demonstrate to the Commissioner evidence the program provides 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.

(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 or 350 formal instructional hours required pursuant to N.J.A.C. 6A:9A-5.4.