

**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 readoption with amendments was considered at Second Discussion Level.

Topic: Professional Development for
Teachers and School Leaders

Meeting Date: June 3, 2015

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

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 members of the public and the Department's responses. Each commenter is identified at the end of the comment by a number that corresponds to the following list:

1. Jennifer Keyes-Maloney
Assistant Director of Government Relations, N.J. Principals and Supervisors Association
2. Francine Pfeffer
Associate Director of Government Relations, N.J. Education Association
3. Dr. Lynn DeCapua
Dean, Georgian Court University
4. Cynthia Rice
Senior Policy Fellow, Advocates for Children of N.J.

1. **COMMENT:** The commenter recommended that N.J.A.C. 6A:9C-4.4(c)2, which requires a teacher's individual professional development plan (PDP) to include only one of the following: an individual, collaborative team, school, or school district improvement goal, be amended to require each teacher's PDP to include all of the goals instead of just one. **(1)**

RESPONSE: The Department agrees with the commenter that professional development should be linked to team-based growth efforts and embedded in school and school district goals. Cognizant that candidates are required to complete only 20 hours of professional development per their PDP, the Department does not want to create an unrealistic burden by requiring each PDP to include all of the stated goals. The rule, as proposed, sets a minimum of two goals but does not preclude a teacher and supervisor from developing additional goals.

2. **COMMENT:** The commenter expressed concern the Department is making changes to professional development requirements without the input of the State Committee on Professional Learning. **(1)**

RESPONSE: The Department maintains proposed amendments to N.J.A.C. 6A:9C are primarily organizational and technical and do not substantively change professional development requirements. Therefore, the Department deemed it unnecessary to consult the State Committee on Professional Learning regarding insubstantial changes.

3. **COMMENT:** The commenter recommended at N.J.A.C. 6A:9C-4.3, which contains the rules regarding the development and implementation of school leaders' individual professional development plans, to require school leaders who supervise teachers of preschool through grade three (P-3) to engage in professional learning unique to the needs of the P-3 community. (4)

RESPONSE: The Department at this time will not amend the professional development requirements for school leaders. The Department will consider the commenter's recommendation as it continues to study best professional development practices.

4. **COMMENT:** The commenter questioned proposed amendments at recodified N.J.A.C. 6A:9C-4.5(a), specifically the change from "shall" to "may" with regard to the list of tasks the State Committee on Professional Learning is authorized to perform, as well as the proposal of N.J.A.C. 6A:9C-4.5(a)8, which would allow the State Committee on Professional Learning to perform other functions as assigned by the Commissioner. The commenter said the change from "shall" to "may" devalues the role of the committee and proposed N.J.A.C. 6A:9C-4.5(a)8 could lead to the State Committee on Professional Learning functioning as an arm of the Commissioner and not a representative body focused on professional learning. (2)

RESPONSE: The Department is not amending the provision at recodified N.J.A.C. 6A:9C-4.5(a) that the State Committee on Professional Learning shall advise" the Commissioner on professional development requirements. The proposed amendment from "shall" to "may" refers to the tasks assigned to the State Committee on Professional Learning. Use of "shall" with regard to stated tasks implies that the State Committee on Professional Learning must perform all of the listed tasks. However, the tasks listed are merely examples of the types of actions the Committee may perform and are in no way meant to be exhaustive.

The Department values the input of the State Committee on Professional Learning and proposed N.J.A.C. 6A:9C-4.5(a)8 is meant only to extend the committee's influence on policy and practice and to ensure the list of tasks does not unduly limit its role. Thus, the Department proposes to amend the rule to "Advise on other matters related to professional learning as requested by the Commissioner."

Administrative Code text, with the above-proposed amendments, is included in Agency-initiated Change 5.

5. **COMMENT:** The commenter said the Department should extend and provide funds for two years of high-quality, differentiated mentoring, which is currently required for only the first year a provisional teacher is serving in a school district pursuant to N.J.A.C. 6A:9C-5.1(c), if the provisional teaching period is extended to two years. (2)

RESPONSE: While the Department encourages extended mentoring supports, it hopes to work with the NJEA and other stakeholders outside of the regulatory process to encourage and assist school districts in enacting extended mentoring practices.

6. **COMMENT:** The commenter expressed surprise about the increasing reliance on initial teacher training yet there are no Administrative Code requirements for in-service mentoring or induction into the teaching profession. (3)

RESPONSE: The Department maintains that high-quality mentoring should be a crucial part of a teacher’s induction. For this reason, the Department requires all provisionally certified teachers to complete at least one year of mentoring before becoming eligible for the standard certificate. The rules detailing the mentoring experience, including school district, mentor, and mentee responsibilities, appear at N.J.A.C. 6A:9C-5.

Summary of Agency-initiated Changes:

1. The Department proposes at N.J.A.C. 6A:9C-1.2(b), which establishes educator development occurs along a continuum of rigorous pre-professional preparation, certification, and professional development to better prepare educators, to delete “better” because it is unnecessary.

(b) Educator development occurs along a continuum of rigorous pre-professional preparation, certification, and professional development to [[better]] prepare educators.

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.

2. The Department proposes throughout N.J.A.C. 6A:9C-3 and proposed N.J.A.C. 6A:9C-4, which contain the components and standards for professional learning as well as the rules regarding development and implementation of school, school district, and individual professional development plans, to replace “professional development,” “professional development activities,” and “professional learning activities” with “professional learning” when the rule references the experiences, opportunities, or actions associated with engaging in professional development. To reflect the terms’ uses within the preschool through grade twelve (P-12) community, the Department will refer to the structure and requirements associated with professional development as “professional development” and will refer to the experiences, opportunities, and actions associated with engaging in professional development as “professional learning.”
3. The Department proposes at recodified N.J.A.C. 6A:9C-3.2(c), which currently states what must be incorporated into professional learning, to not replace a “[p]rofessional learning” with “[a]ctivities” as previously proposed (see Agency-initiated Change 2 for rationale).

[(d)] (c) [Professional learning] [[Activities]] **Professional learning** shall

incorporate coherent, sustained, and [evidenced] **evidence**-based strategies that

improve educator effectiveness and student achievement, [including] **such as** job-

embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

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.

4. The Department proposes recodified N.J.A.C. 6A:9C-3.2(d), which currently allows professional development to be supported by external expert assistance or additional activities, to replace "[p]rofessional development" with "[p]rofessional learning" at the beginning of the sentence (see Agency-initiated Change 2 for rationale) rather than with "[a]ctivities" as previously proposed. The Department also proposes to replace "activities" before "that:" with "experiences." "Activities" connotes finite experiences, while professional learning occurs on a continuum. Therefore, "experiences" is more precise. The Department proposes the same amendment at recodified N.J.A.C. 6A:9C-4.4(a) and (h). The Department also proposes at recodified N.J.A.C. 6A:9C-3.2(d)3, which allows additional professional learning to include a litany of experiences, to delete "participate in" before "courses," because it is unnecessary.

[(e)] (d) [Professional development] [[Activities]] **Professional learning** may be supported by external expert assistance or additional [[activities]] **experiences**

that:

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

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 at N.J.A.C. 6A:9C-4.5, which contains the rules regarding the State Committee on Professional Learning, to amend the name of the committee in the heading and throughout the section to "State Professional Learning Committee." The Department has heard from committee members that State Professional Learning

Committee is a more suitable name. The Department also proposes to amend the name of the committee at N.J.A.C. 6A:9C-4.1(a)3. The Department also proposes at N.J.A.C. 6A:9C-4.5(b), which stipulates the composition of the State Professional Learning Committee, to add “at least” before “16” to allow the Commissioner to appoint additional members, if appropriate.

6A:9C-[3.1]4.1 General provisions

(a) The purpose of this subchapter is to [govern required] **describe requirements**

for:

1. **District- and school-level professional development plans;**
2. **Individual** professional development for active teachers and [school leaders] **administrators; and**
3. **The State [[Committee on]] Professional Learning **Committee**.**

6A:9C-[3.10]4.5 State [[Committee on]] Professional Learning **Committee**

(a) The State [[Committee on]] Professional Learning **Committee** shall advise the Commissioner on the professional development requirements for teachers and school leaders as defined in this subchapter. Specifically, the Committee [shall] **may:**

1. Develop and recommend a periodic review process for school district **plans for** professional development [plans] for districts in need of improvement to ensure that professional learning opportunities: address the CCCS; are aligned to the professional standards in N.J.A.C. 6A:9C-3.3; and target teacher and school leader professional learning needs as identified in the school district performance report;
2. Develop and recommend updated [professional standards] **Professional Standards** for [teachers] **Teachers** and [school leaders] **Professional Standards for School Leaders;**

3. Review the implementation of professional development requirements for teachers and school leaders, and provide recommendations [for implementation];
4. Develop and recommend a periodic audit process for school district mentoring plans to assure mentoring plans requirements pursuant to N.J.A.C. 6A:9B-8.4] **9C-5** are met;
5. Review research, best practices, and practitioner feedback, and provide ongoing recommendations to ensure professional development requirements continue to support teachers and school leaders in improving their practice to enable students to achieve high academic standards;
6. Recommend and develop guidance for the implementation of teachers' and [school leaders' professional development plans] **administrators' individual PDPs** to assure plans address the CCCS, align to the [professional standards] **Professional Standards** for [teachers] **Teachers** and [school leaders] **Professional Standards for School Leaders**, and reflect State, **school** district, and individual educator needs; [and]
7. Recommend criteria for school district use in the selection of professional development providers[.]; **and**
8. **[[Perform other functions]] Advise on other matters related to professional learning as [[assigned]] requested by the Commissioner.**

(b) The State [[Committee on]] Professional Learning **Committee** shall consist of **at least** 16 appointed members. The Commissioner or his or her designee shall serve on the Committee as an ex-officio member. Initial committee appointments shall be made as follows: five shall be appointed for one-year terms, five shall be appointed for two-year terms, and six shall be for three-year terms. Each member shall serve a term of three years, renewable only for a second term. However, the

10 members who will occupy the initial abrogated terms shall be eligible to serve two additional full terms. When a membership vacancy or change in a member's representation status occurs, the Commissioner shall appoint a new representative from the appropriate constituency to fill the vacancy, **but the State** [[Committee on]] **Professional Learning Committee** may carry out its responsibilities in the interim.

- (d) The State [[Committee on]] Professional Learning **Committee** shall replace the Professional Teaching Standards Board and the [Professional Development] **State Advisory Committee on Professional Development** for [school leaders] **School Leaders** for the purpose of meeting the statutory requirements in N.J.S.A.

18A:26-2.9 and 18A:26-8.2, respectively.

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

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

Proposal
June 3, 2015

DAVID C. HESPE
Commissioner

TO: Members, State Board of Education

FROM: David C. Hespe, Commissioner

SUBJECT: N.J.A.C. 6A:9C, Professional Development for Teaching Staff Members and School Leaders

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 standards for instruction and holds teachers accountable for meeting the standards through improved student assessments and educator evaluations, the Department must ensure new teachers are prepared to meet the increased demands. Fostering a system of high-quality professional development that both supports novice teachers in their transition into the profession and recognizes the ongoing need for professional learning for all educators is a key mechanism for improved educator effectiveness and improved student outcomes.

The Department proposes to readopt N.J.A.C. 6A:9C, Professional Development for Teaching Staff Members and School Leaders, with amendments for professional development and teacher mentoring. The Department proposes to reorganize the rules outlining professional development standards and amend them for structural clarity as more substantive amendments were recently adopted based on feedback from educators and stakeholders. Revised professional development rules were adopted by the State Board of Education on June 5, 2013, and updated mentoring rules were adopted on April 2, 2014.

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 July 14, 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 amend the chapter’s title from “Professional Development for Teaching Staff Members and School Leaders” to “Professional Development” to align it with the titles of N.J.A.C. 6A:9, Professional Standards, N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs, and N.J.A.C. 6A:9B, State Board of Examiners and Certification, which just list the subject and not the educators to whom the topic applies.

The Department proposes throughout the chapter to replace “school leaders” with “administrators.” “School leaders” is an imprecise term; “administrators” includes school and school district leaders who hold an administrative certificate with an administrator, principal, or supervisor endorsement.

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

Proposed Subchapter 1. Scope and Purpose

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

The Department proposes this section to provide the chapter’s scope, which is the rules governing the professional development of active teachers and school and school district leaders, as well as the rules governing teacher mentoring required for certification and under the TEACHNJ Act (N.J.S.A. 18A:6-127).

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

The Department proposes this section to provide the chapter’s purpose, which is to set forth requirements for a system of high-quality professional development that continuously serves educators’ professional learning and practice in support of positive learning outcomes for all New Jersey students and to support improved student achievement of the Core Curriculum Content Standards (CCCS). Educator development occurs along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators.

Subchapter 2. Definitions

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

The section explains that all definitions in N.J.A.C. 6A:9-2.1 also apply to this chapter.

Subchapter 3. Required Professional Development for Teachers and School Leaders

This subchapter contains rules governing what constitutes professional development, requirements for individual professional development planning and implementation for teachers and school and school district leaders, and requirements for district- and school-level professional development planning and implementation.

The Department proposes to amend the heading from “Required Professional Development for Teachers and School Leaders” to “Professional Development Components and Standards for Professional Learning” to more accurately reflect the content of the subchapter as proposed.

N.J.A.C. 6A:9C-3.1 General provisions

This section describes the individuals and entities to whom the professional development rules apply.

The Department proposes to recodify N.J.A.C. 6A:9C-3.1 as N.J.A.C. 6A:9C-4.1. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9B-4.1.

Proposed N.J.A.C. 6A:9C-3.1 Components and standards

The Department proposes to recodify N.J.A.C. 6A:9C-3.3(b), which states the standards in N.J.A.C. 6A:9C-3.3(a)1 through 7 serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development, as new N.J.A.C. 6A:9C-3.1.

The Department proposes to replace “[t]he standards in (a)1 through 7 above” with “[t]he subchapter’s components and standards” because the entire subchapter, as proposed, and not just the list of standards in N.J.A.C. 6A:9C-3.3(a), will guide professional development. The Department also proposes to replace “professional development” with “a system of high-quality professional development” to clarify that professional development is part of a continuous and ongoing system of support and not isolated.

N.J.A.C.6A:9C-3.2 Definition of professional development

The section establishes the basic components that comprise an educator’s professional development.

The Department proposes in the section heading to replace “Definition” with “Components” to better reflect the section’s contents as proposed.

The Department proposes an amendment at N.J.A.C. 6A:9B-3.2(a), which requires professional development to be comprised of professional learning opportunities aligned with student learning and educator development needs, and school, school district, and/or State improvement goals, to delete “be comprised of professional learning opportunities.” The Department further proposes at N.J.A.C. 6A:9B-3.2(a) to require professional development also to align with the Professional Standards for Teachers, the Professional Standards for School Leaders, and the standards for professional learning, all of which currently is required at N.J.A.C. 6A:9C-3.2(f). Since both rules stipulate to what professional development must align, the Department proposes to delete N.J.A.C. 6A:9C-3.2(f) and include its provisions in N.J.A.C. 6A:9B-3.2(a).

The Department proposes to delete N.J.A.C. 6A:9C-3.2(b), which requires professional development to have as its primary focus the improvement of teachers’ and school leaders’ effectiveness in assisting all students to meet the CCCS. Instead, the Department proposes to add to the next subsection additional language regarding improved practice.

The Department proposes to recodify N.J.A.C. 6A:9C-3.2(c), which requires professional development to include the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on evaluating student learning needs and defining a clear set of educator learning goals, as N.J.A.C. 6A:9C-3.2(b). The Department further proposes to replace “shall include” with “shall encompass a broad range of professional learning that contributes to improved practice, including, but not limited to:” and to recodify the remainder of N.J.A.C. 6A:9C-3.2(b) as N.J.A.C. 6A:9C-3.2(b)1. The Department also proposes to recodify current N.J.A.C. 6A:9C-3.2(b)1 and 2 as N.J.A.C. 6A:9C-3.2(b)1i and ii, respectively. The Department proposes at recodified N.J.A.C. 6A:9C-3.2(b)1ii, which establishes that professional development must include defining a clear set of educator learning goals based on rigorous analysis of data, to replace “these data” with “data on student performance” to align with the same language at recodified N.J.A.C. 6A:9C-3.2(b)1i and to clarify the data driving the work is student performance data.

The Department proposes to recodify current N.J.A.C. 6A:9C-3.2(d), which requires professional learning to incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, as N.J.A.C. 6A:9C-3.2(c).

The Department proposes to recodify N.J.A.C. 6A:9C-3.2(e), which explains to what extent professional development can be supported by external expert assistance or additional activities, as N.J.A.C. 6A:9C-3.2(d). The Department also proposes an amendment to replace “[p]rofessional development” with “[p]rofessional learning” because “professional learning” is a more accurate term to describe the experiences and opportunities associated with professional development. The Department also proposes to replace “activities” with “experiences” at the end of the sentence. “Activities” connotes finite experiences, while professional learning occurs on a continuum. Therefore, “experiences” is more precise.

N.J.A.C. 6A:9C-3.3 Standards for professional learning

This section contains the standards that guide all professional learning for educators and school leaders.

The Department proposes to recodify N.J.A.C. 6A:9C-3.3(b) as N.J.A.C. 6A:9C-3.1, as previously explained.

N.J.A.C. 6A:9C-3.4 Requirements for individual teacher professional development planning and implementation

This section contains requirements regarding the professional development plan (PDP) for teachers and its design, implementation, and reporting throughout the school year.

The Department proposes to recodify N.J.A.C. 6A:9C-3.4 as N.J.A.C. 6A:9C-4.4. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.4.

N.J.A.C. 6A:9C-3.5 Requirements for school-level professional development planning and implementation

This section describes the school-level plan requirements and the principal's responsibilities in developing and implementing a school-level plan for professional development.

The Department proposes to repeal N.J.A.C. 6A:9C-3.5 as its provisions will be relocated to another subchapter or deleted.

The Department proposes to recodify N.J.A.C. 6A:9C-3.5(a) and (b), which require the principal to oversee the development and implementation of the school-level professional development plan and require school-level and team-based professional learning to align with identified school goals and teacher and student learning needs, as N.J.A.C. 6A:9C-4.2(d), (d)1, and 1i and ii. Proposed amendments are described in the Summary discussion of N.J.A.C. 6A:9C-4.2.

The Department also proposes to recodify N.J.A.C. 6A:9C-3.5(c), which requires the school-level plan to become a part of the district-level plan, as N.J.A.C. 6A:9C-4.2(e). Proposed amendments are described in the Summary discussion of N.J.A.C. 6A:9C-4.2.

The Department proposes to delete N.J.A.C. 6A:9C-3.5(d), which stipulates the school-level professional development plan required in the section will go into effect for the 2013-2014 school year, as the effective date has passed.

The Department also proposes to recodify N.J.A.C. 6A:9C-3.5(e), which requires the principal to ensure all teachers receive the necessary opportunities, support, and resources to complete the professional development requirements for teachers, as N.J.A.C. 6A:9C-4.2(d)2.

N.J.A.C. 6A:9C-3.6 Requirement for district-level professional development planning and implementation

This section describes the responsibilities of the superintendent or his or her designee in developing and implementing a district-level plan for professional development.

The Department proposes to recodify N.J.A.C. 6A:9C-3.6 as N.J.A.C. 6A:9C-4.2. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.2.

N.J.A.C. 6A:9C-3.7 Implementation of the professional development requirement for school leaders

This section outlines the requirements for school leaders as they implement and show progress toward fulfilling their individual PDPs.

The Department proposes to recodify N.J.A.C. 6A:9C-3.7 as N.J.A.C. 6A:9C-4.3. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.3.

N.J.A.C. 6A:9C-3.8 Requirements for school leader professional development in ethics, law and governance

This section requires part of an active school leader's individual PDP to ensure teaching staff members complete all legally mandated training.

The Department proposes to repeal N.J.A.C. 6A:9C-3.8 and relocate the provisions of the first sentence, which requires school leaders to complete training on school law, ethics, governance, and other statutory requirements related to student safety and well-being, to N.J.A.C. 6A:9C-4.3(a)5. The Department proposes to relocate the provisions of the second sentence, which requires the specific training needs of each school leader to be reviewed annually as part of the PDP process, to N.J.A.C. 6A:9C-4.3(b)1 and (c)1, which describe the process for reviewing the PDPs of chief school administrators and for other leaders holding a principal, supervisor, or administrator endorsement, respectively. As the provision specifies a component of an administrator's individual PDP, N.J.A.C. 6A:9C-4.3 is a more appropriate location for rules regarding such plans.

N.J.A.C. 6A:9C-3.9 Monitoring and assistance

This section describes the procedures and responsible parties for monitoring and enforcing the chapter's professional development requirements.

The Department proposes to repeal N.J.A.C. 6A:9C-3.9 as its provisions will be relocated or deleted.

The Department proposes to delete N.J.A.C. 6A:9C-3.9(a), which requires the district board of education to monitor and enforce the chapter's professional development requirements for teachers and school leaders, because it does not precisely reflect current practice. While a district board of education provides the support and resources to facilitate the completion of professional development requirements and can ensure teachers and school leaders complete their individual PDPs, a district board of education does not directly monitor and enforce all professional development for all teachers and administrators. The district board of education's role in monitoring and enforcing the chief school administrator's individual PDP is described in N.J.A.C. 6A:9C-4.3(b) and (d).

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(b), which requires the district board of education to actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the requirements, as N.J.A.C. 6A:9C-4.1(c). As N.J.A.C. 6A:9C-3.9(b) contains a general district board of education responsibility, it will more appropriately be located in the "General provisions" section at N.J.A.C. 6A:9C-4.1. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.1.

The Department proposes to delete N.J.A.C. 6A:9C-3.9(c), which requires the Department to establish accountability procedures pursuant to N.J.A.C. 6A:30 to ensure the professional development requirements reflect a policy of continuous improvement, constructive support, and timely intervention. N.J.A.C. 6A:30, Evaluation of the Performance of School Districts, establishes the accountability procedures; therefore, N.J.A.C. 6A:9C-3.9(c) is redundant.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(d), which requires the local supervisor and school district administrator through the teacher performance evaluation and professional development planning processes to monitor each teacher's progress toward meeting the professional development requirements and requires the local supervisor and school district administration to take appropriate remedial action when a teacher's progress is found to be inadequate, as N.J.A.C. 6A:9C-4.4(i)1. As the rule pertains specifically to the monitoring of individual teacher PDPs, it is more appropriate to include it in the section regarding such plans.

Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.4.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(e) as N.J.A.C. 6A:9C-4.3(d)1. N.J.A.C. 6A:9C-3.9(e) requires each school leader's immediate supervisor, or the district board of education in the case of the chief school administrator, to use the performance evaluation and professional development planning processes to monitor each school leader's progress in meeting the professional development requirements. It also requires the school leader's immediate supervisor, or the district board of education in the case of the chief school administrator, to take appropriate remedial action if a school leader's progress is found to be inadequate. As the rule pertains specifically to the monitoring of individual administrator PDPs, it is more appropriate to include it in the section regarding such plans. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.3.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(f), which requires each school district administration to maintain accurate records of each educator's progress toward meeting the chapter's professional development requirements, as N.J.A.C. 6A:9C-4.3(d)2. The Department also proposes to repeat the rule at N.J.A.C. 6A:9C-4.4(i)2 and amend it to apply only to teachers. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.3.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(g) as N.J.A.C. 6A:9C-4.4(j). N.J.A.C. 6A:9C-3.9(g) requires a teacher's previous employing school district to share the teacher's individual PDP and all supporting documentation with the new employing school district. The rule also requires the new employing school district to ensure a revised individual PDP is created with 30 days of hire if the new school district finds the current individual PDP to be unsuitable. As the rule pertains to teachers' individual PDPs, it is more appropriate to include it in the section regarding such plans.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(h), which requires the new employing school district or district board of education to ensure a revised individual PDP appropriate to the school leader's new assignment is developed in collaboration with the school leader if a school leader leaves the employ of one New Jersey school district and is hired by another, as N.J.A.C. 6A:9C-4.3(e). As the rule pertains to individual administrator PDPs, it is more appropriate to include it in the section regarding such plans. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.3.

N.J.A.C. 6A:9C-3.10 State Committee on Professional Learning

This section describes the composition and functions of the State Committee on Professional Learning.

The Department proposes to recodify N.J.A.C. 6A:9C-3.10 as N.J.A.C. 6A:9C-4.5. Proposed amendments are described in the Summary discussion of proposed N.J.A.C. 6A:9C-4.5.

Proposed Subchapter 4. District-Level, School-Level, and Individual Professional Development Requirements

This subchapter contains requirements for individual professional development planning and implementation for teachers and administrators, and requirements for school-level and district-level professional development planning and implementation.

The Department proposes to recodify N.J.A.C. 6A:9C-3.1, 3.4, 3.6, 3.7, and 3.10 as N.J.A.C. 6A:9C-4.

The Department proposes throughout the subchapter to add “individual,” whenever appropriate, before “professional development plan” or “PDP” to clarify when the plan refers to the individual plan.

Proposed N.J.A.C. 6A:9C-4.1 General provisions (Current N.J.A.C. 6A:9C-3.1)

The Department proposes to recodify N.J.A.C. 6A:9C-3.1 as N.J.A.C. 6A:9C-4.1 as part of a reorganization to separate the components of professional development and standards for professional learning from specific individual, school-level, and district-level professional development requirements.

The Department proposes at recodified N.J.A.C. 6A:9C-4.1(a), which describes the subchapter’s purpose to govern required professional development for active teachers and school leaders, to replace “govern required” with “describe requirements for.” The Department proposes N.J.A.C. 6A:9C-4.1(a)1 through 3 to list the subchapter’s requirements: district- and school-level professional development plans; individual professional development for active teachers and administrators; and the State Professional Learning Committee. The proposed amendments clarify the purpose of the subchapter as proposed.

The Department proposes at N.J.A.C. 6A:9C-4.1(b)1, which applies the subchapter’s rules to all active teachers, to delete the reference to N.J.A.C. 6A:9A-3. The citation is incorrect as N.J.A.C. 6A:9A-3 does not contain information on instructional or education services certificates.

The Department proposes to recodify the first two sentences of N.J.A.C. 6A:9C-4.1(c), which states the subchapter’s rules apply to district boards of education, charter schools, and nonpublic schools that choose to participate in the subchapter’s professional development requirements for teachers and school leaders and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates and which defines the scope of “district board of education” as used in the subchapter, as N.J.A.C. 6A:9C-4.1(b)3. The Department proposes to replace “district boards of education, charter schools, and nonpublic schools” with “[s]chool districts and to any nonpublic school” because the definition of “school district” in N.J.A.C. 6A:9-2.1 includes charter schools. The Department also proposes to replace “the terms district board of education includes district boards of education, charter school boards of trustees, and applicable nonpublic school governing bodies” with “the terms ‘district board of education,’ ‘school district,’ or ‘administrators’ include the applicable staff or governing bodies of nonpublic schools.” The proposed amendment will eliminate redundant language based on relevant definitions and clarify the terms also apply to administrators or governing bodies of both public and participating nonpublic schools. The Department also proposes to add “administrators” before “outlined in this subchapter” to clarify the subchapter outlines rules for both teachers and administrators. Finally, the Department proposes to delete the third sentence of N.J.A.C. 6A:9C-4.1(c), which states “the term district administrator includes district board of education, charter school, and applicable nonpublic administrators choosing to participate,” because it is redundant. The provision is covered by N.J.A.C. 6A:9C-4.1(b)3 as proposed.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(b) as N.J.A.C. 6A:9C-4.1(c) as previously explained. The Department proposes an amendment at recodified N.J.A.C. 6A:9C-

4.1(c) to replace “actively assist and support the provision of” with “ensure all teachers and administrators receive the necessary” and to add “support,” after “opportunities.” The Department also proposes to replace, “and the efforts by teachers and school leaders to meet the requirements” with “to engage in ongoing professional learning and complete the requirements of their respective professional development plans.” The amendments will not change the substance of the rule but are proposed for clarity and stylistic consistency.

Proposed N.J.A.C. 6A:9C-4.2 District- and school-level plans for professional development implementation (Current N.J.A.C. 6A:9C-3.6)

The Department proposes to recodify N.J.A.C. 6A:9C-3.6 as N.J.A.C. 6A:9C-4.2 as previously explained. The Department also proposes to amend the heading from “Requirements for district-level professional development planning and implementation” to “District- and school-level plans for professional development implementation” to more accurately reflect the content of the section as proposed. The proposed reorganization will combine in the same section the rules for the district-level professional development plan, the chief school administrator’s responsibilities in developing and implementing the plan, and the rules for school-level professional development plans to simplify the chapter’s organization and to clarify the school-level plan becomes part of the district-level plan.

The Department proposes to recodify the first five words of N.J.A.C. 6A:9C-4.2(d), “[t]he school district plan shall” as N.J.A.C. 6A:9C-4.2(a) and recodify the remainder of the sentence, which requires the school district plan to provide information on school-level and districtwide professional development opportunities, the resources being allocated to their support, and a justification of expenditures, as N.J.A.C. 6A:9C-4.2(a)1. The Department also proposes to replace “professional development” with “professional learning” because “professional learning” is a more accurate term to describe the experiences and opportunities associated with professional development. The Department also proposes to recodify N.J.A.C. 6A:9C-4.2(e), which requires the school district plan to include any professional development required by statute or regulation, as N.J.A.C. 6A:9C-4.2(a)2.

The Department proposes to recodify current N.J.A.C. 6A:9C-4.2(a), which requires superintendents or designees to oversee the development and implementation of plans to address school districts’ professional development needs, as N.J.A.C. 6A:9C-4.2(b). The Department proposes at recodified N.J.A.C. 6A:9C-4.2(b) to replace “superintendents” with “chief school administrator” for consistency. The Department also proposes to replace “plans” with “the school district plan” to clarify to which plan the rule refers and to stipulate there is only one school district-level plan.

The Department also proposes at recodified N.J.A.C. 6A:9C-4.2(b) to include provisions of N.J.A.C. 6A:9C-4.2(c) that require the superintendent to review on an annual basis the school district plan to assess its effectiveness and revise it, as necessary to meet the school district’s learning goals for students, teachers, and school leaders. The Department proposes to add “[w]hen overseeing and reviewing the school district plan, the chief school administrator shall:” at the end of the rule to embody current N.J.A.C. 6A:9C-4.2(b), which states: “The superintendent shall:” The Department further proposes to delete current N.J.A.C. 6A:9C-4.2(b) but maintain current N.J.A.C. 6A:9C-4.2(b)1 through 4, which list the superintendent’s responsibilities with regard to overseeing school-level and district-level professional development planning and implementation. The Department proposes at N.J.A.C. 6A:9C-4.2(b)3, which requires the chief school administrator to plan, support, and implement professional development activities aligned with professional standards, to replace “professional development activities” with “professional learning” because “professional learning” is a more

accurate term to describe the experiences and opportunities associated with professional development.

The Department proposes at N.J.A.C. 6A:9C-4.2(b)4, which requires the chief school administrator to develop and update as necessary a district mentoring plan for new teachers, to replace “new teachers” with “nontenured teachers, including novice provisional teachers who hold a CE or CEAS,” to clarify for whom the district mentoring program is designed.

The Department proposes to recodify the second sentence of N.J.A.C. 6A:9C-4.2(f), which requires the superintendent to present the district professional development plan to the district board of education to review for fiscal impact, as N.J.A.C. 6A:9C-4.2(b)5 since it is the chief school administrator’s responsibility.

The Department proposes to relocate N.J.A.C. 6A:9B-8.4(f)4, which requires the chief school administrator to annually certify to the Department, through a statement of assurance, that the school district is meeting the requirements for the district mentoring program, to N.J.A.C. 6A:9C-4.2(b)6. The Department also proposes at N.J.A.C. 6A:9C-4.2(b)6 to require the chief school administrator to certify, via the same statement of assurance, the school district is meeting the requirements of the school district’s plan for professional development. The proposed rule will ensure compliance with all school district professional development requirements, including mentoring, while placing no additional burden on the chief school administrator.

The Department proposes to recodify the second sentence of current N.J.A.C. 6A:9C-4.2(a), which allows school districts sending to the same middle and/or high school to form a regional consortium to develop one districtwide plan based on the sending schools’ plans, as new N.J.A.C. 6A:9C-4.2(c). The recodification will separate and, therefore, highlight the rule, which previously was embedded in the chief school administrator’s responsibilities to develop and implement a district-level plan.

The Department proposes to recodify N.J.A.C. 6A:9C-3.5(a), (b), and (e) as N.J.A.C. 6A:9C-4.2(d), (d)1, 1i and ii, and (d)2, as previously explained.

The Department proposes to recodify N.J.A.C. 6A:9C-3.5(c) as N.J.A.C. 6A:9C-4.2(e) as previously explained. The Department proposes at recodified N.J.A.C. 6A:9C-4.2(e) to replace “school district professional development plan” with “school district plan for professional development” to align with language in N.J.A.C. 6A:9C-4.2(a). The Department also proposes to replace “reviewed by the district board of education pursuant to N.J.A.C. 6A:9C-3.6” with “overseen and reviewed by the chief school administrator” to align with previously adopted amendments to the review structure of school district plans for professional development.

The Department proposes to delete the first sentence of N.J.A.C. 6A:9C-4.2(f), which requires the superintendent to be responsible for the content and implementation of the district professional development plan, because it is redundant; the superintendent’s responsibility for the content and implementation of the plan is explicit in N.J.A.C. 6A:9C-4.2(b) as proposed.

Proposed N.J.A.C. 6A:9C-4.3 Requirements for and implementation of administrators’ individual professional development plans (Current N.J.A.C. 6A:9C-3.7)

The Department proposes to recodify N.J.A.C. 6A:9C-3.7 as N.J.A.C. 6A:9C-4.3 as previously explained. The Department also proposes to amend the heading from “Implementation of the professional development requirement for school leaders” to

“Requirements for and implementation of administrators’ individual professional development plans” to more accurately reflect the section’s content.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(a), which requires each district board of education to oversee and review for each chief school administrator professional development that links to individual, school, and district goals and to the school district’s professional development plan, as N.J.A.C. 6A:9C-4.3(b)1. Embedding the provision in the rules regarding the development and oversight of the chief school administrator’s individual PDP will add clarity. Proposed amendments are explained further in this section.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(b), which requires each chief school administrator to oversee and review for principals and supervisors professional development that links to individual, school, and district professional development goals and the school district’s professional development plan, as N.J.A.C. 6A:9C-4.3(c)1. Embedding the provision in the rules regarding the development and oversight of the principal’s, supervisor’s, or other administrator’s individual PDP will add clarity. Proposed amendments are explained further in this section.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(c), which requires each chief school administrator, principal, and supervisor to fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan, as N.J.A.C. 6A:9C-4.3(a). The Department proposes at recodified N.J.A.C. 6A:9C-4.3(a) to amend the rule to read: “Each administrator shall create, implement, and complete an individual professional development plan (PDP) that:.” The proposed amendments will not change the substance but will simplify and clarify the rule.

The Department proposes at recodified N.J.A.C. 6A:9C-4.3(a)3, which requires each administrator’s PDP to identify professional goals that address specific individual, school, or school district goals” to add “learning” after “professional.” The Department also proposes at recodified N.J.A.C. 6A:9C-4.3(a)4, which requires each administrator’s PDP to ground professional development activities in objectives related to improving teaching, learning and student achievement and in support of the school and/or school district professional development plan, to replace “professional development activities” with “professional learning” because “professional learning” is a more accurate term to describe the experiences and opportunities associated with professional development. The Department also proposes to replace after “school and/or school district,” “professional development plan” with “plan for professional development” to align with the same language in N.J.A.C. 6A:9C-4.2. The Department also proposes to replace “in support of” with “aligns to” for stylistic consistency.

The Department proposes to recodify the first sentence of N.J.A.C. 6A:9C-3.8 as N.J.A.C. 6A:9C-4.3(a)5 as previously explained. The Department proposes to amend the rule, which requires each administrator to ensure completion of appropriate training on school law, ethics, and governance and other statutory requirements related to student safety and well-being, to require each administrator’s individual PDP to include the requisite training. The Department also proposes to add “bullying and harassment,” after “student safety” to comply with N.J.S.A. 18A:37-15.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(i), which requires each chief school administrator to develop a professional development plan for review by his or her district board of education, as new N.J.A.C. 6A:9C-4.3(b). The Department proposes to add as the second sentence “In developing the individual PDP, the following process shall be followed:”

and then to list to steps in the process. The proposed reorganization will clarify how a chief school administrator's individual PDP is developed and reviewed.

The Department proposes at recodified N.J.A.C. 6A:9C-4.3(b)1, which requires each district board of education to review the chief school administrator's individual PDP to ensure it links to school district goals and to the school district's plan for professional development, to replace "links" with "aligns to" before "to school district goals" for stylistic consistency. The same amendment is proposed at recodified N.J.A.C. 6A:9C-4.3(c)1.

The Department proposes to combine the provision at current N.J.A.C. 6A:9C-4.3(d) with recodified N.J.A.C. 6A:9C-4.3(c) for organizational clarity as explained further in this section. The Department also proposes to delete N.J.A.C. 6A:9C-4.3(d)1 and 2, which require the evidence school leaders provide to contain a narrative account detailing plan goals and their achievement, and documentation of professional growth activities, because a list could unintentionally restrict the type of evidence provided.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(a) as N.J.A.C. 6A:9C-4.3(b)1 as previously explained. The Department proposes at recodified N.J.A.C. 6A:9C-4.3(b)1 to delete "oversee" because it does not reflect current practice; the district board of education reviews the chief school administrator's PDP and then reviews annual progress toward its completion but does not directly oversee the PDP's implementation. The Department proposes to add "including the individual training needs pursuant to (a)5 above" after "chief school administrator's individual PDP" to embody the provision in the second sentence of N.J.A.C. 6A:9C-3.8, which is proposed for deletion, as previously explained. The proposed amendment will ensure statutory and regulatory requirements still are considered during the review of the chief school administrator's individual PDP. The Department also proposes to delete the provision that the chief school administrator's individual PDP be linked to individual and school goals; the chief school administrator's individual PDP needs to align only to general school district goals.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(j), which requires the chief school administrator to provide the district board of education annual evidence of progress toward completion of the PDP and to provide summative evidence of plan completion every three to five years, depending on the chief school administrator's contract, as N.J.A.C. 6A:9C-4.3(b)2 for organizational clarity.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(k), which allows the chief school administrator to appeal to the executive county superintendent if he or she disagrees with the district board of education regarding plan contents or progress toward completion, as N.J.A.C. 6A:9C-4.3(b)3 for organizational clarity.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(e), which requires leaders whose positions require a principal or supervisor endorsement to have an annual plan developed in collaboration with the chief school administrator or designee holding a chief school administrator endorsement, as N.J.A.C. 6A:9C-4.3(c) for organizational clarity. The Department proposes to combine the provisions at N.J.A.C. 6A:9C-4.3(f), which also requires leaders whose positions require a chief school administrator's endorsement but who do not serve as a chief school administrator (i.e. assistant superintendents) to have an annual plan developed in collaboration with the chief school administrator or designee holding a chief school administrator endorsement, with recodified N.J.A.C. 6A:9C-4.3(c) by adding "or whose positions require a chief school administrator endorsement but who do not serve as a chief school administrator of a school district" after "principal or supervisor endorsement."

The Department also proposes at recodified N.J.A.C. 6A:9C-4.3(c) to delete “holding a chief school administrator endorsement” after “or designee” as the requirement is included in proposed N.J.A.C. 6A:9B-12, which describes what a chief school administrator endorsement holder is authorized to do. Finally the Department proposes to add “[e]ach chief school administrator or designee shall:” and then list the chief school administrator’s responsibilities with regard to monitoring the principal’s, supervisor’s, or other administrator’s progress toward completion of his or her individual PDP. The proposed reorganization will clarify how a principal’s, supervisor’s, or other administrator’s individual PDP is developed and monitored.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(b) as N.J.A.C. 6A:9C-4.3(c)1, as previously explained. The Department proposes at recodified N.J.A.C. 6A:9C-4.3(c)1 to delete “oversee” because it does not capture current practice; the chief school administrator reviews the plan upon creation and then reviews progress toward its completion but does not directly oversee the plan’s implementation. The Department proposes to add “including the individual training needs pursuant to (a)5 above” after “individual PDP” to embody the provision in the second sentence of N.J.A.C. 6A:9C-3.8, which is proposed for deletion, as previously explained. The proposed amendment will ensure statutory and regulatory requirements still are considered during the review of the principal’s, supervisor’s, or other administrator’s individual PDP. The Department also proposes to delete the provision that the principal’s, supervisor’s, or other administrator’s individual PDP be linked to individual goals; the principal’s or supervisor’s individual PDP should align to general school and school district professional development goals.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(g), which requires the chief school administrator or designee holding a chief school administrator endorsement to meet with the principal, supervisor, or other school administrator at mid-year to assess progress toward completion or modification of the principal or supervisor’s individual PDP, as N.J.A.C. 6A:9C-4.3(c)2 for organizational clarity.

The Department proposes to recodify N.J.A.C. 6A:9C-4.3(h), which requires the chief school administrator or designee holding a chief school administrator endorsement to review the individual PDP’s status as part of the principal’s, supervisor’s, or other administrator’s annual performance evaluation, as N.J.A.C. 6A:9C-4.3(c)3 for organizational clarity.

The Department proposes new N.J.A.C. 6A:9C-4.3(d) to state “[t]he administrator’s designated supervisor, or the district board of education in the case of the chief school administrator, shall:” and then to list the designated supervisor or district board of education’s responsibilities in monitoring progress toward completion of administrator’s individual PDP.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(e) as N.J.A.C. 6A:9C-4.3(d)1, as previously explained. The Department proposes at recodified N.J.A.C. 6A:9C-4.3(d)1 to delete “[i]t is the responsibility of the school leader’s immediate supervisor, or the district board of education in the case of the chief school administrator, to” to account for organizational changes. The Department proposes at recodified N.J.A.C. 6A:9C-4.3(d)1 to add “by applying sound and accepted principles of progressive supervision and other appropriate means” after “remedial action.” The proposed amendment will align N.J.A.C. 6A:9C-4.3(d)1 with the monitoring and remedial action provisions for teachers in N.J.A.C. 6A:9C-4.4(i)1.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(f) as N.J.A.C. 6A:9C-4.3(d)2 as previously explained. To simplify the chapter’s organization, all rules regarding the planning and monitoring of administrators’ individual PDPs will reside in one section. The Department

proposes to amend the rule to fit the new organization by replacing “[e]ach school district administration” with “[t]he administrator’s designated supervisor, or the district board of education in the case of the chief school administrator” as the entity responsible for monitoring the administrator’s progress toward completion of the individual PDP. The Department also proposes to replace “educator’s” in the second sentence with “administrator’s,” as the section pertains only to administrators.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(h) as N.J.A.C. 6A:9C-4.3(e) as previously explained. The Department proposes an amendment at recodified N.J.A.C. 6A:9C-4.3(e) to replace “the new employing school district or district board of education” with “the administrator’s designated supervisor, or the district board of education in the case of the chief school administrator,” to clarify who is responsible for ensuring a newly hired administrator develops an individual PDP appropriate to his or her position.

Proposed N.J.A.C. 6A:9C-4.4 Requirements for and implementation of teachers’ individual professional development plans (Current N.J.A.C. 6A:9C-3.4)

The Department proposes to recodify N.J.A.C. 6A:9C-3.4 as N.J.A.C. 6A:9C-4.4, as previously explained. The Department also proposes to amend the heading from “Requirements for individual teacher professional development planning and implementation” to “Requirements for and implementation of teachers’ individual professional development plans” to more accurately reflect the content of the section.

The Department proposes to amend N.J.A.C. 6A:9C-4.4(a), which requires each teacher to be guided by an individual PDP that includes at least 20 hours per year of qualifying activities that can be reduced by a pro rata share reflecting the use of family or medical leave, to add a citation for the TEACHNJ provision requiring teachers to have individual PDPs. The Department also proposes to replace “qualifying activities” with “qualifying experiences” because “activities” connotes finite experiences, while professional learning occurs on a continuum. Therefore, “experiences” is more precise. The Department also proposes to add “based on the length of full-time employment and” before “reduced” and to add “part-time employment, or an absence, including” before “the use of family or medical leave” The Department proposes to broaden the rule’s scope by allowing teachers on a part-time assignment or on leave for part of the school year, for any reason and not only for family or medical leave, to complete a number of required hours of qualifying activities that is consistent with the length of the teacher’s employment. The proposed amendment reflects feedback from the education community that completing the required hours of qualifying activities is difficult if on a part-time assignment or on leave for part of the school year.

The Department proposes an amendment at N.J.A.C. 6A:9C-4.4(c), which specifies the PDP is effective for one year and describes the areas of development it must specify at a minimum, to add “, updated annually, and modified during the year, as necessary,” after “effective for one year.” The proposed new language embodies the provision at current N.J.A.C. 6A:9C-4.4(g), which is proposed for deletion.

The Department proposes to delete recodified N.J.A.C. 6A:9C-4.4(c)2 through 4, which outline the minimum areas for development that must be included in a teacher’s PDP. Recodified N.J.A.C. 6A:9C-4.4(c)2 and 3, which allow a teacher’s individual PDP to include an additional area for development aligned to the teacher’s role with his or her collaborative professional learning team or aligned with school and/or school district improvement goals, caused confusion regarding what was required in a teacher’s PDP. The provision at N.J.A.C. 6A:9C-4.4(c)4 for PDPs to specify any requirement stipulated by another regulation or by statute

is contained in recodified N.J.A.C. 6A:9C-4.2(a)2. The Department proposes new N.J.A.C. 6A:9C-4.4(c)2 to require the PDP to specify one area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals. The rules as proposed will be straightforward about the professional development areas that must be included in each teacher's PDP and will alleviate confusion.

The Department proposes to delete recodified N.J.A.C. 6A:9C-4.4(d), which requires the progress of each teacher in meeting his or her PDP goals to be determined annually and aligned to the school district's or nonpublic school's teacher evaluation process. The rule is redundant as N.J.A.C. 6A:9C-4.4(d) and (e), as proposed, will require a teacher's progress and evidence of the progress toward completion of his or her PDP to be discussed at the annual summary conference pursuant to evaluation procedures.

The Department proposes to recodify N.J.A.C. 6A:9C-4.4(e), which requires progress on the PDP to be discussed during a minimum of one annual conference between the teacher and his or her supervisor, as N.J.A.C. 6A:9C-4.4(d). The Department also proposes to replace "during a minimum of one annual conference" with "at the annual summary conference." The Department further proposes to replace "between the teacher and his or her supervisor" with "pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year." As proposed, a teacher and supervisor will be required to discuss at the annual summary conference progress toward a PDP's completion and will be allowed to meet more than once a year. The proposed amendments will clarify that a second conference is not necessary to exclusively discuss a teacher's progress toward completing his or her PDP and that teachers and supervisors are allowed to meet throughout the year to address professional development needs as they arise.

The Department proposes to recodify N.J.A.C. 6A:9C-4.4(f), which requires the teacher to provide evidence of progress toward meeting the requirements of his or her PDP and requires the evidence to be reviewed as part of each conference, as N.J.A.C. 6A:9C-4.4(e). The Department also proposes an amendment to allow the teacher and/or his or her supervisor to produce the evidence and to add "annual summary" before "conference." The proposed amendments will allow for a shared responsibility between a teacher and supervisor with regard to producing evidence toward completion of a teacher's PDP and will require the evidence to be reviewed at the annual summary conference and not at a separate conference exclusively for the purpose of discussing progress toward PDP completion.

The Department proposes to delete recodified N.J.A.C. 6A:9C-4.4(g), which requires each PDP to be revised at least once a year and allows it to be adjusted as necessary to support the teacher's progress, and include its provisions at N.J.A.C. 6A:9C-4.4(c), as previously explained.

The Department proposes to recodify N.J.A.C. 6A:9C-4.4(h), (j), and (k) as N.J.A.C. 6A:9C-4.4(f) through (h), respectively.

The Department proposes at recodified N.J.A.C. 6A:9C-4.4(h), which allows additional hours of qualifying activities to be required for teachers in low-performing schools, as determined by the Commissioner, to replace "qualifying activities" with "qualifying experiences" because "activities" connotes finite experiences, while professional learning occurs on a continuum. Therefore, "experiences" is more precise.

The Department proposes to delete recodified N.J.A.C. 6A:9C-4.4(i), which requires district boards of education to ensure all teachers receive the necessary opportunities, support,

and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs, because the same provision is in proposed N.J.A.C. 6A:9C-4.1(c).

The Department proposes N.J.A.C. 6A:9C-4.4(i) to state “[t]he teacher’s designated supervisor shall:” and then to provide a non-exhaustive list of the designated supervisor’s responsibilities with regard to monitoring the teacher’s progress toward completion of the individual PDP.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(d) and (f) as N.J.A.C. 6A:9C-4.4(i)1 and 2 as previously explained. To simplify the chapter’s organization, all rules regarding the planning and monitoring of teachers’ individual PDPs will reside in one section. The Department proposes to amend recodified N.J.A.C. 6A:9C-4.4(i)1 and 2 to fit the proposed reorganization by replacing “local supervisor and school district administrator” and “district administration” with “teacher’s designated supervisor” as the entity responsible for monitoring a teacher’s progress toward completing the individual PDP. The terms “local supervisor,” “school district administrator,” and “school district administration” are ambiguous and undefined; “designated supervisor” is more accurate. Finally, the Department’s proposal to make the designated supervisor solely responsible for monitoring and maintaining records of a teacher’s progress toward meeting his or her PDP requirements and to take action if the requirements are not met reflects current practice. The Department also proposes at recodified N.J.A.C. 6A:9C-4.4(i)2 to replace “educator” with “teacher” throughout as this section applies only to teachers.

The Department proposes to recodify N.J.A.C. 6A:9C-3.9(g) as N.J.A.C. 6A:9C-4.4(j) as previously explained.

Proposed N.J.A.C. 6A:9C-4.5 State Professional Learning Committee (Current N.J.A.C. 6A:9C-3.10)

The Department proposes to recodify N.J.A.C. 6A:9C-3.8 as N.J.A.C. 6A:9C-4.5 as previously explained.

The Department proposes to at recodified N.J.A.C. 6A:9C-4.5, which contains the rules regarding the State Committee on Professional Learning, to amend the name of the committee in the heading and throughout the section to “State Professional Learning Committee.” The Department has heard from committee members that “State Professional Learning Committee” is a more suitable name.

The Department proposes an amendment at N.J.A.C. 6A:9C-4.5(a), which establishes that the State Professional Learning Committee advises the Commissioner on the professional development requirements for teachers and school leaders, to replace the second “shall” with “may.” The actions listed at N.J.A.C. 6A:9A-4.5(a)1 through 7 are optional, not required.

The Department proposes N.J.A.C. 6A:9A-4.5(a)8 to allow the State Professional Learning Committee to also “[a]dvice on other matters related to professional learning as requested by the Commissioner.” Educators have expressed concern the current finite list of committee responsibilities is too restrictive.

The Department proposes an amendment at N.J.A.C. 6A:9C-4.5(b), which describes the composition of the State Professional Learning Committee and requires the Commissioner to appoint a new representative from the appropriate constituency to fill a vacancy when a membership vacancy or change in a member’s representation status occurs. The Department also proposes at N.J.A.C. 6A:9C-4.5(b) to add “at least” before “16” to allow the Commissioner to

appoint additional Committee members, if appropriate. The Department also proposes to add “but the State Professional Learning Committee may carry out its responsibilities in the interim” at the end of the rule. The proposed amendment will ensure the State Professional Learning Committee is not prevented from carrying out its responsibilities due to a membership vacancy.

The Department proposes at N.J.A.C. 6A:9C-4.5(c)2, which requires six administrators to be on the State Professional Learning Committee with at least two being from charter schools, to amend the number of administrators from charter schools from two to one. The Department proposes the amendment because of the low percentage of charter schools in the State relative to traditional public schools and school districts, and the difficulty Commissioners have had in finding charter school administrators to serve on the State Professional Learning Committee.

The Department proposes at N.J.A.C. 6A:9C-4.5(d), which states the State Professional Learning Committee replaces the statutorily required Professional Teaching Standards Board and the Professional Development Advisory Committee for school leaders, to replace “Professional Development Advisory Committee for school leaders” with “State Advisory Committee on Professional Development for School Leaders” to align with the statutory name at N.J.S.A. 18A:26-8.2.

Proposed Subchapter 5. District Mentoring Program

This subchapter includes the requirements for the mandatory district mentoring program. The district mentoring plan outlines logistics for the district mentoring program’s implementation of new teacher support and the school district’s responsibilities in implementing its plan.

The Department proposes to relocate all rules governing the mentoring and training of novice teachers to N.J.A.C. 6A:9C-5.

The Department proposes to eliminate “provisional teacher program” as a term that applies to both CE and CEAS candidates because each type of candidate requires significantly different training and support during the provisional period. In contrast, district mentoring plans are specific to the individual and require different standards of training for CE and CEAS candidates. Moving forward, all novice teacher training will be conducted through a teacher’s mentoring plan.

The Department proposes to recodify N.J.A.C. 6A:9B-8.4(e), which requires the chief school administrator to oversee the mentor selection process and ensure a novice provisional teacher’s mentor meets the listed minimum requirements, as N.J.A.C. 6A:9C-5.2, Mentor requirements. The Department also proposes to recodify N.J.A.C. 6A:9C-8.4(f), which requires the chief school administrator to develop a district mentoring plan that describes the logistics for district mentoring program implementation and describes the school district’s responsibilities, as N.J.A.C. 6A:9C-5.3, District mentoring plan. Currently, mentor requirements and chief school administrator responsibilities regarding the development of a district mentoring plan are embedded in the district mentoring program requirements. Separating the rules into three distinct sections will make them easier to locate.

Finally, the Department proposes to amend several sections to allow a chief school administrator or his or her designee to carry out some of the responsibilities currently allowed to be carried out only by a chief school administrator. The proposed amendment is meant to add flexibility for schools and school districts as they set up unique mentoring programs to offer the appropriate support and guidance to their novice teachers.

Proposed N.J.A.C. 6A:9C-5.1 Requirements for the district mentoring program

This section outlines the requirements for the district mentoring program, which include providing support to provisional and nontenured teachers based on individual needs and a comprehensive induction to school district policies and procedures for all nontenured teachers.

The Department proposes to recodify N.J.A.C. 6A:9B-8.4(a) through (d) as N.J.A.C. 6A:9C-5.1(a) through (d).

The Department proposes an amendment at N.J.A.C. 6A:9C-5.1(a), which requires all school districts to develop a mentoring program to provide nontenured teachers, including novice provisional teachers, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals. The Department proposes to add "who hold a CE or CEAS" after "novice provisional teachers" to qualify that only teachers holding a CE or CEAS must be supported through the district mentoring program, which will codify current practice.

The Department proposes at N.J.A.C. 6A:9C-5.1(d), which requires a district board of education to provide an individual mentor to work one-on-one with a novice provisional teacher, to delete "in addition to (c) above." As both N.J.A.C. 6A:9C-5.1(c) and (d) concern a district board of education's responsibilities with regard to mentoring provisional teacher, the reference to "(c) above" is unnecessary.

The Department proposes to delete N.J.A.C. 6A:9B-8.4(c)3, which requires the school district to provide a first-year, nontenured teacher with one-to-one mentoring, because N.J.A.C. 6A:9C-5.1(d) as proposed in a separate rulemaking contains the requirement.

The Department proposes at N.J.A.C. 6A:9C-5.1(d)5i to add "provisional" after "novice" to align with language used in the subchapter.

The Department proposes to recodify N.J.A.C. 6A:9B-8.4(g) through (i) as N.J.A.C. 6A:9C-5.1(e) through (g), respectively.

The Department proposes at recodified N.J.A.C. 6A:9C-5.1(f)4, which makes candidates who are required to complete a provisional year of teaching to obtain standard certification responsible for payment of mentoring fees during the provisional year if no State funds are available to pay the costs of mentoring fees, to replace "provisional year" with "provisional period" after "required to complete a" and to add "first" before "provisional year" at the end of the first sentence. The proposed amendments will align with a proposed amendment in N.J.A.C. 6A:9B-8 in a separate rulemaking to increase the provisional period to at least two years without increasing the one-year mentoring requirement. The rule, as proposed, will continue to allow school districts to pay the mentoring fees.

Proposed N.J.A.C. 6A:9A-5.2 Mentor requirements

This section requires the chief school administrator to oversee the mentor selection process and ensure all mentors meet specific qualifications.

The Department proposes to recodify N.J.A.C. 6A:9B-8.4(e), which requires the chief school administrator to oversee the mentor selection process and ensure all mentors meet specific qualifications and lists criteria for becoming a mentor, including demonstrating effectiveness

through summative evaluation ratings, having at least three years of experience, and completing a comprehensive mentor training program, as N.J.A.C. 6A:9C-5.2.

The Department proposes to reorganize and amend N.J.A.C. 6A:9C-5.2(a)4, which requires mentor applicants to demonstrate a record of success in the classroom. The Department proposes to recodify the second sentence of N.J.A.C. 6A:9B-8.4(e)4, which requires mentors, beginning academic year 2014-2015, to earn a summative rating of effective or highly effective on the most recent summative evaluation, as N.J.A.C. 6A:9B-5.2(e)4i. The Department proposes to recodify the third sentence of N.J.A.C. 6A:9B-8.4(e)4, which requires mentor applicants who have not yet received a summative evaluation rating for academic year 2012-2013 by the start of academic year 2014-2015 to demonstrate a record of success in the classroom as measured by a rating of effective or highly effective on the school district's Commissioner-approved practice instrument, as N.J.A.C. 6A:9C-5.2(a)4i(1). Since most school districts in the State first implemented the evaluation system in academic year 2013-2014, the Department proposes at recodified N.J.A.C. 6A:9C-5.2(a)4i(1) to replace "2012-2013" with "2013-2014" to reflect the typical practice.

The Department proposes an amendment at N.J.A.C. 6A:9C-5.2(a)7, which requires the chief school administrator to ensure the novice provisional teacher's mentor completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, Common Core State Standards, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice, to replace "Common Core State Standards" with "CCCS." The Core Curriculum Content Standards are more comprehensive as they include the Common Core State Standards in mathematics and English language arts, as well as the Next Generation Science Standards and standards for six other content areas.

Proposed N.J.A.C. 6A:9A-5.3 District mentoring plan

This section outlines the responsibilities of the chief school administrator with regard to developing, implementing, and reporting on the district mentoring plan.

The Department proposes to recodify N.J.A.C. 6A:9B-8.4(f) and (f)1 through 3, which outlines the chief school administrator's responsibilities regarding the district mentoring program, including submitting a plan to district board of education, sharing the plan with the school improvement panel, and reviewing and revising the plan annually, as N.J.A.C. 6A:9C-5.3(a)1 through 3, respectively.

The Department proposes an amendment at N.J.A.C. 6A:9C-5.3(a), which requires a chief school administrator to develop a district mentoring plan that includes logistics for district mentoring program implementation and that describes the school district's responsibilities, to add "as a part of the school district's professional development plan (PDP) pursuant to N.J.A.C. 6A:9C-4.4" after "district mentoring plan" in the first sentence. Clarifying the district mentoring plan is part of the school district's professional development plan will prevent unnecessary paperwork and allow for a more coherent and comprehensive professional development plan for the school district. The Department also proposes in the second sentence to replace "pursuant to this section" with "pursuant to N.J.A.C. 6A:9C-5" to account for the proposed relocation of the mentoring rules.

Proposed N.J.A.C. 6A:9C-5.4 Mentoring and evaluation by approved agencies

This section authorizes approved agencies and designated staff to provide services, evaluations, and recommendations for provisional Teachers of Supplemental Instruction in Reading and Mathematics, Grades K-8 in their employ.

The Department proposes to recodify N.J.A.C. 6A:9B-8.10 as N.J.A.C. 6A:9C-5.4 as part of a reorganization to locate all rules governing mentoring in the same subchapter.

As the Department has provided a 60-day comment period on this notice of proposal, the notice is exempt 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, teaching staff members, and school and school district leaders. The rules proposed for readoption with amendments, repeals, and new rules support best practices in education and allow school districts to continue to strengthen and improve upon existing professional development and mentoring structures.

The standards for professional learning incorporate current research and provide a clear description of what teachers and school leaders need to be effective as they support all students in reaching the goal of being ready to enter college and the workforce in today's world. The professional development rules and teacher mentoring rules ensure teachers and school leaders receive at least a minimum level of support so, in turn, the teachers and school leaders can provide greater support to students.

Economic Impact

The rules proposed for readoption with amendments, repeals, and new rules will have no financial impact on individual teaching staff members or school or school district leaders. The rules proposed for readoption with amendments, repeals, and new rules provide an organizational shift and do not significantly change duties or responsibilities of district boards of education or individuals.

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 both Federal regulations and State statutes.

Regulatory Flexibility Statement

A regulatory flexibility analysis is not required because the rules proposed for reoption 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 reoption with amendments, repeals, and new rules solely impact school districts 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 reoption with amendments, repeals, and new rules as they solely impact school districts in New Jersey.

Smart Growth Development Impact Analysis

The rules proposed for reoption 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 reoption with amendments, repeals, and new rules solely impact school districts 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:9C, PROFESSIONAL DEVELOPMENT [FOR TEACHING STAFF MEMBERS
AND SCHOOL LEADERS]**

TABLE OF CONTENTS

SUBCHAPTER 1. [(RESERVED)] SCOPE AND PURPOSE

6A:9C-1.1 Scope

6A:9C-1.2 Purpose

SUBCHAPTER 2. DEFINITIONS

6A:9C-2.1 Definitions

**SUBCHAPTER 3. [REQUIRED] PROFESSIONAL DEVELOPMENT [FOR TEACHERS]
COMPONENTS AND [SCHOOL LEADERS] STANDARDS FOR PROFESSIONAL LEARNING**

[6A:9C-3.1 General provisions]

6A:9C-3.1 Components and standards

6A:9C-3.2 [Definition] **Components** of professional development

6A:9C-3.3 Standards for professional learning

[6A:9C-3.4 Requirements for individual teacher professional development planning and implementation]

[6A:9C-3.5 Requirements for school-level professional development planning and implementation]

[6A:9C-3.6 Requirements for district-level professional development planning and implementation]

[6A:9C-3.7 Implementation of the professional development requirement for school leaders]

[6A:9C-3.8 Requirements for school leader professional development in ethics, law, and governance]

[6A:9C-3.9 Monitoring and assistance]

[6A:9C-3.10 State Committee on Professional Learning]

**SUBCHAPTER 4. DISTRICT-LEVEL, SCHOOL-LEVEL, AND INDIVIDUAL
PROFESSIONAL DEVELOPMENT REQUIREMENTS**

6A:9C-[3.1]**4.1** General provisions

6A:9C-[3.6]**4.2** [Requirements for district-level] **District- and school-level plans for** professional development [planning and] implementation

6A:9C-[3.7]**4.3** [Implementation] **Requirements for and implementation of [the] administrators' individual** professional development [requirement for school leaders] **plans**

6A:9C-[3.4]**4.4** Requirements for [individual] **and implementation of teachers' individual professional development [planning and implementation] plans**

6A:9C-[3.10]**4.5** State [Committee on] Professional Learning **Committee**

SUBCHAPTER 5. DISTRICT MENTORING PROGRAM

6A:9C-5.1 Requirements for district mentoring program

6A:9C-5.2 Mentor requirements

6A:9C-5.3 District mentoring plan

6A:9C-5.4 Mentoring and evaluation by approved agencies

**CHAPTER 9C. PROFESSIONAL DEVELOPMENT [FOR TEACHING STAFF
MEMBERS AND SCHOOL LEADERS]**

SUBCHAPTER 1. [(RESERVED)] SCOPE AND PURPOSE

6A:9C-1.1 Scope

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

6A:9C-1.2 Purpose

- (a) The purpose of this chapter is to set forth the requirements for a system of high-quality professional development that continuously serves educators' professional learning and practice in support of positive learning outcomes for all New Jersey students and to support improved student achievement of the Core Curriculum Content Standards (CCCS).
- (b) Educator development occurs along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators.

SUBCHAPTER 2. DEFINITIONS

6A:9C-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. [REQUIRED] PROFESSIONAL DEVELOPMENT [FOR
TEACHERS] COMPONENTS AND [SCHOOL LEADERS] STANDARDS FOR
PROFESSIONAL LEARNING**

[6A:9C-3.1 General provisions] *Recodified as N.J.A.C. 6A:9C-4.1; text shown in new location*

6A:9C-3.1 Components and standards

This subchapter's components and standards shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of a system of high-quality professional development.

6A:9C-3.2 [Definition] Components of professional development

(a) Professional development shall [be comprised of professional learning opportunities aligned] **align with the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3 et seq., the standards for professional learning in N.J.A.C. 6A:9C-3.3,** student learning and educator development needs, and school, school district, and/or State improvement goals.

[(b) Professional development shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the CCCS.]

[(c)] (b) Professional development shall [include] **encompass a broad range of professional learning that contributes to improved practice, including, but not limited to:**

1. **Participation in** the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on:
 - [1.] **i.** Evaluating student learning needs through ongoing review[s] of data on student performance; and
 - [2.] **ii.** Defining a clear set of educator learning goals based on the rigorous analysis of [these] data **on student performance.**

[(d)] (c) Professional learning shall incorporate coherent, sustained, and [evidenced] **evidence**-based strategies that improve educator effectiveness and student achievement, [including] **such as** job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

[(e)] (d) Professional [development] **learning** may be supported by external expert assistance or additional [activities] **experiences** that:

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

[(f) Professional development shall align with the professional standards for teachers and school leaders in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3.]

6A:9C-3.3 Standards for professional learning

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

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

[(b) The standards in (a)1 through 7 above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.]

[6A:9C-3.4 Requirements for individual teacher professional development planning and implementation] *Recodified as N.J.A.C. 6A:9C-4.4; text shown in new location*

[6A:9C-3.5 Requirements for school-level professional development planning and implementation]

- (a) The principal shall oversee the development and implementation of a plan for school-level professional development.
- (b) The school-level professional development plan shall include a description of school-level and team-based professional learning aligned with identified school goals, and teacher and student learning needs.
- (c) The school-level plans shall become part of the district professional development plan reviewed by the district board of education pursuant to N.J.A.C. 6A:9C-3.6.
- (d) The school-level professional development plans required in this section will go into effect for the 2013-14 school year.
- (e) The principal shall ensure that all teachers receive the necessary opportunities, support, and resources to complete professional development requirements in accordance with N.J.A.C. 6A:9C-3.4(a).]

[6A:9C-3.6 Requirements for district-level professional development planning and implementation] *Recodified as N.J.A.C. 6A:9C-4.2; text shown in new location*

[6A:9C-3.7 Implementation of the professional development requirement for school leaders] *Recodified as N.J.A.C. 6A:9C-4.3; text shown in new location*

[6A:9C-3.8 Requirements for school leader professional development in ethics, law and governance

All professional development plans for active school leaders serving on a permanent or interim basis whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9B-11.3 shall ensure the completion of appropriate training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.

6A:9C-3.9 Monitoring and assistance

- (a) Each district board of education shall monitor and enforce the professional development requirements for teachers and school leaders set forth in this chapter.
- (b) Each district board of education shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the requirements.
- (c) To ensure that the professional development requirements set forth in this chapter reflect a policy of continuous improvement, constructive support, and timely intervention, the Department shall establish accountability procedures pursuant to N.J.A.C. 6A:30.
- (d) It is the responsibility of the local supervisor and school district administrator through the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements and to take appropriate steps to assure such progress. In any instance where a teacher's progress is found to be inadequate, the school district administration shall take

appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means.

- (e) It is the responsibility of the school leader's immediate supervisor, or the district board of education in the case of the chief school administrator, to monitor each school leader's progress in meeting the professional development requirements. Monitoring shall be accomplished through the performance evaluation and professional development planning processes. In any instance where a school leader's progress is found to be inadequate, the school leader or district board of education shall take appropriate remedial action.
- (f) Each school district administration shall be responsible for maintaining accurate records of each educator's progress in meeting the professional development requirements outlined in this chapter. Such records shall include a copy of each educator's current professional development plan and timeline, as well as any documentation and evidence showing the educator's progress toward meeting the plan's requirements.
- (g) If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district must share with the new employing school district the teacher's individual professional development plan and all supporting documentation. If the current professional development plan is found to be unsuitable to the teacher's new assignment, the new employing school district must ensure that a revised professional development plan and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.
- (h) If a school leader leaves the employ of one New Jersey school district and is hired by another, the new employing school district or district board of education shall ensure that a revised professional development plan appropriate to the new assignment is developed in collaboration with the school leader.]

text shown in new location

**SUBCHAPTER 4. DISTRICT-LEVEL, SCHOOL-LEVEL, AND INDIVIDUAL
PROFESSIONAL DEVELOPMENT REQUIREMENTS**

6A:9C-[3.1]4.1 General provisions

- (a) The purpose of this subchapter is to [govern required] **describe requirements for:**
- 1. District- and school-level professional development plans;**
 - 2. Individual** professional development for active teachers and [school leaders] **administrators; and**
 - 3. The State Professional Learning Committee.**
- (b) [These] **The subchapter's** rules apply to:
1. All active teachers, defined as staff whose positions require possession of the instructional or education services certificates in accordance with N.J.A.C. [6A:9A-3 and] 6A:9B-8[, 10,] **through 11** and [12] **13**; and
 2. All active [school leaders] **administrators** serving on a permanent or interim basis whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9B-[11]**12**.
 - 3. School districts and to any nonpublic school that chooses to participate in the professional development requirements for teachers and school leaders outlined in this subchapter and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates. Hereinafter in this subchapter, the terms “district board of education,” “school district,” or “administrators” include the**

applicable staff or governing bodies of nonpublic schools that choose to participate in the professional development requirements for teachers and administrators outlined in the subchapter.

[(c) These rules apply to all district boards of education, charter schools, and nonpublic schools that choose to participate in the professional development requirements for teachers and school leaders outlined in this subchapter and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates. Hereinafter in this subchapter, the term district board of education includes district boards of education, charter school boards of trustees, and applicable nonpublic school governing bodies choosing to participate in the new professional development requirements for teachers outlined in the subchapter. In addition, the term district administrator includes district board of education, charter school, and applicable nonpublic administrators choosing to participate.]

(c) Each district board of education shall ensure all teachers and administrators receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective professional development plans.

6A:9C-[3.6]4.2 [Requirements for district-level] District- and school-level plans for professional development [planning and] implementation

(a) The school district plan shall:

- 1. Provide information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures; and**
- 2. Include any professional development required by statute or regulation.**

[(a)] (b) [Superintendents] **The chief school administrator** or designee[s] shall oversee the development and implementation of **the school district** plan[s] to address school districts' professional development needs[. School districts sending to the same middle and/or high school may form a regional consortium to develop one district-wide plan based on the sending schools' plans] **and shall review on an annual basis the school district plan to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders. When overseeing and reviewing the school district plan, the chief school administrator or designee shall:**

[(b) Superintendents shall:]

1. Review school-level professional development plans;
2. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;
3. Plan, support, and implement professional [development activities] **learning** that addresses the CCCS, and that align with the [Standards] **standards** for [Professional Learning] **professional learning** in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and **the Professional Standards for School Leaders** in N.J.A.C. 6A:9-3; [and]
4. Develop and update, as necessary, the district mentoring plan for [new] **nontenured teachers, including novice provisional teachers who hold a CE or CEAS**, in accordance with N.J.A.C. 6A:[9B-8.4]9C-5.3;
5. **Present the plan to the district board of education to review for fiscal impact; and**
6. **Certify annually to the Department, through a statement of assurance, that the school district is meeting the requirements for the school district plan as**

set forth in this section and that it includes requirements of the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

- [(c) The superintendent shall review on an annual basis the school district plan to assess its effectiveness and revise it, as necessary, to meet the school district’s learning goals for students, teachers, and school leaders.
- (d) The school district plan shall provide information on school-level and district-wide professional development opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- (e) The school district plan shall include any professional development required by statute or regulation.
- (f) The superintendent shall be responsible for the content and implementation of the district professional development plan. The superintendent shall present the plan to the district board of education to review for fiscal impact.]
- (c) School districts sending to the same middle and/or high school may form a regional consortium to develop one districtwide plan based on the sending schools’ plans.**
- (d) The principal shall oversee the development and implementation of a plan for school-level professional development and shall ensure:**
 - 1. The school-level plan:**
 - i. Includes a description of school-level and team-based professional learning aligned with identified school goals; and**
 - ii. Includes teacher and student learning needs;**
 - 2. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements pursuant to N.J.A.C. 6A:9C-4.4(a).**
- (e) The school-level plans shall become part of the school district plan for professional development overseen and reviewed by the chief school administrator.**

6A:9C-[3.7]4.3 [Implementation] Requirements for and implementation of [the] administrators' individual professional development [requirement for school leaders] plans

[(a) Each district board of education shall oversee and review for each chief school administrator professional development that links to individual, school, and district professional development goals and to the school district's professional development plan.

(b) Each chief school administrator shall oversee and review for each principal and supervisor professional development that links to individual, school, and district professional development goals and the school district's professional development plan.]

[(c) (a) Each [chief school] administrator[, principal, and supervisor] shall [fulfill the professional development requirement through the creation] **create**, [implementation] **implement**, and [completion of a] **complete an individual** professional development plan (**PDP**) that:

1. Aligns with the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.4 and the [Standards] **standards** for [Professional Learning] **professional learning** in N.J.A.C. 6A:9C-3.3;
2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principal, or supervisor;
3. Identifies professional **learning** goals that address specific individual, school, or school district goals; and
4. Grounds professional [development activities] **learning** in objectives related to improving teaching, learning, and student achievement, and [in support of] **aligns to** the school and/or school district **plan for** professional development [plan].

- 5. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety, bullying and harassment, and well-being.**

[(d) Each active school leader shall be required to provide evidence of progress toward fulfillment of his or her plan. Evidence shall include:

1. A narrative account detailing plan goals and their achievement; and
2. Documentation of professional growth activities such as school-based learning activities; training; university coursework; action research; and study groups. Study groups may include school, district, county, and/or State associations and organizations, school and district collaborative teams, and virtual learning communities.]

(b) Each chief school administrator shall develop an individual PDP for review by his or her district board of education. In developing the individual PDP, the following process shall be followed:

- 1. Each district board of education shall review each chief school administrator's individual PDP, including the individual training needs pursuant to (a)5 above, and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development.**
- 2. The chief school administrator shall submit annually to the district board of education evidence of progress toward completion of the individual PDP. The chief school administrator also shall submit every three to five years, depending on the length of his or her contract with the district board of education, summative evidence of plan completion.**
- 3. The chief school administrator may appeal to the executive county superintendent if he or she disagrees with the district board of education regarding PDP contents or progress toward completion. The executive**

county superintendent shall have final decision-making authority on all such matters.

[(e)] (c) Leaders whose positions require a principal or supervisor endorsement, or whose positions require a chief school administrator endorsement but who do not serve as a chief school administrator of a school district, shall [have an annual plan developed] develop in collaboration with the chief school administrator[,], or designee [holding a chief school administrator endorsement] an individual PDP and shall provide evidence of progress toward fulfillment of his or her plan. Each chief school administrator or designee shall:

- 1. Review each principal's, supervisor's, or other school administrator's individual PDP, including the individual training needs pursuant to (a)5 above, and shall ensure it aligns to school and school district goals and the school district's plan for professional development;**
- 2. Meet with the principal, supervisor, or other school administrator at mid-year to assess progress toward his or her PDP's completion or modification; and**
- 3. Review the individual PDP's status as part of the principal's, supervisor's, or other school district administrator's annual performance evaluation.**

(d) The administrator's designated supervisor, or the district board of education in the case of the chief school administrator, shall:

- 1. Use the performance evaluation process and professional development planning process to monitor the administrator's progress in meeting the professional development requirements. If an administrator's progress is found to be inadequate, the administrator's designated supervisor or the district board of education shall take appropriate remedial action by**

applying sound and accepted principles of progressive supervision and other appropriate means; and

- 2. Maintain accurate records of each administrator's progress in meeting the individual professional development requirements, pursuant to this subchapter. Such records shall include a copy of each administrator's current PDP and timeline, as well as any documentation and evidence showing the administrator's progress toward meeting the plan's requirements.**
- (e) **If an administrator leaves the employ of one New Jersey school district and is hired by another, the administrator's designated supervisor, or the district board of education in the case of the chief school administrator, shall ensure a revised individual PDP appropriate to the new assignment is developed in collaboration with the administrator.**
- [(f) Leaders whose positions require a chief school administrator's endorsement but who do not serve as a chief school administrator of a school district shall have an annual plan developed in collaboration with the chief school administrator, or designee holding a chief school administrator endorsement.
- (g) The chief school administrator, or designee holding a chief school administrator endorsement, shall meet with the principal, supervisor, or other school administrator at mid-year to assess progress toward completion or modification of the plan.
- (h) The chief school administrator, or designee holding a chief school administrator endorsement, shall review the status of the professional development plan as part of the principal's, supervisor's, or other district administrator's annual performance evaluation.
- (i) Each chief school administrator shall develop a professional development plan for review by his or her district board of education.

- (j) Chief school administrators shall provide to the district board of education annual evidence of progress toward completion of the professional development plan and summative evidence of plan completion every three to five years, depending on the chief school administrator's contract with the district board of education.
- (k) In cases where there is disagreement between a chief school administrator and his or her district board of education regarding plan contents or progress toward completion, the chief school administrator may appeal to the executive county superintendent, who will have final decision-making authority on all such matters.]

6A:9C-[3.4]4.4 Requirements for [individual] and implementation of teachers' individual professional development [planning and implementation] plans

- (a) [To meet the professional development requirement, each] **Each** teacher shall be guided by an individualized professional development plan (PDP), **pursuant to N.J.S.A. 18A:6-128.a**, which shall include at least 20 hours per year of qualifying [activities] **experiences**. The 20-hour annual requirement shall be **based on the length of full-time employment and** reduced by a pro rata share reflecting **part-time employment, or an absence, including** the use of family or medical leave.
- (b) The content of each **individual** PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the [Standards] **standards** for [Professional Learning] **professional learning** in N.J.A.C. 6A:9C-3.3.
- (c) The **individual** PDP shall be effective for one year, **updated annually, and modified during the year, as necessary**, and shall specify [a minimum] at **least**:

1. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; **and**
 - [2. As appropriate, an additional area for development of professional practice aligned to the teacher's role as a member of his or her collaborative professional learning team in accordance with N.J.A.C. 6A: 6A:9C-3.2;
 3. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement goals as set forth in N.J.A.C. 6A:9C-3.5 and 3.6; and
 4. Any requirements for professional development stipulated elsewhere in statute or regulation.]
- 2. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.**

[(d) The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district or applicable nonpublic school process for teacher evaluation.]

[(e)] **(d)** Progress on the **individual** PDP [must] **shall** be discussed [during a minimum of one] **at the annual summary** conference, [between the teacher and his or her supervisor] **pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year.**

[(f)] **(e)** [Each teacher shall provide evidence] **Evidence** of progress toward meeting the requirements of [his or her] **the teacher's** individual PDP **may be provided by the teacher and/or his or her supervisor**, and [this evidence must] **shall** be reviewed as part of each **annual summary** conference.

[(g) The PDP shall be revised at a minimum annually but may be adjusted as necessary to support the teacher's progress.]

[(h)] (f) All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments.

[(i)] Each district board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.]

[(j)] (g) A teacher's individual PDP goals may necessitate more than the recommended minimum requirements outlined in this subchapter.

[(k)] (h) Additional hours of qualifying [activities] **experiences** may be required for teachers in low-performing schools, as determined by the Commissioner.

(i) **The teacher's designated supervisor shall:**

1. **Use the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements and shall take appropriate steps to assure such progress. If a teacher's progress is found to be inadequate, the teacher's designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and**

2. **Maintain accurate records of each teacher's progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3 and 4.4. Such records shall include a copy of each teacher's current PDP and timeline, as well as any documentation and evidence showing the teacher's progress toward meeting the plan's requirements.**

(j) **If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district shall share with the new employing school district the teacher's individual PDP and all supporting documentation. If**

the current individual PDP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PDP and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.

6A:9C-[3.10]4.5 State [Committee on] Professional Learning Committee

- (a) The State [Committee on] Professional Learning **Committee** shall advise the Commissioner on the professional development requirements for teachers and school leaders as defined in this subchapter. Specifically, the Committee [shall] **may**:
1. Develop and recommend a periodic review process for school district **plans for** professional development [plans] for districts in need of improvement to ensure that professional learning opportunities: address the CCCS; are aligned to the professional standards in N.J.A.C. 6A:9C-3.3; and target teacher and school leader professional learning needs as identified in the school district performance report;
 2. Develop and recommend updated [professional standards] **Professional Standards** for [teachers] **Teachers** and [school leaders] **Professional Standards for School Leaders**;
 3. Review the implementation of professional development requirements for teachers and school leaders, and provide recommendations [for implementation];
 4. Develop and recommend a periodic audit process for school district mentoring plans to assure mentoring plans requirements pursuant to N.J.A.C. 6A:[9B-8.4]9C-5 are met;
 5. Review research, best practices, and practitioner feedback, and provide ongoing recommendations to ensure professional development requirements continue to

support teachers and school leaders in improving their practice to enable students to achieve high academic standards;

6. Recommend and develop guidance for the implementation of teachers' and [school leaders' professional development plans] **administrators' individual PDPs** to assure plans address the CCCS, align to the [professional standards] **Professional Standards** for [teachers] **Teachers** and [school leaders] **Professional Standards for School Leaders**, and reflect State, **school** district, and individual educator needs; [and]
7. Recommend criteria for school district use in the selection of professional development providers[.]; **and**
8. **Advise on other matters related to professional learning as requested by the Commissioner.**

(b) The State [Committee on] Professional Learning **Committee** shall consist of **at least** 16 appointed members. The Commissioner or his or her designee shall serve on the Committee as an ex-officio member. Initial committee appointments shall be made as follows: five shall be appointed for one-year terms, five shall be appointed for two-year terms, and six shall be for three-year terms. Each member shall serve a term of three years, renewable only for a second term. However, the 10 members who will occupy the initial abrogated terms shall be eligible to serve two additional full terms. When a membership vacancy or change in a member's representation status occurs, the Commissioner shall appoint a new representative from the appropriate constituency to fill the vacancy, **but the State Professional Learning Committee may carry out its responsibilities in the interim.**

(c) The Commissioner shall appoint all members and may invite nominations from professional associations and other interested parties. The Commissioner shall ensure [that] all major organizations representing teachers and school leaders have

representation on the Committee. The Committee membership shall be as follows:

1. Six teachers, with at least one from a charter school and at least one each from the following levels: high school, middle school, and elementary school;
 2. Six administrators, including three principals and three school district administrators, with at least [two] **one** of the six from **a** charter school[s];
 3. One member of a district board of education;
 4. Two representatives from educator preparation programs, with at least one member representing an alternate-route [provider of] educator preparation **provider**; and
 5. One parent or community member.
- (d) The State [Committee on] Professional Learning **Committee** shall replace the Professional Teaching Standards Board and the [Professional Development] **State** Advisory Committee **on Professional Development** for [school leaders] **School Leaders** for the purpose of meeting the statutory requirements in N.J.S.A. 18A:26-2.9 and 18A:26-8.2, respectively.

SUBCHAPTER 5. DISTRICT MENTORING PROGRAM

6A:9C-5.1 Requirements for district mentoring program

- (a) **All school districts shall develop a district mentoring program to provide nontenured teachers, including novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.**
- (b) **The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the CCCS to facilitate student achievement and growth;**

identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.

(c) All district boards of education that employ nontenured teachers shall determine how each nontenured teacher in his or her first year of employment shall be provided with the following supports:

- 1. Comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district’s evaluation rubric, including setting and assessing student learning through student growth objectives;**
- 2. Individualized supports and activities, which shall be assigned at the school district’s discretion and shall be aligned with the Professional Standards for Teachers at N.J.A.C. 6A:9-3.3, the standards for professional learning at N.J.A.C. 6A:9C-3.3, and the school district’s Commissioner-approved teaching practice instrument. The supports and activities shall be guided by:
 - i. The nontenured teacher’s degree of preparation and experience;**
 - ii. The nontenured teacher’s individual professional development plan (PDP) developed within 30 instructional days of the beginning of the teaching assignment pursuant to N.J.A.C. 6A:9C-4.4(f);**
 - iii Areas of focus within the district mentoring plan; and**
 - iv. Goals of the school and school district plans for professional development as described in N.J.A.C. 6A: 6A:9C-4.2; and****
- 3. One-to-one mentoring, which is required for each novice provisional teacher as set forth in (d) below.**

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

- (e) All novice provisional teachers whose positions require possession of instructional certificates pursuant to N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9B-5.1 shall comply with the district mentoring program requirements.
- (f) District boards of education shall budget State funds appropriated for the novice teacher mentoring program.
1. Subject to the availability of funds, the Department shall appropriate State funds based on the number of novice teachers employed each year by a district board of education.
 2. District boards of education shall ensure State funds appropriated for this program supplement, and not supplant, Federal, State, or local funds already devoted to planning and implementing a novice teacher mentor program.
 3. District boards of education shall ensure State funds are used for one or more of the following:
 - i. Stipends for mentor teachers;
 - ii. The costs associated with release time;
 - iii. Substitutes for mentor and novice teachers; and
 - iv. Professional development and training activities related to the program.
 4. If no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional period of teaching to obtain standard certification shall be responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees.
- (g) The school district's administrative office shall oversee the payment of mentors. Payment shall not be conferred directly from provisional novice teacher to mentor.

6A:9C-5.2 Mentor requirements

- (a) **The chief school administrator shall oversee the mentor selection process and ensure the individual mentor of a novice provisional teacher meets the following minimum requirements:**
- 1. Holds an instructional certificate and, when possible, is certified in the subject area in which the novice provisional teacher is working;**
 - 2. Has at least three years of experience and has taught full-time for at least two years within the last five years;**
 - 3. Does not serve as the mentee’s direct supervisor nor conduct evaluations of teachers;**
 - 4. Demonstrates a record of success in the classroom;**
 - i. Beginning academic year 2014-2015, all mentor teacher applicants shall have received a summative rating of effective or highly effective on the most recent summative evaluation.**
 - (1) If a mentor teacher applicant has not yet received a summative evaluation rating for academic year 2013-2014 by the start of academic year 2014-2015, the mentor applicant shall have demonstrated a record of success in the classroom as measured by a rating of effective or highly effective on the school district’s Commissioner-approved practice instrument;**
 - 5. Understands the social and workplace norms of the school district and the community it serves;**
 - 6. Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and**

7. **Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district’s teaching evaluation rubric and practice instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.**

6A:9C-5.3 District mentoring plan

- (a) **The chief school administrator or designee shall develop a district mentoring plan as part of the school district’s professional development plan (PDP) pursuant to N.J.A.C. 6A:9C-4.4. The district mentoring plan shall include logistics for its implementation and describe the school district’s responsibilities pursuant to N.J.A.C. 6A:9C-5.**
 1. **The chief school administrator shall submit the district mentoring plan to the district board of education for review of its fiscal impact.**
 2. **The chief school administrator or designee shall share the district mentoring plan with each school improvement panel, which shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all nontenured teachers and their mentors.**
 3. **The chief school administrator or designee annually shall review the plan and revise it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance.**

6A:9C-5.4 Mentoring and evaluation by approved agencies

An approved agency and its designated staff shall be authorized to provide the services, evaluations, and recommendations specified within N.J.A.C. 6A: 9B-8.6, 8.7, and 8.9 for provisional Teachers of Supplemental Instruction in Reading and Mathematics, Grades K-8 in their employ.