



# *Enhancing Preparation & Certification to Increase Novice Teacher Effectiveness*

## **Changes to Chapter 9: Proposal Level**

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

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

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

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

**Professional Standards**

**New Jersey Educator Preparation Programs**

**State Board of Examiners and Certification**

**Professional Development**

**June 3, 2015**



# Agenda

Update on Recent Activities and Outcomes

Reminder: Teacher Preparation Vision and Focus of Proposal

Proposal Summary and Changes Since Second Discussion By Chapter:

- 9 – Professional Standards
- 9A – New Jersey Educator Preparation Programs
- 9B – State Board of Examiners and Certification
- 9C – Professional Development



## Active Collaboration

***The Department has engaged extensively with stakeholders to address concerns and strengthen proposed regulations.***

Over the past two years and more intensely in the past two months, we have been grateful to engage with stakeholders across the state. We look forward to continuing our collaboration with the groups listed below and many others.

- Garden State Alliance for Strengthening Education (GSASE) – including NJEA, PSA, NJACTE, AFT
- All Certificate of Eligibility with Advanced Standing (CEAS) educator preparation programs\*
- All Certificate of Eligibility (CE) educator preparation programs\*
- NJASA
- NJSBA
- Bilingual Advisory Committee
- CTE Advisory Group
- NJ State Special Education Advisory Council
- NJ Council of Vocational-Technical Schools,
- Advocates for Children of New Jersey

\* At the request of NJACTE, the Department will now refer to what is commonly called “traditional route” as “CEAS educator preparation programs” and “alternate route” as “CE educator preparation programs.” This language change is another example of our willingness to respond to stakeholders.



## Progress Toward Proposal Level

*We expanded the public comment period to ensure we heard from as many stakeholders as possible before presenting the amendments at Proposal Level.*

Since February 4, the Department has maximized its outreach by:

- **Delaying the original regulatory timetable** for moving from Second Discussion to Proposal Level;
- **Publishing a draft set of proposed updates on May 6** to indicate the many changes being considered as a result of collaboration with stakeholders;
- **Providing a second public testimony on May 20** to hear additional comments; and
- **Responding to over 100 comments** through the public comment and response process.

The outcome of all of this work is an **improved regulatory proposal** that will raise the bar for and **better support novice teachers**, backed by solid research and **supported by many national and state groups**.



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# Teacher Preparation Vision

*We are working in partnership with stakeholders to increase novice teacher effectiveness.*

## Comprehensive Vision:

- **Implement the June 2014 regulatory package**, which raised the bar for entry into the profession, and related non-regulatory actions such as the development of the Educator Preparation Provider Annual Reports (EPPARs).
- **Propose a comprehensive package**, developed over the last 18 months with various stakeholders, **prior to expiration** of the current regulations.
- **Join the Garden State Alliance for Strengthening Education** as a partner in addressing other outstanding components of novice teacher preparation and support.

## Future State of Teaching in New Jersey:

- **Higher bar for entry** into the teaching profession
- **Preparation that supports high-quality instruction** (e.g. academic standards, PARCC, and evaluation), ensuring novice teachers are exposed to an environment promoting student achievement
- **Rich data** to distinguish the quality of individual teacher candidates and their programs



# Focus Areas for Proposal

***Preparation and certification are levers that can drive change in four areas:***

1. **Strong Candidates  
Entering the  
Profession**



*Attract the best and brightest teacher candidates into preparation programs by raising entry requirements.*

2. **Updated  
Preparation  
Requirements**



*Provide teacher candidates with high-quality preparation that is grounded in enhanced preschool through 12<sup>th</sup>-grade classroom experience.*

3. **Demonstrated  
Individual  
Performance**



*Require candidates to demonstrate mastery of important teaching competencies throughout preparation and initial years of teaching.*

4. **Program Data and  
Support**



*Provide programs, teacher candidates, and districts with transparent performance data; Support programs and hold them accountable.*

Guiding Principles:

Stakeholder Collaboration & K12/Higher Education Partnerships



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## Collaborative Outcomes

*As a result of the outreach and collaboration described in slides 3 and 4, we have developed three types of responses:*

- **Clarification:** As we listened to stakeholders, we identified areas where we needed to **better explain the intent or goal** of our policies.
- **Regulatory amendment:** Stakeholders helped us identify **changes to our proposal at Second Discussion** to ensure implementation feasibility, address drafting mistakes, or make positive language changes.
- **Commitment to major principles:** We remain committed to the foundation of our original proposal, **which recognizes that the current state of teacher preparation and certification is inadequate** and fosters changes to **better support novice teachers and promote student learning in every classroom.**



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## N.J.A.C. 6A:9: Professional Standards

***This chapter contains the definitions for N.J.A.C. 6A:9, 9A, 9B, and 9C and the Professional Standards for Teachers and Professional Standards for School Leaders.***

### **KEY CHANGES IN 9:**

- Add definitions for clarity (i.e. three main types of certificates -- administrative, instructional, and educational services).
- Update terms to align to teacher preparation and certification changes in N.J.A.C. 6A:9A, 9B, and 9C.



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

## Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
<b>Terminology &amp; Definitions</b>	<ul style="list-style-type: none"><li>• “Traditional route” is not appropriate to describe programs designed to lead to Certificate of Eligibility with Advanced Standing (CEAS)</li></ul>	<ul style="list-style-type: none"><li>• <b>Regulatory Change:</b> “Traditional route” to “CEAS educator preparation program” and “alternate route” to “CE educator preparation program”</li></ul>
	<ul style="list-style-type: none"><li>• “Student teaching” does not align with CAEP definitions</li></ul>	<ul style="list-style-type: none"><li>• <b>Regulatory Change:</b> More closely align with CAEP definitions: "clinical experience" in lieu of "practicum" and "clinical practice" in lieu of "student teaching;" Use new term "clinical component" as umbrella term for both</li></ul>



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

***This chapter contains the rules for the approval of CEAS and CE educator preparation programs as well as requirements for educators.***

## KEY CHANGES IN 9A:

- Clarify and streamline program approval and the role and authority of the Commissioner and the State Program Approval Council (SPAC).
- For CEAS educator preparation programs, increase clinical component requirements (i.e. clinical practice from one semester to two), but provide greater flexibility to programs with regard to course requirements.
- For CE educator preparation programs, foster equity with CEAS requirements by:
  - Requiring programs to accept candidates as cohorts;
  - Increasing quality and quantity of pre-professional experience (from 24 to 50 hours and specifically require clinical experience);
  - Increasing instructional hours and span of program;
  - Requiring candidates to complete Commissioner-approved performance assessment; and
  - Including these programs in the more rigorous Department program approval process.



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

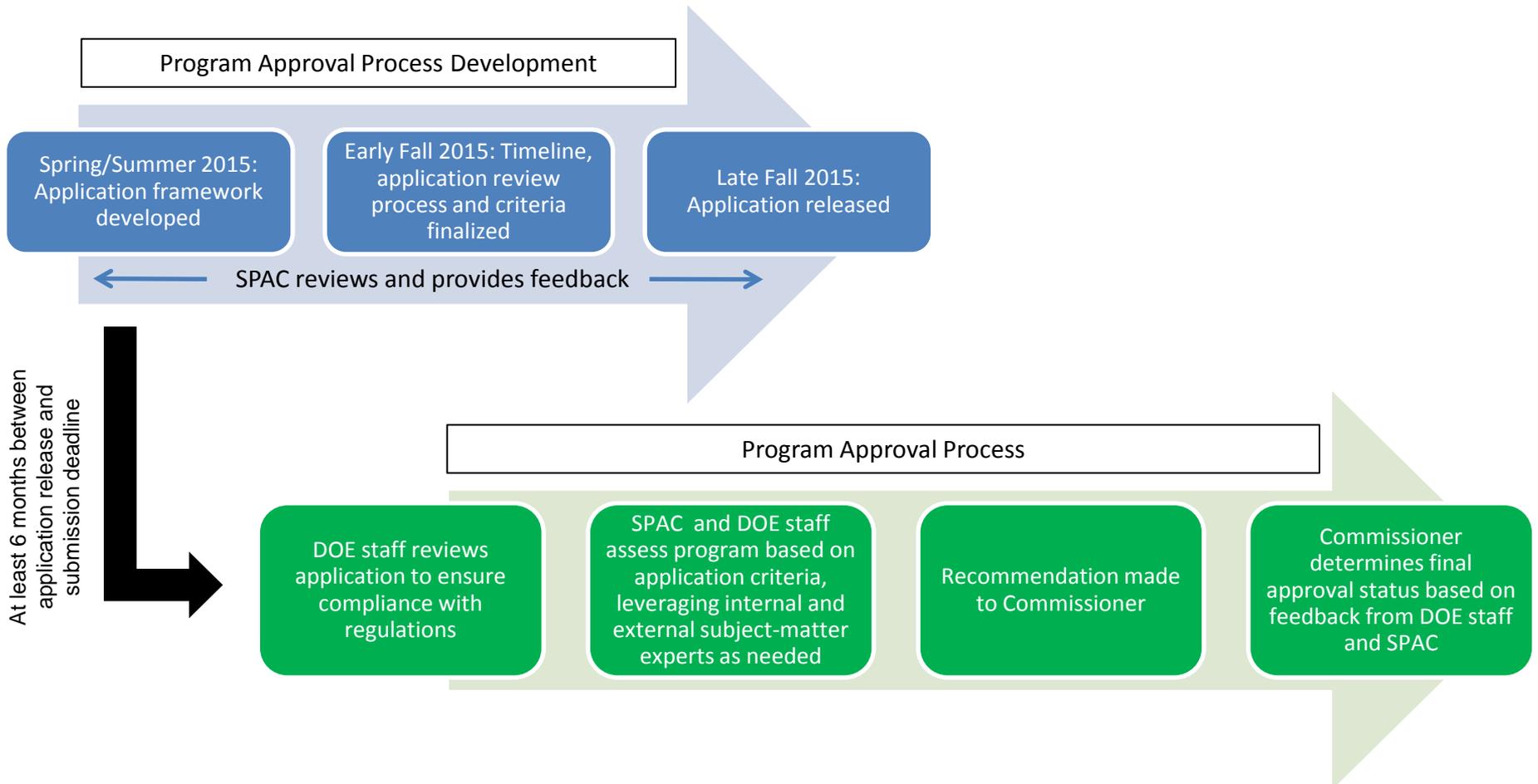
## Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
<p><b>Program Approval/ Accreditation</b></p>	<ul style="list-style-type: none"> <li>• Role of the State Program Approval Council (SPAC) in the approval process seemed diminished</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Change “may” to “shall” consult the Commissioner to clarify original intent</li> </ul>
	<ul style="list-style-type: none"> <li>• Concern that SPAC composition was not defined clearly enough</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Add specifics for SPAC composition including at least 4 CEAS reps, 3 CE reps, and 4 K-12 reps for 2-year renewable terms</li> </ul>
	<ul style="list-style-type: none"> <li>• Criteria for new programs is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarify</b> that program application and rubric for approval will be created with feedback from SPAC and posted well in advance of deadline (see next slide)</li> </ul>
	<ul style="list-style-type: none"> <li>• CE educator preparation programs are not being held to the same bar specifically regarding accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Require accreditation for CE programs by 2022, allowing 2 years for programs to restructure and 5 years to become accredited (the same 5-year timeframe given to CEAS programs)</li> </ul>



# Vision for Program Approval

*The program approval process takes place over time and in collaboration with SPAC.*





## N.J.A.C. 6A:9A (Cont.)

### Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
Clinical Component	<ul style="list-style-type: none"><li>Concerns about logistics</li></ul>	<ul style="list-style-type: none"><li><b>Remain committed</b> to increasing clinical practice time but increase flexibility to improve feasibility (175 hours across the semester instead of 2 days/week)</li></ul>
	<ul style="list-style-type: none"><li>Timeline shouldn't affect current freshmen</li></ul>	<ul style="list-style-type: none"><li><b>Regulatory change:</b> Change effective date from 2017-18 to 2018-19</li></ul>
	<ul style="list-style-type: none"><li>Clinical practice requirement is particularly difficult for some 1-year post-baccalaureate programs</li></ul>	<ul style="list-style-type: none"><li><b>Remain committed</b> to increasing requirements, but clarify options to meet clinical component requirements (see next slide); note that some post-bacc. programs already meet this requirement by offering summer clinical experiences</li></ul>



# Vision for Clinical Component

***Proposed requirements for the clinical component are designed to gradually increase candidates' responsibility in an educational setting.***



	<b>Clinical Experience Prior to Clinical Practice</b>	<b>Clinical Practice Semester 1*</b>	<b>Clinical Practice Semester 2*</b>
<b>Focus</b>	<b><i>Connecting theory to practice by observing and assisting with student learning</i></b>	<b><i>Becoming immersed in a school setting and gradually gaining classroom responsibility</i></b>	<b><i>Demonstrating ability to lead a classroom and impact student learning</i></b>
<b>Regulatory Requirements</b>	<ul style="list-style-type: none"> <li>• Duration of 50 hours minimum prior to clinical practice</li> <li>• Occurs in at least 2 classroom settings</li> <li>• Required placement in setting where students with IEPs are educated</li> <li>• Increases in intensity and duration throughout the program</li> </ul>	<ul style="list-style-type: none"> <li>• Duration of 175 hours over the course of the semester</li> <li>• Occurs in same school setting as Semester 2 (where possible)</li> <li>• Includes PD days with K-12 site at beginning of semester</li> </ul>	<ul style="list-style-type: none"> <li>• Duration is full-time for entire semester</li> <li>• Occurs in same school setting as Semester 1 (where possible)</li> <li>• Observation of candidates at least once every other week by clinical supervisor</li> </ul>
<b>Examples of Allowable Activities</b>	<ul style="list-style-type: none"> <li>• Observing teachers</li> <li>• Completing virtual clinical experiences</li> <li>• Tutoring</li> <li>• Participating in after-school activities in a K-12 or community-partner setting</li> <li>• Participating in lunch/hallway duty</li> <li>• Leading/co-leading small group instruction</li> <li>• Providing 1:1 in-classroom support</li> </ul>	<ul style="list-style-type: none"> <li>• Leading/co-leading small group instruction</li> <li>• Providing 1:1 in-classroom support</li> <li>• Lead teaching/independently teaching lessons</li> <li>• Co-teaching with an Effective or Highly Effective cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teaching/independently teaching lessons</li> <li>• Co-teaching with an Effective or Highly Effective cooperating teacher</li> </ul>
<div style="border: 1px solid blue; padding: 5px; display: inline-block;"> <b><i>Enables teacher candidates to experience a full K-12 school year.</i></b> </div>			

\*Clinical Practice semesters could be completed Spring or Fall.



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# N.J.A.C. 6A:9B: State Board of Examiners and Certification

*This chapter contains the rules for licensure of teachers, administrators, and educational services workers, including the rules regarding the State Board of Examiners.*

## KEY CHANGES IN 9B:

- Create more equitable criteria across all types of certification, such as:
  - Requiring provisional candidates with a CE to pass a performance assessment before earning a standard certificate; and
  - Updating reciprocity rules, which require novice teachers to pass a performance assessment and experienced teachers to demonstrate effective teaching through evaluation scores.
- Link standard certification to multiple years of multiple measures of evaluation data, rather than one year of observations;
- Clarify substitute rules; and
- Reorganize to clarify general certification requirements, as well as content-specific endorsement requirements.



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

## Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
<b>Performance Assessment Effective Date for CEAS</b>	<ul style="list-style-type: none"><li>• Approved assessments/vendors have not yet been selected and delay will hinder programs' ability to adjust curriculum to ensure candidates are successful</li></ul>	<ul style="list-style-type: none"><li>• <b>Regulatory change:</b> Delay performance assessment 1 year (require assessment for candidates graduating after 9/1/17– is currently 9/1/16)</li></ul>



# N.J.A.C. 6A:9B (Cont.)

## Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
<p><b>Principal Certification Recommendation</b></p>	<ul style="list-style-type: none"> <li>• Superintendent should not recommend a principal for standard certification</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Maintain ability for residency program provider to recommend principal for standard certification</li> </ul>
<p><b>Mid-Year Hire (CE Educator Preparation Candidates)</b></p>	<ul style="list-style-type: none"> <li>• Proposal appears to prevent districts from making mid-year hires of CE educator preparation candidates</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarify</b> that proposal does not prevent mid-year hires of CE educator preparation candidates</li> </ul>
<p><b>Substitutes</b></p>	<ul style="list-style-type: none"> <li>• Proposal to require a bachelors degree for all substitutes will cause a substitute shortage for short-term absences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Reinstate the substitute credential with 60 credit hours, but limit the length of time in one classroom to 20 total days per academic year</li> </ul>
	<ul style="list-style-type: none"> <li>• Concern that shortage will be even greater for Career &amp; Technical Education (CTE) substitutes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regulatory change:</b> Allow candidates with a CTE substitute credential to remain in the same classroom for up to 40 days per academic year</li> </ul>



## Recap Substitute Limit Proposal

***Limiting uncertified substitute teachers will complement more rigorous initial and standard certification processes.***

Credential	Limit (in the same class during academic year)
Substitute Credential; Ed Services or Admin. Certificates	20 instructional days
Career & Technical Education (CTE) substitute credential	40 instructional days
CE, CEAS, or standard <u>not in</u> subject area of classroom where substitute is placed	40 instructional days (Districts must notify ECS if a CE or CEAS provisional teacher substitutes for more than 20 days)
CE, CEAS, or standard <u>in</u> subject area of classroom area where substitute is placed	Can be extended from 60 instructional days to entire year* (For an extension beyond 60 days, CEAS and CE provisional teacher substitutes must have a provisional certificate and be enrolled in or have completed a mentoring program. Additionally, CE provisional teacher substitutes must be enrolled in or have completed a CE educator preparation program)

\* If a teaching position becomes vacant, which is a permanent departure (i.e. retirement or resignation), school districts must fill vacancies as soon as possible, but no later than 45 calendar days (or 60 calendar days for good cause shown) after the vacancy's posting



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# N.J.A.C. 6A:9C: Professional Development

*This chapter contains the rules for professional development for teachers and school and district leaders, as well as the rules regarding teacher mentoring (note: Teacher mentoring regulations have been moved to this chapter to highlight their connection to professional development).*

## **KEY CHANGES IN 9C:**

- As most of these rules were recently amended, proposed changes are organizational or grammatical.



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

## Changes Since 2<sup>nd</sup> Discussion (3/4/15)

Topic	Feedback Received	Department Action(s)
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Lack of clarity between “professional development” and “professional learning”</li> </ul>	<ul style="list-style-type: none"> <li><b>Clarify</b> the structure &amp; requirements associated with professional development as “professional development”; and experiences, opportunities, and actions associated with <i>engaging</i> in professional development as “professional learning”</li> </ul>
	<ul style="list-style-type: none"> <li>State Committee on Professional Learning (SCPL) not preferable title</li> </ul>	<ul style="list-style-type: none"> <li><b>Regulatory change:</b> Change name to State Professional Learning Committee (SPLC)</li> </ul>
<b>Functions of State Committee</b>	<ul style="list-style-type: none"> <li>Language proposed too vague</li> </ul>	<ul style="list-style-type: none"> <li><b>Clarify</b> SPLC shall only engage in tasks associated with professional learning</li> </ul>
	<ul style="list-style-type: none"> <li>Membership unclear</li> </ul>	<ul style="list-style-type: none"> <li><b>Regulatory change:</b> “16 member” SPLC to “at least 16 members,” which gives Commissioner discretion to add additional members as appropriate</li> </ul>



## Next Steps

- **Regulatory Process** (if the State Board approves this regulatory package for publication in the *New Jersey Register*) next steps are:
  - *New Jersey Register* publication with 60-day written comment period and an additional Public Testimony Session (*tentatively* August 5);
  - Adoption level at State Board monthly meeting (*tentatively* October 7); and
  - Publication in the *New Jersey Register* to establish the effective date of the adopted regulations.
- **Continued Engagement** with stakeholders as we enter the last stage of the rulemaking process and as we implement the changes proposed.
- **Begin Research and Outreach** to explore new areas of potential regulatory changes that stakeholders have indicated warrant further review, but were not addressed in this package.