

DESIGNING A CONTINUUM TO SUPPORT EFFECTIVE TEACHING IN NEW JERSEY: Today and Tomorrow



*Recommendations on the teaching spectrum
– from preparation to leadership –
by the Garden State Alliance for Strengthening Education*

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About the Garden State Alliance for Strengthening Education

The Garden State Alliance for Strengthening Education (GSASE) is a broad-based coalition that seeks to promote and enhance teacher quality and effectiveness through a systemic approach to strengthening professional practice. The coalition seeks to identify the supports, conditions, and capacity-building steps essential to ensuring a quality teaching force. This coalition supports cohesive and aligned strategies and policies that span the continuum of practice, from initial preparation to teacher leadership.

Coalition members represent statewide education groups, colleges and universities, school districts, and parent and community advocates.

Coalition founding members:

N.J. Association of Colleges for Teacher Education
N.J. Association for Supervision and Curriculum Development
N.J. Education Association
N.J. Field Directors Forum
N.J. Parent-Teacher Association

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Designing a Continuum to Support Effective Teaching in New Jersey: Today and Tomorrow

Introduction and Overview

“Today, what is desperately needed is a systems approach to educator quality. Tinkering around the edges or addressing one aspect of the continuum will not improve student learning. Simply preparing excellent beginner educators alone without a system in place to sustain and strengthen professional practice over time is foolish.”

Sharon Feiman-Nemser, author

From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching

New Jersey educators and education advocates recognize the need for a strong professional learning continuum for teachers that provides ongoing, steady support to respond to ever-changing student needs in the fast-paced 21st century learning environment. To develop and sustain this continuum from educators’ pre-service preparation to induction and throughout their careers, a solid partnership and continuous dialogue about best practices and supportive policies are required among education stakeholders.

To that end, New Jersey statewide education groups, colleges and universities, school districts, and parent and community advocates have formed the Garden State Alliance for Strengthening Education (GSASE). This coalition builds on the findings of the New Jersey Higher Education Task Force that was formed in 2007 to identify and recommend needed policy reforms in teacher preparation and ongoing teacher development. A key theme of this task force’s 2007 report was to build partnerships across the education spectrum.

As Sharon Feiman-Nemser stated in her seminal 2001 work *From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching*:

“Building a professional learning continuum will depend on solid partnerships between the colleges and universities, the P-12 schools, and the state department of education. These partnerships must be based upon mutual respect and involve continuous dialogue and a shared understanding that each entity alone cannot complete the task of assisting the candidate to develop expert skills and knowledge.”

This broad-based coalition recognizes that teacher preparation and continued support for educators play a major role in ensuring a strong public education system focused on student success. Among in-school factors, teachers and principals play a significant role in student achievement. Therefore, it is vital that the preparation and ongoing development of the education workforce be addressed in ways that will ensure the success of those staff.

Research tells us that teaching is a profession learned in practice over time. Teachers' learning is far from finished when they receive their teaching certificates. If novice teachers are to succeed and remain in the profession, stemming the enormous tide of teacher attrition, they will need strong induction programs that accelerate their learning, helping them apply new knowledge and skills. Experienced teachers, too, need ongoing opportunities to reflect on their practice, master new curricula and strategies, as well as leadership opportunities that keep them invigorated and growing professionally. With strong partnerships and tighter linkages among teacher preparation programs, school districts, teachers' professional associations, local communities, and state agencies, a real opportunity exists for truly transforming teaching through shared responsibility for preparing and growing our educator workforce.

To further these goals around establishing such strong alliances and, as a first step, the coalition has developed this report. It examines how we can ensure that this new vision of the teaching continuum informs teacher preparation, as well as continued teacher development. This report analyzes the current status and makes a series of recommendations for each phase of the professional continuum for teachers – including pre-service preparation, induction, collaborative professional learning, and opportunities for teacher leadership. It lays out the kinds of supports and conditions that are essential to the capacity building needed to support the preparation and development of teachers in the context of a continuum of practice. Recommendations are made in the following areas:

- I. Teacher Preparation in the Continuum;
- II. Teacher Induction;
- III. Professional Learning;
- IV. Teacher Leadership.

New Learning Expectations for Students

"Teachers must succeed if students are to succeed, and students must succeed if society is to succeed."

Michael Fullan

Over the last several decades, New Jersey has continuously increased expectations for what our educational system can achieve and what our students can learn. Most recently, the New Jersey Department of Education has adopted and implemented more rigorous college and career-readiness standards. With the integration of the national Common Core State Standards (CCSS) and New Jersey's already extensive state Core Curriculum Content Standards (NJCCCS), our students are expected to master rigorous content, think critically, solve problems, and work collaboratively through a cohesive, coordinated system, preschool through grade 12 (P-12). These new standards articulate the skills students need to thrive personally and professionally. By adopting these complex and demanding learning standards, the state bears responsibility for giving students the resources to attain those goals.

To that end, we must assure that *all* teaching staff members are prepared to engage in the professional learning needed to support the new national and state standards. Teachers need the ability to diagnose complex learning problems, develop new assessments for learning, analyze student achievement data to

inform instruction, and assure literacy across the curriculum. They need opportunities and support to learn and apply new technologies in support of student learning.

Building Capacity to Support Teacher Effectiveness

New Jersey, like other states across the nation, has had a laser-like focus on teacher effectiveness. While research shows that out-of-school factors have the greatest impact on how students perform in school, teachers represent the most significant in-school determinant of student success. New Jersey's updated teacher evaluation system includes measures of practice and student achievement. The state is implementing a new law that focuses on the evaluation of teachers linked to student achievement as part of their overall evaluation and now bases their tenure on these evaluation results.

These reforms in evaluation and tenure alone will not produce the changes needed to support a true continuum of teaching. The emphasis thus far in the state has been focused heavily on educator accountability and not on the capacity building needed to support teacher practice. We need to move beyond the dichotomy of labeling teachers as either "good" or "bad" teachers. Instead, we need to develop the supports for teachers and the conditions in which teacher candidates and teachers can flourish.

The evaluation system needs to recognize and allow for varying levels of experience. It needs to increase the intrinsic motivation or systemic, non-judgmental support needed for educators to make changes in their practice. Educators must be active partners in this effort, recognized as professionals, and not viewed as simply a means to a test score. Without aligned capacity building, training, improved induction programs, and other supports, current accountability measures seem like little more than "gotchas."

We need to broaden the conversation on teacher effectiveness to include an integrated role for preparation programs, partner districts, and professional associations in preparing and developing teachers and for addressing the conditions needed in our schools to support effective practice. Teaching is a profession in which teachers grow in the sophistication of knowledge and skills over time. It makes sense to build a professional learning continuum that supports teacher learning from preparation to induction and through continuing professional development that utilizes a partnership approach.

Likewise, the State must provide the ongoing fiscal backing required to develop and maintain a true continuum of professional learning for educators to support teacher effectiveness. Capacity-building and retention strategies cost money and demand meaningful shifts in both policy and practice. This should be viewed as an investment to counter high attrition in the profession.

As noted in the 2014 Carnegie Foundation report "Beginners in the Classroom: What the Changing Demographics of Teaching Mean for Schools, Students, and Society," teacher turnover costs the nation \$7 billion a year. At least four of every 10 individuals who enter teaching leave the profession within five years. In urban districts, the problem is even more severe, with more than 50% of all teachers leaving within five years. The Carnegie report goes on to state, "...the sheer number of novices in public school teaching has serious financial, structural, and educational consequences for public education – straining budgets, disrupting school cultures, and, most significantly, depressing student achievement." As a result, students suffer by being taught by inexperienced teachers who leave before they become accomplished educators. Having a school staff in constant flux means that students then lack the stable environment that schools should provide.

The fact is the state must make an initial investment in supporting the full continuum or pay the consequences of high teacher turnover with its subsequent impact on student achievement. Research is clear that teachers often leave the profession because they do not have the professional support and professional development to meet the challenges of teaching.

Fragmentation Across the Continuum

Currently, there are inconsistencies and some fragmentation across the teacher development continuum. Some examples include:

- *Lack of alignment between the faculty of arts and sciences and the faculty of education*
In a typical university-based preparation program, arts and sciences faculty bear responsibility for subject matter expertise while the faculty from the schools of education prepare pre-service teachers on content pedagogical knowledge (how students learn the content). Often times the coursework between the two is not aligned
- *Limited and unfocused induction programs*
School districts generally bear responsibility for teacher assignment and the induction of teachers, who come to them through a variety of preparation routes, with no expected alignment between the preparation programs and the district induction programs.
- *Insufficient support for mentoring programs*
Teacher mentors are often asked to assist new colleagues without a clear vision of their role, standards to guide their work, quality training, or sufficient time. Mentoring's impact is largely dependent on the individual mentor rather than a coherent, coordinated program supporting both mentors and novice teachers.
- *Limited connections between teacher preparation and school district programs and staff*
Sometimes, administrators and teachers in school districts have little say about the pre-service experiences of teacher candidates, even when a given institution of higher education places a large percentage of its graduates in their districts. Historically, colleges and universities have not regarded induction as within their purview, nor have districts or current educators felt they have much to say about teacher preparation.

Building a Supportive, Cohesive System

"A focus on accountability uses standards, assessment, rewards and punishment as its core drivers. It assumes that educators will make the necessary changes to develop the skills and competencies to get better results. However, leading with accountability is not the best way to get accountability, let alone whole system reform.... What is required is to build new skills and generate deeper motivation."

Michael Fullan

In the sections that follow on each of the phases of the teacher development continuum, recommendations are made that support a cohesive, aligned system of teacher development. As Michael Fullan points out, without equal consideration to capacity building, which is a powerful lever of change,

the accountability measures currently proposed in New Jersey and across the nation as the solution to improving teacher effectiveness will fail.

Teacher Preparation in the Continuum

Some groundwork has already been laid in what is needed to strengthen teacher preparation. In 1997, *The National Commission on Teaching and America's Future* highlighted research identifying the essential criteria for ensuring teacher preparation programs deliver high quality results. Regardless of the program's length, these critical elements require:

- a) A common vision of good teaching that is apparent in all coursework and clinical experiences;
- b) Well-defined standards of practice and performance that guide and measure courses and clinical work;
- c) Rigorous core curricula;
- d) Extensive use of problem-based methods, including case studies, research on teaching issues, performance assessments, and portfolio evaluation; and
- e) Strong relationships with reform-minded local schools that support the development of common knowledge and shared beliefs among school and university faculty.

Moreover, additional key characteristics of successful professional preparation programs include strong collaboration and cooperation across the college and university and the education community at large including:

- a) Deep and meaningful collaboration in program development and delivery by the arts and sciences faculty and the education faculty;
- b) Strong support by the central administration of the institution and by school leaders in the community for the educator preparation program;
- c) A thoughtfully designed process of matriculation for teacher candidates;
- d) Guidance and support for graduates of teacher education programs so they are carefully mentored and supported in a community of teachers and learners and are not just cut adrift after graduation;
- e) Tightly articulated program elements, with practice coupled to theory; and
- f) Independent and continuous assessment of program quality

Since 2009, all New Jersey teacher education programs, with the exception of Alternate Route programs, are required to be nationally accredited. National accreditation requirements call for ongoing performance assessment of teacher candidates. Currently, each college determines its own teacher candidate performance assessment system, which must be reviewed as part of the national accreditation process.

Because research is clear that the quality of a teacher's preparation will strongly impact the success of the teacher, it is imperative that we get it right. We strive for more coordinated programs within universities and with partner school districts. We learn from the plethora of research about best practices in preparing teachers. The nature of teaching is a complex process, requiring specialized knowledge and skills that are learned through practice over time with ongoing opportunities to reflect on one's work and connect it to theory. There is no "playbook" for teaching, although for-profit vendors and some other providers might like to convince us that there is.

The new Core Standards put the emphasis on the learner as an active agent. With this shift in focus from teaching to learning, there are deep implications for how we prepare teachers to support the kind of problem-based, active learning that is most effective for deep student learning. The revised national Model

Interstate Teacher Assessment Support Consortium (InTASC) Standards for Teachers (2011), which informed the current N.J. Professional Standards for Teachers, were developed through the lens of the learner, delineating what teachers need to do to support the learner and the learning process instead of through the sole lens of teaching practice. These standards are already integrated in the New Jersey licensing regulations that also govern teacher preparation, induction, and professional development.

To support learner-centered practice, teachers need a range of sophisticated pedagogical skills and knowledge to allow them to:

- Facilitate learner-centered instruction whether it is in the classrooms or technology based;
- Diagnose learner strengths and areas of improvement across the spectrum of students' performance, providing supports for students at varying levels of understanding of the subject matter;
- Provide on the spot judgment around appropriate learning strategies that are dynamic and reciprocal;
- Routinely utilize assessment data to personalize instruction;
- Understand how to engage students in ways that are intellectually challenging and satisfying so students bring innate curiosity and enthusiasm to their learning; and
- Support students' collective problem-solving skills which they will need to work in new team-based work environments.

We also know that while knowing one's subject matter is necessary, it is not sufficient to ensure a teacher's effectiveness. Teachers need a strong grounding in child development and pedagogical content knowledge. Research tells us that teacher expertise is developed within particular content domains rather than in the traditional generic approach to pedagogical instruction.

That is why there is such a need for arts and sciences faculty to work closely with teacher preparation faculty to assure that the content taught by arts and sciences faculty and the content pedagogy taught by education faculty are tightly aligned and mutually reinforcing. Faculty councils that routinely bring together faculty from arts and sciences and education to discuss common issues of teacher preparation can play a critical role in assuring both are on the same page.

Likewise, alternate teacher preparation programs must be held to the same standards and requirements as higher education-based programs to ensure consistent high standards in teacher preparation and to ensure successful teaching and learning for all students.

Critical Features of Preparation Programs

Multiple recent studies delineate three critical features of effective teacher preparation:

- The tight integration among courses and between courses and clinical work in schools;
- Extensive and intensively supervised clinical work integrated with coursework; and
- A close proactive relationship with schools that serve diverse learners effectively and develop and model good teaching.

A recent policy brief from the Council of Chief State School Officers on teacher preparation describes teaching as an "academically taught clinical practice profession" demanding the same kind of emphasis on

clinical practice as in such professions as medicine and clinical psychology. Teaching, like these other professions, must be learned “in practice.” No longer is it sufficient to provide coursework with a culminating student teaching experience. Our new understandings suggest that there must be sustained, intricate, and intentional connections between the academic study and clinical experiences throughout the preparation program.

To meet national accreditation standards, New Jersey teacher preparation higher education institutions already implement clinical opportunities throughout the students’ preparation. Clinical instruction begins in the earliest days of the program, continues throughout, provides frequent student assessment, and gives students increasing responsibility as a teacher. Clinical practice opportunities need to be tied to coursework to form the spine of a program. When programs emphasize the importance of clinical opportunities throughout preparation, teacher candidates develop an image of what teaching is and what it requires, allowing them to make better sense of how ideas and theories of their coursework fit in developing one’s practice.

Assessing Teacher Candidate Learning Along the Way

New Jersey higher education teacher preparation programs strategically place – throughout their programs – performance assessments in which pre-service students demonstrate practice routinely and systemically. Such assessments help to identify problems of practice for student and faculty reflection alike and provide faculty with rich data on needed course corrections in instruction. Teacher candidates need ongoing formative performance assessments to gauge their own learning during their preparation.

Programs also utilize a culminating performance assessment in which students must demonstrate their ability to impact student achievement as a requisite for graduation from the program. New Jersey needs to study current national performance assessments and determine whether to adopt a common assessment or whether the state should develop its own criteria for performance assessment of candidates.

A New Vision for Clinical Experiences

University-based teacher preparation programs have been under considerable criticism for failing to prepare candidates who understand the realities of public schools and the diverse cultures and communities in which their P-12 students live. Teacher candidates need real-world field and clinical experiences that allow time and opportunity for observation, reflection on practice, short-term and extended internships, and student teaching apprenticeships. Opportunities for teacher candidates to learn to teach from highly skilled, experienced mentors are limited. There is clearly a need to cultivate a vision in New Jersey of school/university partnerships that aim to prepare ‘profession-ready’ novice teachers while improving P-12 student learning.

High quality school and community-based field and clinical experiences provide meaningful, substantive, scaffolded experiences that are guided by experienced teaching mentors who can help make the connections between theory and practice. Ideally, clinically-based experiences are the centerpiece of the preparation, whereby candidates learn to blend academic and practitioner knowledge. Teacher preparation candidates must be able to apply their knowledge of child development and subject matter in

a variety of contexts with diverse learners, while using a range of assessments and technologies in collaboration with their colleagues.

Teacher candidates best learn innovative and complex teaching practices and develop the skills to cultivate rich classroom environments for learning when they spend time alongside experienced practitioners. Consequently, there needs to be a stronger relationship between the teacher education faculty and the cooperating teachers.

Research shows that the use of co-teaching models improves student achievement. In the co-teaching model, the cooperating teacher and student teacher plan, instruct, and assess students together, yielding huge benefits for P-12 students. While lowering the student-to-teacher ratio, co-teaching provides both the novice and the experienced teacher with a partner with whom to reflect on teaching. Working together allows the student teacher and cooperating teacher to build on each other's strengths. At the same time, we know that experienced teachers grow professionally when they mentor teacher candidates through clinical experiences that have been carefully planned in collaboration with a university colleague.

In order for these types of experiences to flourish, schools and university-based teacher preparation programs must work in partnership. Schools need accessible, high quality professional staff development for teachers who are eager to continue their development as professionals. When local schools are able to draw upon and utilize university faculty expert knowledge, there are benefits not only to teachers, but to the P-12 students they teach. Similarly, school-based educators have much practical knowledge that will benefit the teacher preparation program. When teachers and school leaders engage in the design and implementation of teacher education programs, candidates are more likely to be well-prepared and districts are more likely to hire them because experienced P-12 educators have had a hand in the preparation process. Graduates are able to begin strong because they have had the benefit of learning alongside a seasoned colleague. University- and school-based faculty must be involved throughout the teacher education process.

So too, must there be increased attention given to training and professional development of the school-based cooperating teachers and mentors to ensure that they have the proper skills to adequately guide and mentor a new teacher candidate or a new teacher. Emphasis in this model should be on helping the teacher education candidate understand his or her role in positively affecting student achievement, growth, and development through the teaching process. This issue is covered in a separate section of this paper.

Finally, we should consider the expertise and preparation of faculty working in the Schools of Education. They should have relevant and recent experiences in working in P-12 public schools and working collaboratively with active P-12 teaching staff and administrators.

Revising Teacher Preparation Program Approval and National Accreditation

Accreditation has played a key role in many of the positive reforms seen in New Jersey preparation programs, such as the emphasis on clinical practice experiences and performance assessment of teacher candidates and their impact on P-12 learning. In addition, accreditation has been instrumental in ensuring that teacher candidates have experiences with and are well prepared to meet the needs of diverse P-12 learners.

However, state program approval of individual licensure programs within a preparation program remains inadequate. Program approval is important because it is the one and only way in which the state assures that individual licensure programs within a preparation program meet state standards and the requirements in the licensure regulations.

In 2006-07, a N.J. Department of Education-convened Higher Education Task Force recommended strengthening the state teacher preparation program approval process to better assess program quality. Comprised of representatives from colleges and universities and other key education stakeholder groups, the task force proposed a performance-based and data-driven approach to program approval, including tracking and supporting teacher preparation program graduates and instituting a peer review process for monitoring all programs. While the State Board of Education subsequently adopted regulations encompassing these program approval provisions, they were never fully enacted. In considering new policies and approaches, we seek to revisit and build on the task force recommendations. A new Statewide Teacher Preparation Commission consisting of the major education stakeholders should be formed to re-examine the program approval regulations and national accreditation issues, as well as to consider broad-based teacher education requirements and ways to address teacher supply and demand.

Although the State has a highly developed set of standards for students as seen with the adoption of the Common Core State Standards (CCSS) and New Jersey Core Curriculum Content Standards (NJCCCS), the current process to review individual licensure programs uses only one generic set of professional standards for teachers. These lay out what teachers need to know and be able to do in generic terms. While these are important, they are not sufficient. What is needed for improved program approval is the use of strong sets of pedagogical content standards that address pedagogical content knowledge by subject area and certification across all licensure areas. What a teacher needs to know and do to teach language arts is very different from what is needed for teaching mathematics or physics. These content-specific pedagogical standards for educator preparation programs need to be aligned with the CCSS and NJCCCS, which outline the specific knowledge and skills required in each area of certification. Therefore, the statewide commission recommended below should review how to better link child development and pedagogical content with subject areas taught.

Recommendations for Strengthening Teacher Preparation in the Continuum

The following recommendations can be put in place relatively quickly and give promise to prompt and positive impacts:

A. Oversight and updating of programs:

1. **To enhance the coordination, validity, and relevance of programs, establish a Statewide Teacher Preparation Commission consisting of major stakeholders.** This body must thoughtfully assess the current state of preparation and induction policies and ensure they reflect more rigorous student learning standards. It also should consider issues related to how teacher effectiveness policies are integrated and aligned across the continuum of practice. With the establishment of a new national accreditation body, The Council for the Accreditation of Educator Preparation (CAEP), the time is ripe for New Jersey to make critical decisions regarding accreditation and program approval.

- a. This 22-member Commission shall include one representative from each of the following stakeholders: N.J. Department of Education, N.J. Education Association, American Federation of Teachers – N.J., N.J. Principals and Supervisors Association, N.J. Association of Colleges for Teacher Education, N.J. Field Directors Forum, N.J. School Boards Association, N.J. Association of School Administrators, N.J. Association of State Colleges and Universities, N.J. Association of Independent Colleges and Universities, N.J. Council of County Colleges, and N.J. Parent Teacher Association. In addition, six P-12 teaching staff members shall be appointed by the largest state organization representing teaching staff members in the state; one faculty member shall be appointed by the statewide organization representing the majority of New Jersey county college faculty, currently NJEA; and three teacher preparation faculty members shall be appointed by the bargaining agent for state college and university faculty, currently the Council of N.J. State College Locals/AFT.

In addition, the Commission shall:

- b. Provide recommendations to the N.J. State Board of Education regarding ways to better link P-12 school districts and teacher preparation programs more closely as partners in preparing New Jersey teachers. For example, one recommendation might call for creating a P-16 teacher preparation council to enhance partnerships in teacher preparation and induction.
- c. Study and recommend any necessary revisions to the current New Jersey teacher preparation program accreditation and approval process, including Alternate Route programs.
- d. Explore ways to address issues of teacher shortages and/or oversupply.
- e. Ensure that alternate route teacher preparation training programs and their providers are held to the same rigor, accountability, and quality standards as traditional university educator preparation programs.
- f. Continue to discuss and provide feedback on elements affecting the continuum of lifelong learning and support of educators.
- g. Determine the best way to address content-specific pedagogical standards for educator preparation programs, aligned with the Common Core State Standards (CCSS) and N.J. Core Curriculum Content Standards (NJCCCS), which outline the specific knowledge and skills required in each area of certification.

Also recommended:

2. In partnership with and guidance from the Commission and the non-profit organizations and associations represented on the Commission, **require the state to invest in research** that supports development, continuous improvement, and effectiveness of teacher preparation models.

B. Overall Program Effectiveness

1. Require programs to connect coursework in the content area, coursework in teaching pedagogy, and clinical practice.
2. Provide state incentives for teacher education programs to partner with schools – particularly in urban and rural areas in a relationship analogous to those between medical schools and teaching hospitals.
3. Provide guidelines for school/university partnerships to include shared decision-making and oversight on candidate selection and completion by school districts and teacher education programs.

4. Assure through program approval requirements that programs are field-based, integrating academic and clinical instruction throughout the program, frequently assessing students, and giving students increasing practice as teachers.
5. Develop new pilot opportunities for teacher candidates to work in hard-to-staff schools through clinical internships that take place in school settings that are structured and staffed to support teacher learning *and* student achievement.

C. Faculty

1. Require school of education faculty, including Alternate Route faculty, to hold at least one P-12 teaching certificate.
2. Require school of education faculty to have current experience working with students in P-12 schools, either working actively with teacher candidates and cooperating teachers in field experiences, leading or co-leading in-school clusters of student teachers in professional learning communities, or co-teaching children in P-12 schools.
3. Require each Educator Preparation Program to establish an advisory board that brings together teacher education faculty, arts and sciences faculty, and P-12 faculty, including teachers and school administrators, to develop the field experience, assure the interconnection between the college program and field, as well as assure alignment of curricula across the college schools and departments engaged in preparing teachers.

D. Cooperating Teachers

1. Develop standards for clinical practice to serve as the foundation for rigorous criteria for the preparation and selection of clinical faculty and cooperating teachers. Involve both programs and practicing teachers and administrators in developing these standards and program requirements.
2. Involve cooperating teachers in collegially working with candidates to enhance performance and explore ways to assess candidate performance.
3. Develop curricula for cooperating teachers.
4. Develop criteria that assure candidates are supervised and mentored by effective practitioners, coaches, and clinical faculty.
5. Promote the importance of added compensation being bargained for these positions.
6. Promote networking among cooperating teachers through a statewide Academy that includes all teacher preparation colleges and programs.

E. Assessing Programs, including Alternate Route Programs

The complex nature of teaching and teacher effectiveness requires that the assessment of programs consider a broad spectrum of elements, not focus on single elements.

1. Adopt or adapt valid and reliable performance assessments or criteria for performance assessments which are integrated with an overarching program framework, assuring required competencies are learned in a systemic approach aligned to the InTASC standards for all routes to teaching.
2. Formalize a survey of graduates and employers for feedback to teacher preparation programs to gauge the programs' impact on teacher retention and success.
3. Monitor performance data including but not limited to "pass" rates of graduates on the PRAXIS II exams to gauge student knowledge of content area(s), job placement rate for new teachers, percentage of teachers working in high needs school districts, and percentage of teachers teaching in shortage areas. If teacher evaluation is to be considered in rating teacher preparation programs, the N.J. Department of Education must factor in the school and district variables impacting teacher effectiveness including, but not limited to, induction programs, school

resources, training opportunities, and curriculum quality. In addition, teacher placement data for novice teachers working in non-public schools and out-of state schools should be incorporated, and the state of the job market should be considered.

Building a Bridge to Practice: Teacher Induction

The initial years of teaching lay the foundation of a teacher's career and dictate if he or she will succeed and, consequently, stay in the profession.

Studies show that a strong research-based induction program can support new teacher retention and individuals' efficacy as teachers. Unfortunately, research also indicates that few induction experiences provide the kind of aligned supports and experiences that new teachers need to attain initial comfort and success.

Many induction programs are essentially buddy systems in which a more senior teacher provides emotional support and the basics regarding school operations. While such support is important, it does not address the great need that new teachers have for continued knowledge about and guided experience in planning, working with students, and determining whether and what students are learning. Induction should be not just global, but instructionally geared and focused on helping new teachers differentiate instruction, plan lessons, and develop assessments.

Novice teachers also need the experience and wisdom they can gain from being part of strong learning teams. Working with other teachers can provide them with ongoing and frequent opportunities to hear about how others have addressed everyday and unexpected problems in teacher practice.

Research shows that an estimated 40% of new teachers leave the profession within the first five years of practice. Strong, organized induction programs can go a long way toward stemming the tide of teacher attrition.

Purposeful induction programs can also go a long way in building the instructional capacity, needed motivation, and the confidence of the new cadre of teachers entering our schools and make them feel that they are valued members of the school community.

New Jersey's current induction and mentoring regulations need considerable strengthening and monitoring. Currently, no uniform standards for induction programs exist, and current programs range the full gamut from little more than buddy systems to excellent extensive, cohesive experiences. Rigorous, high quality program standards must be backed by effective implementation and monitoring of programs to assure not only compliance, but enthusiastic support as well.

The TEACHNJ Act requires all school districts to provide mentoring for novice and new-to-district teachers. However, currently the state provides no funding or training support for the induction of new teachers. State support is necessary for these programs to survive and thrive. Few providers in the state offer extensive mentor training, primarily because neither the state nor school districts have placed a high priority on funding such programs or providing the time for them within the workday. That must change if we hope to strengthen teacher induction and entice a new generation of educators to commit to educating New Jersey's children and young adults.

In addition, New Jersey has not increased the state-set stipend for mentors for more than a decade and shamefully allows districts to charge novice teachers for the mentoring required for state licensing, basically requiring them to pay a fee for the privilege of teaching. The minimum compensation for mentors must reflect the value we place on induction and must rise annually, not be allowed to stagnate.

Recommendations for Strengthening Teacher Induction

The following recommendations provide a new vision for induction, more closely tying it to preparation and assuring a better transition from preparation to practice:

1. Establish state incentives for school districts to partner with statewide education associations, higher education institutions, and other providers to develop, expand, and provide a standards-based mentor training curriculum.
2. Require the state to monitor school districts to ensure that they provide – during the school day – the mentor training and professional development, time for mentors to meet with novice teachers, and time for mentors to meet with each other.
3. Reinstate full state funding to support induction with mentoring. No novice teacher should be required to pay for mentoring as a condition of licensing or employment.
4. Extend the induction period to two years, enabling the standard-licensed second-year novice teachers to work with more experienced teachers in learning teams to develop their professional practice.
5. Create induction standards to assure quality across the state and develop a review process to assure districts are accountable. Include opportunities for novice teachers to have orientation, to become members of learning teams, to observe other teachers in action, and to engage in collegial coaching.
6. Identify appropriate criteria and qualifications for mentoring with input from the Commission on Teacher Preparation, organizations representing P-12 teaching staff, and teacher preparation program faculty.
7. Develop regulations regarding specific contact time between mentors and novice teachers to assure weekly quality interactions during the workday.
8. Involve P-12 teachers and teacher preparation program providers in developing robust induction programs that align with pre-service program standards and the N.J. Standards for Teachers, as well as assure that student instruction remains a key focus of mentoring.
9. Ensure ongoing training for mentors in collaborative professional development approaches, as well as other applicable professional learning opportunities during the work day.
10. To assure smooth transitions, involve in the induction experience the teacher preparation program faculty and cooperating teachers who assist with the pre-service clinical experience.
11. Require release time and/or other bargained compensation for mentors and release time for novice teachers. The commission should address the restrictions of the minimum state-set compensation.

Teacher Education and the Professional Learning Continuum

Teacher education does not end with the diploma or induction. No pre-licensing or induction program can completely prepare teachers for every challenge they may encounter in the future. Continued professional learning – commonly termed “professional development” – is an ongoing process that is essential to enhancing teachers’ knowledge and skills.

Learning takes place on a continuum – with different needs for novice to experienced educators. Any professional learning system should reflect the varying levels of teacher expertise. It should support – not penalize – educators based on their needs. Even veteran educators face new assignments, new types of students, and other new challenges. Consequently, educators’ needs may change as they model the lifelong learning that they want their students to embrace. Likewise, the sources they seek for professional growth may vary – from college courses and online professional networks to professional journals. Each approach has value in extending knowledge while accommodating individuals’ very different lifestyles and personal responsibilities.

While meeting individual needs should remain as a component of professional learning, that approach represents only one form of continuing education.

Recent research has shown that professional learning is even more effective when teachers work with other teachers to hone their skills, to garner new approaches in helping students succeed, and to address common needs, goals, and desires.

When implemented correctly, these opportunities engage professionals in a non-judgmental, trusting environment in deep conversation, investigation, brainstorming, sharing, and problem solving focused on specific real-life issues or data. These professional learning communities (PLCs) or team efforts may revolve around common subjects, grade levels, or other interests. These experiences typically result in strategies that may be implemented immediately, transforming teaching and student learning even more universally and providing both short-term and long-term benefits.

Professional learning should be viewed also as an opportunity for renewal and growth, not be approached primarily as a remediation tool. It should entice educators to acquire new and different skills in response to changing student needs, emerging technologies, new techniques, and new discoveries and approaches. While some individuals may need professional support, the system should be flexible enough to accommodate a broad array of opportunities – not simply seek to address limited concerns.

New Jersey’s Current Landscape for Education: Then and Now

For 12 years, New Jersey was a leader in professional learning. A state advisory board focusing on professional development included representatives from across the educational community and the public, with a majority of its members being active teaching staff members selected by the state’s largest education association representing teachers. That Professional Teaching Standards Board developed professional development standards for teachers, guided teacher-driven district and school professional development committees, and promoted a wide array of non-traditional, collaborative professional

learning experiences. The New Jersey Education Association worked collaboratively with the State Department of Education, other statewide education groups, local and county associations, colleges, and groups to promote high quality professional learning.

At the local level, teaching staff members formed the majority of professional development committees, enabling those educators to take a prime leadership role in planning and developing on-site professional experiences.

As a result of recent statutory and regulatory changes, New Jersey has returned professional development to a top-down, administrator-directed system, rather than a teacher-driven, participatory approach. The State Professional Teaching Standards Board, which was led by a teacher-majority and whose members were nominated by the major stakeholder groups, developed nationally recognized standards and promoted collaborative approaches to professional development. That body has been eliminated. Both the district and school professional development committees are optional, and teachers don't get to choose their representatives to those committees or to the new School Improvement Panels.

Furthermore, the TEACHNJ Act requirement linking all professional development to teacher evaluation seems to narrow the system to focus largely on remediation rather than on professional enhancement and growth. Just as professional learning should respond to the varying levels of teacher expertise and support required based on their assignments, students, and other variables, so too should teacher evaluation systems be mindful of the constantly shifting continuum of professional learning in the life of an education professional.

Finding Time: A Precious Commodity

Time is a major commodity in schools. Both Learning Forward in Joellen Killion's *Establishing Time for Professional Learning* and the Association for Supervision and Curriculum Development in its journal, *Educational Leadership*, have tackled this issue.

In an article entitled "Finding Time for Collaboration" in *Educational Leadership*, Mary Ann Raywid reviews the literature on teachers' work and determines that "even when change efforts are not underway, collaborative time for teachers is necessary." She points to the research which shows that "successful schools are distinguishable from unsuccessful ones by the frequency and extent to which teachers discuss practice, collaboratively design materials, and inform and critique one another....How the time is used is crucial, but making or finding it is necessary..... In fact, time has emerged as *the* key issue in every analysis of school change appearing in the last decade."

Reorganizing the school day to enable staff collaboration represents a challenge, but not an insurmountable task. District administrators, professional development committees, and representatives of the majority representative education association/union in each school district need to come together to explore scheduling options. Some districts and staff have bargained an added professional development "prep" period. Others have simply reorganized their schedules.

For example, students may be taught by other teachers during the day or conduct research in the school library guided by certified school librarians. During those times, the schedule can be arranged to enable teachers to meet with preservice educators, to collaborate with novice teachers and other colleagues, or to undertake studies leading to the proposed teacher leader endorsement. Time should be planned to enable all staff to interact from time to time, as well as to allow those specialist educators time to engage in continuum activities as well.

Districts should not view this time as lost instructional time. Rather, they should recognize that successful educators are those that are engaged in their own learning on a regular basis and are reinvigorated through targeted interactions about instruction with their colleagues.

Where We Need to Go

Overall, New Jersey has an excellent education system that is recognized nationally. That is why recent events minimizing the participatory role of teacher-selected representatives in the professional learning sphere is troubling.

Research shows that participatory, student-, teacher- and data-driven experiences provide the greatest impact on teaching and learning. There is a need to involve teachers in leadership roles in professional development and teacher-to-teacher confidential support. A top-down system that minimizes teachers' expertise in professional learning has been limited in ensuring student or teacher success. Neither has a system that does not recognize the value of regular educator collaboration been fruitful, nor one where educators' professional learning is viewed from a negative perspective of fixing deficiencies instead of from a positive approach for growth.

Likewise, professional learning and growth flourish where there is an environment of trust. Teachers need to be able to speak openly about challenges in their practice while collaborating with their colleagues. They need to feel confident that the conversations will remain confidential.

Renowned Canadian educational researcher and "change" author Michael Fullan, in a paper entitled "Choosing the wrong drivers for whole system reform," writes, "...student feedback only works when it is embedded in a classroom culture that is supportive of learning. The same is true for teachers. Teacher appraisal will not work unless it is embedded in a school culture of learning where teachers are motivated to learn from feedback."

Fullan also points out, "The problem is that no nation has got better by focusing on individual teachers as the driver. Better performing countries did not set out to have a very good teacher here and another good one there, and so on. They were successful because they developed **the entire teaching profession** – raising the bar for all."

We need to get New Jersey's efforts back on track if we truly want to integrate reforms that make a difference in teaching and learning. That will require changes in state educational policies and full state funding of the state's education formula. Because the formula has not been fully funded in recent history, school districts are not receiving money critical to supporting teaching and learning – including the supports required for an integrated, collaborative teacher professional development continuum.

Recommendations for Strengthening Professional Learning

The following recommendations are designed to enhance the support and impact of professional development on the continuum of teaching and learning:

1. Assure ongoing growth of teachers through research-based approaches to professional learning during the workday, particularly those supporting collaborative learning and planning, so that teachers can systematically benefit from synergy of the experience and practice of other teachers.
2. Develop regulations that encourage formation of Professional Learning Communities (PLCs) and require school districts to schedule time within the school day/week for PLCs and other research-based approaches to professional learning focused on improving teaching and learning.
3. Ensure that PLC discussions and other research-based professional learning experiences are used to inform practice.
4. Develop a non-remedial, robust, and integrated system of evaluation and professional development that stresses continuous reflection by teachers as a non-evaluative tool, encourages innovation, considers both experience in the assignment and in teaching, and supports collaboration in improving teaching and learning.
5. Identify model confidential peer support programs for teachers – both those who are struggling and those who voluntarily seek help with challenges.
6. Restore district and school educator-based professional development committees to increase participation in professional development planning, with the majority of seats on each committee held by teaching staff members chosen in elections run by the majority representative.
7. Engage the professional development committees, in concert with school leaders and the majority representative staff association(s), in studying, developing, and recommending creative scheduling and other ways to create collaborative time for all teaching staff within the contractual school day while still providing students with required instruction. These panels could address time for professional learning across the continuum – including interactions among college faculty, novice teachers, and experienced P-12 teachers; teacher-to-teacher support and growth experiences; PLC and team experiences; and opportunities for teacher leader learning and interactions.
8. Engage non-traditional professional development approaches to strengthen instruction across grades/disciplines and to address the needs of other teaching staff members.
9. Support development of teacher leaders to act as instructional coaches and mentors in confidential, non-evaluative ways.
10. Create a state teacher professional development advisory panel to assure teacher input on state professional development policy, with P-12 teaching staff members making up the majority of panel members. Teacher members would be selected from nominees offered by the largest state education association representing teachers, except that one seat would be filled by a nominee from the minority teachers' union.

11. Ensure that the state aid formula for New Jersey public schools is fully funded, thereby providing the supports required for teaching and learning, including collaborative professional development and other collaboration required across the continuum.

Teacher Leadership

Part of the challenge in the teaching continuum is not just ensuring that excellent teachers staff our P-12 classrooms, but that we continue to retain them as teaching professionals. How can we demonstrate that we both value the work they do with students and their expanding expertise?

At the same time, teachers are being encouraged to work with students and colleagues in new ways – in instructional planning, in developing and engaging in collaborative professional learning, in sharing innovative strategies, and in exploring ways to respond to both seemingly routine and brand new experiences.

Teachers are finding themselves placed in new roles in which they are working not just with children and teens, but with their colleagues and other adults in varied ways. Even those roles which they have carried out for years – such as working as cooperating teachers – require new types of collegial, collaborative skills and interactions to help novice educators meet the multi-faceted expectations in today's classrooms, schools, and communities.

As the school management demands on administrators grow, principals and other supervisors can't be expected to fulfill all instructional leadership roles. As a result, certain collaborative and coordinating responsibilities are being shifted to teaching professionals. In these circumstances, teachers are not carrying out duties that are essential for certified supervisors or administrators to implement in a supervisory capacity. Instead, they are working with and engaging other teachers as equals -- colleague to colleague -- while undertaking additional responsibilities.

No longer can we rely on the assumption that the skills used to teach children automatically translate into being able to work effectively or meaningfully with adults. Engaging educators in expanded roles and using their expertise to enhance the teaching profession involves a new type of teacher leadership. This requires a range of new skills and understanding how to employ adult learning theory in interacting with colleagues in such expanded roles as instructional coaching, facilitating PLCs, coordinating professional development or induction programs, mentoring novice teachers, providing instructional leadership, or acting as a cooperating teacher just to name a few.

Attributes of Teacher Leadership

"Teachers are often an untapped resource for change and improvement in schools. Clearly, genuine systemic change and improvement cannot occur without their support. Providing opportunities to exercise leadership roles encourages teachers to actively engage in, contribute to, take responsibility for and become accountable for what is happening in their schools...."

Teacher Leadership Exploratory Consortium

These added responsibilities require a discrete set of skills and recognition with added, bargained compensation.

Recognizing the increasing demands on teachers in these expanded roles, 10 national education organizations, higher education institutions, educators, and state education agencies formed the Teacher

Leadership Exploratory Consortium (TLEC).

In 2011, the greatly expanded consortium issued a report, identifying seven domains of teacher leadership:

- Domain I: Foster a collaborative culture to support educator development and student learning;
- Domain II: Access and use research to improve practice and student learning;
- Domain III: Promote professional learning for continuous improvement;
- Domain IV: Facilitate improvements in instruction and student learning;
- Domain V: Promote the use of assessments and data for school and district improvement;
- Domain VI: Improve outreach and collaboration with families and community
- Domain VII: Advocate for student learning and the profession.

As TLEC noted in its report:

“Research of high-performing schools indicates that those schools which develop cultures of collaboration and professional inquiry have success in improving student learning. Teachers possess capabilities and knowledge that are critically needed to strengthen school reform and improvement. In order to unleash these strengths, they need recognized responsibilities, authority, time to collaborate, and support from school administrators to assume leadership roles. Twenty-first century schools need collaborative, participatory organizational structures that promote problem solving and the creation of... ‘collective intelligence.’”

What Needs to Happen?

Offering a new teacher leader endorsement on the instructional certificate would legitimize the role of an experienced teacher as not just a great educator, but as an educational leader.

This new license would enhance a culture of continued teacher improvement and student learning. In addition, this endorsement would give teachers added knowledge and skills to effectively carry out new responsibilities while being able to retain their classroom positions. Research has shown that this kind of growth opportunity increases the motivation and enthusiasm of teachers as they move forward in their careers by providing new opportunities without requiring them to move out of teaching.

Consequently, not only can this type of license help retain teachers, but also it can help recruit talented individuals into teaching who can then see multi-dimensional opportunities to grow in their careers. It should be viewed as a naturally, progressive step in an educator’s professional learning, but still remain voluntary and optional based on the individual’s desires and interests. Individuals who choose not to pursue the formal program should not be penalized in either their employment evaluations nor in how they are valued or treated as educators.

At the same time, it could have the unexpected outcome of expanding school capacity by lightening non-supervisory responsibilities administrators have undertaken.

As envisioned, the endorsement program would require a combination of coursework and field experience. Discussions have centered on requiring at least five years of full-time teaching experience and an approved program of study equivalent at a minimum to 12 graduate credits or 180 clock hours or a combination of both.

Coursework should be based upon the National Teacher Leader Model Standards, of which the broad expectations or “domains” were listed earlier in this chapter. Those standards were mapped to both the Interstate School Leaders Licensure Consortium (ISLLC) State Standards for School Leaders and the Interstate Teacher Assessment and Standards Consortium (InTASC) standards for teachers.

A separate State Teacher Leader Endorsement Advisory Board should be formed to consider and hammer out details regarding both the program of study and logistical challenges. It should make recommendations concerning the endorsement to the State Board of Education, which would be required to adopt the appropriate regulations to create the endorsement.

We recognize that many individuals have held or currently hold teacher leader-type roles in school districts without such an endorsement. Also, some school districts and their staff majority representatives have negotiated contract provisions around a “teacher leader” designation or definition for certain responsibilities.

In addition, large school districts are concerned that if such an endorsement is mandated for certain positions, they will not find enough candidates to fill those positions.

We do not wish to disrupt those circumstances, minimize the experiences of those already holding or eligible for such positions, or discount the staffing challenges in either large or small school districts.

Consequently some type of review of the program by the proposed State Teacher Leader Advisory Board would be needed, while at the same time we would call for school districts to offer or make available training in teacher-leader curricula – once such “coursework” is more specifically identified – to currently employed and/or eligible staff.

We also recognize that once the endorsement is established and implemented, research should be conducted to monitor both programs and emerging or evolving issues relevant to teacher leadership.

Recommendations for Strengthening Teacher Leadership

To support the enhanced and emerging teacher leader responsibilities of many teaching staff members and contributions of teacher leadership to improved student learning, the following steps are recommended:

1. Establish a State Teacher Leader Endorsement Advisory Board. This board would:
 - a. Develop a teacher leader endorsement on the instructional license, including the criteria for that endorsement, required training, and phasing in of this endorsement.
 - b. Recommend the elements of the teacher leader program of study and program approval standards be aligned with the national Teacher Leader Model Standards and adopted state standards.
 - c. Recommend that the program of study include but not be limited to, field experience and additional coursework acquired beyond the standards. At a minimum, the program of study should include 12 graduate credits or 180 clock hours or a combination thereof with an approved provider of a teacher leader endorsement program of study.
 - d. Recommend a timetable for implementation of a new “teacher leader” endorsement.

- e. Include as a criterion for endorsement that applicants complete five years of full-time teaching under a valid State Board of Examiners-issued provisional or standard certificate, or a combination thereof.
 - f. Use data collected by the N.J. Department of Education (NJDOE) from districts, endorsement holders, and program providers to assess outcomes associated with the providers of teacher leader programs of study for the teacher leader endorsement.
 - g. Make recommendations for adjustments to the program of study as needed.
 - h. Be made up of a representative of the N.J. Department of Education, who shall be a non-voting member of the board, plus four members recommended by the N.J. Education Association (NJEA), one member recommended by the American Federation of Teachers-N.J. (AFT-NJ), two members recommended by the N.J. Principals and Supervisors Association (NJPSA), one member recommended by the N.J. Association of School Administrators (NJASA), one member recommended by the N.J. School Boards Association (NJSBA), and one member recommended by the N.J. Association of Colleges for Teacher Education (NJACTE). Members shall be appointed by the state education commissioner based on the recommendations outlined above. The board members shall serve three-year terms, except the initial appointee terms shall be staggered as follows: one nominated by NJACTE, one nominated by NJPSA, and one nominated by NJEA shall serve three years; one nominated by AFT-NJ, one nominated by NJEA, and one nominated by NJASA shall serve two years; one nominated by NJSBA, one nominated by NJPSA, and two nominated by NJEA shall serve a term of one year.
 - i. Elect a chairperson and vice chairperson among its members.
 - j. Within five years evaluate programmatic and other data collected by the NJDOE and make recommendations to the State Board of Education regarding non-supervisory roles and responsibilities for which a teacher leader endorsement should be required.
2. Require the State Board of Education to adopt regulations, based on the Advisory Board's recommendations, to establish the teacher leader endorsement, its requirements, and standards for the program of study, program approval, and approval of program providers.
 3. Ensure that once the endorsement is established and implemented, that ongoing research is conducted by the state to monitor programs and emerging or evolving teacher leader issues that will enable the Advisory Board to recommend adjustments as needed.
 4. Enable New Jersey institutions of higher education, educational organizations, other non-profit entities, or a combination of such bodies to apply to the Department of Education to offer an approved program of study for the teacher leader endorsement, as long as they met the established standards and were approved by the department.
 5. Promote a culture of shared decision-making and shared leadership in schools through demonstration of and support for best practices.
 6. Ensure role clarity, fairness and transparency in the selection process for teacher leader positions, and confidentiality of interactions among teachers and teacher leaders.
 7. Recognize that this is still a voluntary, optional endorsement based on individual's interests, goals, and desires.
 8. Prohibit school districts from penalizing individuals through their employment evaluation for opting not to undertake the formal teacher leader program or pursuing teacher leader positions.
 9. Respect the collective negotiations process for determining additional compensation and release time for those engaging in teacher leader responsibilities, as well as other terms and conditions of employment for such teachers. At the same time, encourage teacher unions and school districts to recognize the added value of these roles and the extra time, work, and expertise needed to complete them.

10. Establish the groundwork for future teacher leaders by ensuring that teacher and school leader/ administrator preparation programs integrate collaboration and teamwork experiences, focus on best practices research in improving teaching and learning, and use technology to build communities of learners among educators.
11. Redesign school leader (supervisor, principal, and school administrator) preparation programs to support the establishment of a collaborative school culture and shared leadership that engages all staff.
12. Encourage school districts to offer or provide opportunities for additional professional development and offer or make available training for teacher-leader curricula to individuals who hold teacher leader types of positions and/or eligible staff.
13. Create teacher leadership academies with major stakeholders to bring together teachers who exemplify and who aspire to formal teacher leadership roles, both to build on their skills and to share their practice, and to highlight best practices.

Final Thoughts

Taken together, the recommendations set forth in this report endorse a systemic approach to preparing teachers, supporting them throughout their careers, helping them continue to enhance their knowledge and skills, and equipping them for and engaging them in leadership roles to ensure and bolster effective instruction.

Ultimately, our core mission is to enable educators to help students learn and give them the tools to succeed. Likewise, the professionals working with those students deserve no less: aligned and relevant preparation, supportive induction programs, invigorating professional interactions and collaborations, varied and useful professional development, and skill-enhanced opportunities to lead without leaving the classroom.

To that end, we must move away from a piecemeal approach to teaching and learning and, instead, view the life cycle of teachers' careers in an integrated, interconnected way.

It is our hope that this paper can stimulate conversation amongst stakeholders and guide policymakers and legislators as they discuss and explore the interwoven elements that contribute to teacher effectiveness and lay the groundwork for student success. Part of the conversation must acknowledge the need for stable state funding for a continuum of teacher learning. Our intent is not to create more unfunded state mandates nor require local school districts to absorb the costs, but to acknowledge the need for state investment in one of New Jersey's greatest resources – its teachers.

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Appendix A

Professional Standards for Teachers (N.J.A.C. 6A:9-3.3)

(a) Teacher preparation, district induction, professional development, and the school district teacher evaluation system shall align programs with the following standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

i. Performances:

- (1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;
- (2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and
- (3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

- (1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning;
- (2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;
- (3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and
- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions:

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;
- (3) The teacher takes responsibility for promoting learners' growth and development; and

- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances:

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;
- (2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;
- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;
- (5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

ii. Essential Knowledge:

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;
- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

3. Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

i. Performances:

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;
- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge:

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;

- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions:

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- (2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;
- (3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- (4) The teacher seeks to foster respectful communication among all members of the learning community.

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

- (1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;
- (2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;
- (3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;
- (4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;
- (5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;
- (6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;
- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;
- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

5. Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;

- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;
- (7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and
- (8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge:

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
- (6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;
- (7) The teacher understands creative thinking processes and how to engage learners in producing original work; and
- (8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii. Critical Dispositions:

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
- (2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

- (1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;
- (2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;
- (3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;
- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
- (5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
- (6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;
- (7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;
- (8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and
- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
- (6) The teacher knows when and how to evaluate and report learner progress against standards; and
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;

- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances:

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
- (2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;
- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
- (5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and
- (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge:

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and

- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances:

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;
- (4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and
- (9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge:

- (1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;

- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and
- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii. Critical Dispositions:

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

9. Standard Nine: Professional Learning.-The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

i. Performances:

- (1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;
- (2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;
- (3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and
- (4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

ii. Essential Knowledge:

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and

- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

iii. Critical Dispositions:

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
- (2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;
- (3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and
- (4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

i. Performances:

- (1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning;
- (2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;
- (3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;
- (4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;
- (5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;
- (6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;
- (7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;
- (8) The teacher uses and generates meaningful research on education issues and policies;
- (9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;
- (10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and

- (11) The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge:

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;
- (3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and
- (4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions:

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;
- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;
- (4) The teacher takes responsibility for contributing to and advancing the profession; and
- (5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

i. Performances:

- (1) The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;
- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;
- (5) The teacher maintains professional relationships with students and colleagues;
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter; and
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge:

- (1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;
- (2) The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);
- (3) The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions:

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;
- (2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;
- (3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and
- (4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

Appendix B

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

(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.

Appendix C

Council for the Accreditation of Educator Preparation (CAEP) Accreditation Standards

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)² in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

- 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
- 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
- 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4

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Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- • is in the top 50 percent from 2016-2017
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.28

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or

exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors

- 3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

- 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion

- 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
- 3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

- 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

- 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

- 4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

- 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

- 5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
- 5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

- 5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

Appendix D

Teacher Leader Model Standards

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

Functions

The teacher leader:

- a)** Utilizes group processes to help colleagues¹ work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b)** Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c)** Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d)** Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e)** Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

¹By colleagues, we mean members of the school community, including teachers, administrators, specialists, and others involved in the education of children at the school or district level.

Domain II: Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing

Functions

The teacher leader:

- a)** Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b)** Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c)** Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- d)** Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain III: Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning.

Functions

The teacher leader:

- a)** Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b)** Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c)** Facilitates professional learning among colleagues;
- d)** Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e)** Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f)** Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g)** Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and
- h)** Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

Functions

The teacher leader:

- a)** Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b)** Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c)** Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d)** Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e)** Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use

- social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning

Functions

The teacher leader:

- a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

Functions

The teacher leader:

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and
- e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain VII: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.

Functions

The teacher leader:

- a)** Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b)** Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c)** Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d)** Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and
- e)** Represents and advocates for the profession in contexts outside of the classroom.

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