



Enhancing Preparation & Certification to Increase Novice Teacher Effectiveness

Policy Considerations for Chapter 9

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

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

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

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

Professional Standards

New Jersey Educator Preparation Programs

State Board of Examiners and Certification

Professional Development

May 6, 2015



Agenda

Update on Recent Activities and Outcomes

Reminder: Teacher Preparation Vision and Focus of Proposal

Active Engagement

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Progress Toward Proposal Level

We are working with stakeholders to ensure our proposal to increase novice teacher effectiveness is operationally feasible and will meet the desired outcomes.

- Since initial proposal on February 4, the Department has met with several groups and individuals to discuss stakeholder concerns.
- Based on this collaborative activity, we have:
 - Identified areas where our proposed changes needed to be **clarified**;
 - **Amended some of our original proposal**, particularly to ensure implementation feasibility; and
 - Remained **committed to fundamental changes** to raise the bar for and better support novice teachers (such as increasing clinical experiences) backed by solid research and supported by many national and state groups.
- The following pages highlight some clarifications and changes we plan to present to the State Board at Proposal Level. Additional draft changes, including draft rule text, can be found at <http://www.nj.gov/education/educators/rpr/preparation/>.



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Teacher Preparation Vision

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

Comprehensive Vision:

- **Implement the June 2014 regulatory package**, which raised the bar for entry into the profession, and related non-regulatory actions such as the development of the Educator Preparation Provider Annual Reports (EPPARs).
- **Propose a comprehensive package**, developed over the last 15 months with various stakeholders, **prior to expiration** of the current regulations.
- **Join the Garden State Alliance for Strengthening Education** as a partner in addressing other outstanding components to novice teacher preparation and support.

Future State of Teaching in New Jersey:

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



Focus Areas for Proposal

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

1. **Strong Candidates Entering the Profession**



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

2. **Updated Preparation Requirements**



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

3. **Demonstrated Individual Performance**



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

4. **Program Data and Support**



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

Guiding Principles:

Stakeholder Collaboration & K12/Higher Education Partnerships



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Active Engagement

Over the past several months, the Department has worked with stakeholders to address concerns and strengthen proposed regulations.

Building upon the foundation of more than 40 meetings over 15 months developing the proposal, since 2/4/15 we have held over 50 meetings with stakeholders including:

- Garden State Alliance for Strengthening Education (GSASE)
- All Higher Education Institutions producing CEAS candidates in NJ
- All Alternate Route providers in NJ
- Various Stakeholder Groups (NSPSA, NJASA, NJSBA, Bilingual Advisory Committee, CTE Advisory Group, NJ State Special Education Advisory Council, Office of Secretary of Higher Education, NJ Council of Vocational-Technical Schools, Source4Teachers)



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Feedback Leads to Improved Regulations

Stakeholder feedback through public testimony and our active engagement has resulted in improvements to our original proposal.

Topic	Feedback Received	Department Action(s)
Terminology & Definitions	<ul style="list-style-type: none"> • “Traditional route” is not appropriate to describe programs designed to lead to Certificate of Eligibility with Advanced Standing (CEAS) 	<ul style="list-style-type: none"> • Change “traditional route” to “CEAS educator preparation” and “alternate route” to “Certificate of Eligibility (CE) educator preparation”
	<ul style="list-style-type: none"> • “Student teaching” term will be misleading, as the field understands it to mean full-time teaching 	<ul style="list-style-type: none"> • Align with CAEP definitions: "clinical experience" in lieu of "practicum" and "clinical practice" in lieu of “student teaching”; Use new term "clinical component" as the umbrella term for both
Clinical Component	<ul style="list-style-type: none"> • Concerns about logistics 	<ul style="list-style-type: none"> • Remain committed to increasing clinical practice time but increase flexibility to improve feasibility (175 hours across the semester instead of 2 days/week)
	<ul style="list-style-type: none"> • Timeline shouldn’t affect current freshmen 	<ul style="list-style-type: none"> • Change effective date from 2017-18 to 2018-19
	<ul style="list-style-type: none"> • Clinical practice requirement is particularly difficult for some 1-year post-baccalaureate programs 	<ul style="list-style-type: none"> • Remain committed to increasing requirements, but clarify options to meet clinical experience requirements (see slide 13); note that some post-bacc programs already meet this requirement by offering summer clinical experiences



Improved Regulations, cont.

Topic	Feedback Received	Department Action(s)
Program Approval/ Accreditation	<ul style="list-style-type: none"> • Role of the State Program Approval Council (SPAC) in the approval process seemed diminished 	<ul style="list-style-type: none"> • Change “may” to “shall” consult the Commissioner to clarify original intent
	<ul style="list-style-type: none"> • Concern that SPAC composition was not defined clearly enough 	<ul style="list-style-type: none"> • Add specifics for SPAC composition including at least 4 CEAS reps, 3 CE reps, and 4 K-12 reps for 2-year renewable terms
	<ul style="list-style-type: none"> • Criteria for new programs is unclear 	<ul style="list-style-type: none"> • Clarify that program application and rubric for approval will be created with feedback from SPAC and posted well in advance of deadline (see slide 14)
	<ul style="list-style-type: none"> • CE educator preparation programs are not being held to the same bar specifically regarding accreditation 	<ul style="list-style-type: none"> • Require accreditation for CE programs by 2022, allowing 2 years for programs to restructure and 5 years to become accredited (the same 5 year timeframe given to CEAS programs)
Performance Assessment Effective Date for CEAS	<ul style="list-style-type: none"> • Approved assessments/vendors have not yet been selected and delay will hinder programs’ ability to adjust curriculum to ensure candidates are successful 	<ul style="list-style-type: none"> • Delay performance assessment 1 year (require assessment for candidates graduating after 9/1/17– is currently 9/1/16)



Improved Regulations, cont.

Topic	Feedback Received	Department Action(s)
Substitutes	<ul style="list-style-type: none">• Proposal to require a bachelors degree for all substitutes will cause a substitute shortage for short-term absences	<ul style="list-style-type: none">• Reinstate the substitute credential with 60 credit hours, but limit the length of time in one classroom to 10 total days
	<ul style="list-style-type: none">• Concern that shortage will be even greater for Career & Technical Education (CTE) substitutes	<ul style="list-style-type: none">• Allow candidates with a CTE substitute credential to remain in the same classroom for up to 40 days
Mid-Year Hire (CE Educator Preparation Candidates)	<ul style="list-style-type: none">• Proposal appears to prevent districts from making mid-year hires of CE educator preparation candidates	<ul style="list-style-type: none">• Clarify that proposal does not prevent mid-year hires of CE educator preparation candidates
Principal Certification Recommendation	<ul style="list-style-type: none">• Superintendent should not recommend a principal for standard certification	<ul style="list-style-type: none">• Maintain ability for residency program provider to recommend principal for certification



Vision for Clinical Component

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



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

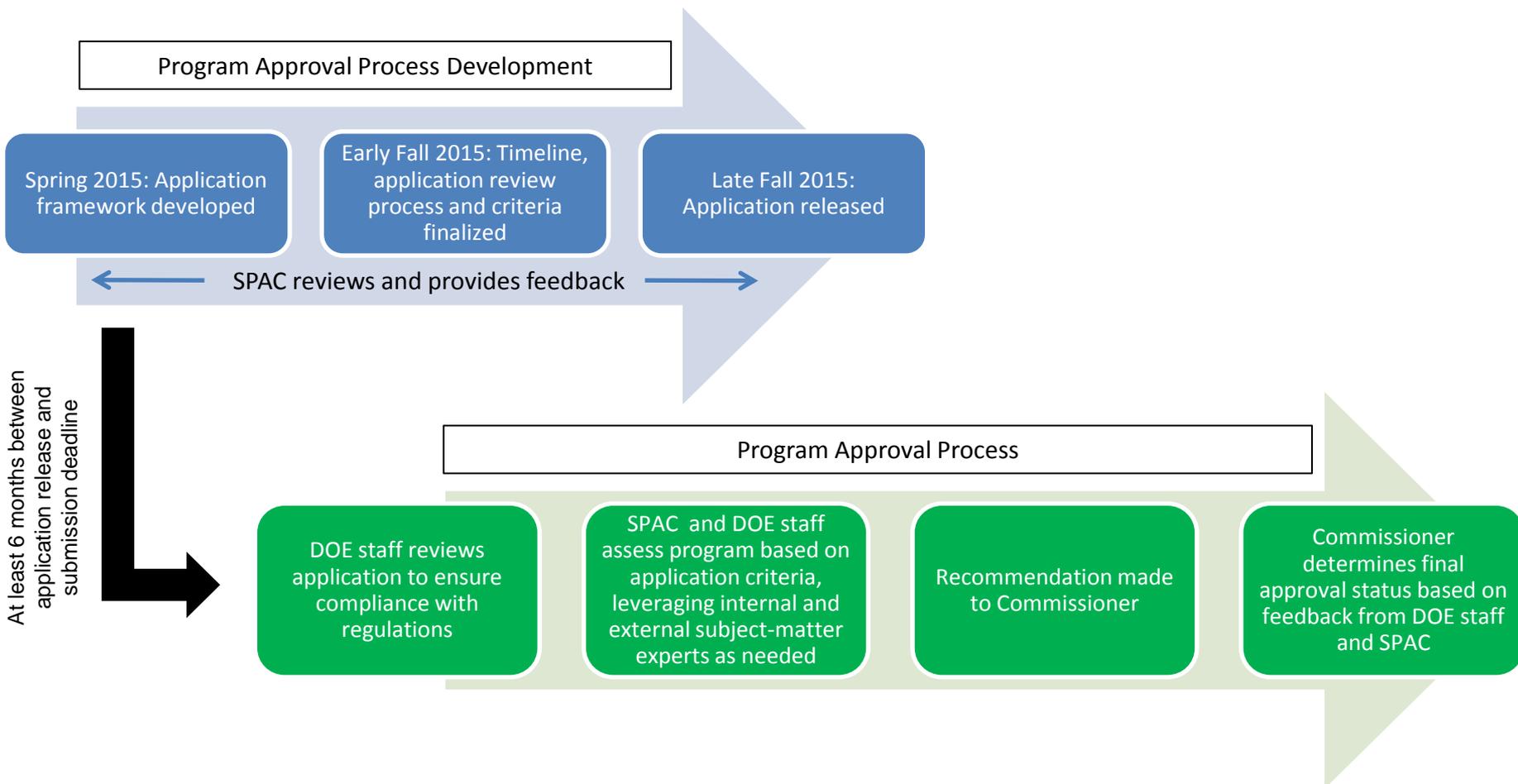
Enables teacher candidates to experience a full K-12 school year.

*Clinical Practice semesters could be completed Spring or Fall.



Vision for Program Approval

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





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- May 6-June 3: Continued stakeholder engagement
 - To view each draft matrix, see:
 - <http://www.nj.gov/education/educators/rpr/Draft5-6-15Ch9Matrix.pdf>
 - <http://www.nj.gov/education/educators/rpr/Draft5-6-15Ch9AMatrix.pdf>
 - <http://www.nj.gov/education/educators/rpr/Draft5-6-15Ch9BMatrix.pdf>
 - <http://www.nj.gov/education/educators/rpr/Draft5-6-15Ch9BMatrix.pdf>
- May 20: Open Topic Public Testimony to hear feedback on draft changes proposed in this publication
- June 3: Proposal Level