

STANDARDS FOR PROFESSIONAL LEARNING AND PROFESSIONAL STANDARDS FOR TEACHERS
AND SCHOOL LEADERS

Standards for Professional Learning (N.J.A.C. 6A:9-15.3)

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.

The above standards shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.

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

1. *Subject Matter Knowledge*: Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
2. *Human Growth and Development*: Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
3. *Diverse Learners*: Teachers shall understand the practice of culturally responsive teaching.
4. *Instructional Planning and Strategies*: Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
5. *Assessment*: Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous

STAFF DEVELOPMENT; INSERVICE EDUCATION (exhibit continued)

development of students.

6. *Learning Environment:* Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. *Special Needs:* Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.
8. *Communication:* Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.
9. *Collaboration and Partnerships:* Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
10. *Professional Development:* Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.
11. *Professional Responsibility:* Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4)

The professional standards for school leaders listed below are summarized from N.J.A.C. 6A:9-3.4. These standards are derived from 2008 Interstate School Leadership Licensure Consortium (ISLLC) Professional Standards for School Leaders available at http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf.

1. *Standard One:* School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. *Standard Two:* School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. *Standard Three:* School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. *Standard Four:* School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. *Standard Five:* School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.
6. *Standard Six:* School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

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