

**STATE BOARD OF EDUCATION**  
**ADMINISTRATIVE CODE**  
**COMMENT/RESPONSE FORM**

This comment and response form contains comments from the February 2, 2011 meeting of the State Board of Education when the draft regulations were considered at Proposal Level.

<b>Topic:</b>	Professional Licensure and Standards	<b>Meeting Date:</b>	July 13, 2011
<b>Code Citation:</b>	N.J.A.C. 6A:9	<b>Level:</b>	Adoption
<b>Division:</b>	Division of Academic Standards, Curriculum, and Assessments	<b>Completed by:</b>	Office of Licensure and Credentials

**Summary of Comments and Agency Responses:**

The following is a summary of the comments received from State Board of Education members and the department's responses. Each commenter is identified at the end of the comment by a letter or number which corresponds to the following list:

- A. Arcelio Aponte, President  
State Board of Education
- B. Ronald K. Butcher, Vice President  
State Board of Education
- C. Dorothy Strickland, Member  
State Board of Education
- 1. Dr. Richard Bozza, Executive Director  
New Jersey Association of School Administrators
- 2. Jennifer Keyes Maloney, Esq., Assistant Director of Government Relations  
New Jersey Principals & Supervisors Association
- 3. Francine Pfeffer, Associate Director of Government Relations  
New Jersey Education Association
- 4. David Sciarra, Director  
Elizabeth Athos, Esq.  
Education Law Center
- 5. Michael A. Vranik, Director of Governmental Relations  
New Jersey School Boards Association

1. **COMMENT:** The commenter asked what other states are doing for superintendent alternate routes. **(B)**

**RESPONSE:** The attached summary table, based on staff research, shows superintendent alternate routes offered by different states, as well as states that do not require either the master’s degree and/or the content test. As the table indicates, Massachusetts is the only state of which the Department is aware that currently does not require both the master’s degree / study in educational leadership and a content test such as the School Superintendent Assessment, or SSA. With a few exceptions, this table shows that states which do not require either a Master’s degree or a content test do not offer alternate routes; their “traditional” routes are in fact “alternate” compared to the rest of the nation. (Please note that this table corrects an earlier version which mistakenly listed California as not requiring a test like the SSA.)

2. **COMMENT:** The commenter supported an amendment to the proposals that would remove the proposed content test as one requirement for the standard administrator certificate and substitute instead a requirement that candidates pass a Department approved assessment. The commenter further expressed concern about how the Department would develop any such alternative to the SSA, and suggested that the Department look at the Ohio evaluation standards for superintendents. **(B)**

**RESPONSE:** The Department thanks the commenter and the Board for supporting an alternative assessment to the SSA. For both state operated districts and the pilot program, the amendments approved at proposal level now align the proposed formative assessments and summative assessments, and the proposed Department-approved assessment, to the New Jersey Professional Standards for School Leaders. The Department further notes that this language is similar to Ohio’s new evaluation rules. The changes approved at proposal level now read as follows:

N.J.A.C. 6A:9-12.4(n), for state-operated districts:

3. The State Board of Examiners shall issue a Standard certificate to the candidate if the candidate:
  - a. [Upon hiring, has selected and met regularly with a Department-approved mentor and has been recommended for the standard certificate by the Department-approved mentor] Has successfully completed a residency per N.J.A.C. 6A:9-12.4(e) through (i);
  - b. Has successfully passed two formative performance reviews and one summative performance review by the Department on a schedule to be set by the Department. The performance reviews shall be based in part on a portfolio prepared by the candidate which documents his or her experience in the superintendent position as aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4; and

- c. [Has passed the Department-approved test for school administrators.] Has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4.

N.J.A.C. 6A:9-12.4(o), for the pilot program:

- 5. The State Board of Examiners shall issue a Standard certificate to the candidate if the candidate:
  - a. [Upon hiring, has selected and met regularly with a Department-approved mentor and has been recommended for the standard certificate by the Department-approved mentor] Has successfully completed a residency per N.J.A.C. 6A:9-12.4(e) through (i);
  - b. Has successfully passed two formative performance reviews and one summative performance review by the Department on a schedule to be set by the Department[;]. The performance reviews shall be based in part on a portfolio prepared by the candidate which documents his or her experience in the superintendent position as aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4; and
  - c. [Has passed the Department-approved test for school administrators.] Has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4.

- 3. **COMMENT:** The commenter expressed concern that the State Board be involved in the creation of the evaluation criteria for both the individual superintendents and the pilot process. **(B)**

**RESPONSE:** The Department welcomes the Board’s input for both sets of criteria. In both cases, in addition to criteria aligned with the Professional Standards for School Leaders, the Department will especially look for improving student achievement, reducing dropout rates, preparing college and career ready graduates, and improving Quality Single Accountability Continuum (QSAC) performance.

- 4. **COMMENT:** The commenter expressed concern that the Annual Yearly Progress (AYP) criteria for district eligibility in the pilot program is too broad, given that the number of such districts is expected to significantly expand in the next few years. **(B)**

**RESPONSE:** The Department anticipates that only a fraction of eligible districts will avail themselves of the pilot program, as is often the case with new initiatives. In addition, the Department has the authority under the rules to limit pilot program enrollment if that becomes desirable for reasons of either scope or quality; this can be achieved by denying districts permission to advertise for alternate route candidates or by denying certification for candidates presented by the districts. Also, the Department will

report periodically to the State Board on the course of the pilot program and will, if necessary, consider other criteria for eligibility based on the program's status.

5. **COMMENT:** Regarding assessment and other requirements for the standard certificate, the commenter noted that alternate route candidates for superintendent, when coming from other successful careers, might not desire to remain in education after making their mark in a district. Thus, for such candidates, being evaluated for and achieving the standard certificate might be a moot point. **(A)**

**RESPONSE:** The Department agrees that this might be the case for some candidates.

6. **COMMENT:** The commenter noted the Broad Superintendents' Academy as a source of professional development for alternate route candidates. **(A)**

**RESPONSE:** The Department thanks the commenter for his remarks and emphasizes that alternate and traditional route candidates should be encouraged to seek out a variety of quality professional development opportunities.

7. **COMMENT:** The commenters opposed the requirement of a bachelor's degree for this alternate route, stating that the minimum educational achievement of a master's degree and study in educational administration should be required, both for their substantive value and for the example which they set. **(1, 2, 3)**

**RESPONSE:** The Department would like to clarify that the implementation of this alternate route program is not intended to discourage districts from seeking candidates with an advanced degree. However, the proposed pilot would provide districts with broader options to hire candidates with strong leadership experience in other fields. The Department's position is that the proposed alternate route will require candidates to document a substantial background in critical administrative areas which makes likely their success as superintendents and that further essential learning can take place on the job through the administrator mentoring and residency program. Further, the success of such candidates in their previous endeavors, whether in business, education, or other fields, as well as in the district will serve as a positive example to students and staff.

8. **COMMENT:** Regarding the Department's response to Board comments made at the January 2011 meeting, published in February 2011, the commenter stated:

“While casually noting that some districts have struggled to improve student achievement ‘for many reasons,’ it certainly suggests that ‘casting a wider net’ for superintendent candidates will be make a significant difference, without offering any evidence to support that conclusion. One might similarly suggest that lowering entrance standards to cast a wider net for architects, realtors, bankers, electricians, plumbers, carpenters, or masons will provide a solution to the current housing crisis or raise the quality of home construction. It would be as laughable.” **(1)**

**RESPONSE:** The Department remains committed to the need to raise achievement in low-performing districts. The evidence is clear that administrators and teachers do contribute to student achievement. The evidence is also quite clear that the districts covered by the proposal have struggled with student achievement under the current certification policies and that the situation of many students in these districts is urgent. Although the Department welcomes further study, it does not want further delay in addressing urgent student needs. The Department's intent is to introduce this alternate route program as a pilot program, following the model of recent pilots that were introduced to improve math and science education in the state, which will allow us to study the outcomes of an alternative model which delays certain certification requirements until the end of the provisional period.

9. **COMMENT:** The commenters expressed support for a different type of alternate route than that contained in the proposed amendments, offering the current alternate route for teachers as a model. The commenters, making this parallel, argued that the teaching alternate route retains the quality and requirements of the traditional route by requiring the same level of degree, a content test prior to initial certification, and mentoring and study in professional standards while serving as a provisional educator. (1, 2, 3)

**RESPONSE:** The Department appreciates the commenters' goal of educator quality. However, regarding degree requirements, the Department notes that a number of states forgo either the Master's degree or the content test, and that Massachusetts, with successful educational leadership and with levels of student achievement similar to New Jersey, forgoes both. Based on the example of other states and of Massachusetts, the Department therefore responds that it is reasonable to explore a similar alternative for New Jersey.

Regarding the SSA test, and given significant achievement gaps between and within districts, the Department responds that it is reasonable to question whether the SSA and the previous ETS test, while generally of high value, have fully assessed the qualities required of leaders in our challenged districts. Therefore, the Department believes it is reasonable to appraise a candidate's initial eligibility as stated in the proposal, i.e. by requiring the district and candidate to make a case for certification, and for the Department to assess the likelihood of success, based on the the candidate's experience relevant to the New Jersey Professional Standards for School Leaders. The Department further notes that the Professional Standards, like the SSA, are based substantially on the national standards promulgated by the Interstate School Leaders Licensure Consortium, or ISSLC. Finally, there are other models of administrator candidate evaluation which the Department can draw on, including one developed by the Wallace Foundation, which has a long standing focus on leadership education and standards.

Regarding the mentoring and continued study during the provisional period, the Department notes that the proposal requires candidates to complete the same mentoring and residency as completed by candidates in the traditional route, with two exceptions. First, the proposal *goes beyond* the the traditional route by requiring that provisional superintendents undergo two formative and one summative assessment aligned to the

Professional Standards for School Leaders. Second, while the mentor under the traditional route can recommend issuance or denial of standard licensure, the Commissioner under the proposal will have the final authority over issuance or denial.

Finally, regarding alternate routes *per se*, the Department would welcome such proposals for consideration under N.J.A.C. 6A:9-12, especially for challenged districts. However, the Department also notes that the opportunity to propose an alternate route for superintendent has existed since 2004, yet there has been just one proposal forthcoming from any party in the field, through NJ EXCEL, which has an approved and valuable model for superintendent certification.

However, the Department's position is that the entry requirements into the alternative models supported by the commenters are too restrictive. The department again cites the state of Massachusetts, which has demographic and NAEP scores similar to New Jersey but which does not require the same degree of formal study in educational leadership, or a formal test, as do the alternative models proposed by the commenters. The Department reiterates that it is therefore reasonable to explore an alternative pathway in New Jersey that has similar study and testing requirements yet goes beyond them in the ways this proposal does.

**10. COMMENT:** The commenter recommended:

1. "Ensuring that any licensure paradigm accepted by this Board is firmly aligned with high-quality educational and instructional leadership standards that do not significantly depart from the current professional standards.
  2. "Pledging that the development of any alternative pathway be conducted by a deliberative body including stakeholders;
  3. "Allowing the recent changes associated with reciprocity for out of state school leaders to take hold as a more moderate approach in the interim;"
- (2)

**RESPONSE:** Regarding the first point, the Department reiterates that although certification under current standards has worked well for a range of districts, and generally for students from families higher up the income scale, there is strong evidence in the form of gaps in student achievement that the current preparation standards do not work as well as necessary for districts with large populations of low income students, or for low income students in better-off districts.

Regarding the second point, the Department reiterates that the cited achievement gaps constitute an urgent situation that requires immediate action rather than further delay. The Department also reiterates that it welcomes other alternate route proposals.

Regarding the third point, the Department reiterates that the noted achievement gaps constitute an urgent situation that requires immediate action rather than further delay. The Department also notes that the new reciprocity policy was not designed to address the achievement gaps noted above, although it may help in the long run.

11. **COMMENT:** The commenter recommended “guaranteeing that the evaluation of staff be conducted by those with actual educational and instructional experience, particularly given recent proposed changes in evaluation.” (2)

**RESPONSE:** The Department disagrees and responds that superintendents certified under the proposal will be able to avail themselves of multiple Department and professional resources in conducting staff evaluations. The Department further responds that in many cases current evaluation procedures have not resulted in the improvement / development of staff whose performance needs improvement or in the removal of staff whose performance cannot be sufficiently remediated. One reason why the proposed amendments are needed is to see if placing candidates in superintendent positions who have successful experience in organizational turnaround, including holding staff accountable for performance, will help to improve district performance.

12. **COMMENT:** The commenter recommended “developing a true pilot of a very limited number of districts to allow for comprehensive monitoring of candidates and review of the program.” (2)

**RESPONSE:** The Department stresses, on the one hand, that the pilot must be large enough for the evaluation to draw comparisons and conclusions. On the other, the Department reiterates that it anticipates that only a fraction of eligible districts will avail themselves of the pilot program, as is often the case with new initiatives. In addition, the Department has the authority under the rules to limit pilot program enrollment if that becomes desirable for reasons of either scope or quality; this can be achieved by denying districts permission to advertise for alternate route candidates or by denying certification for candidates presented by the districts.

13. **COMMENT:** The commenter recommended “conducting a comprehensive and independent review of the districts involved in the pilot.” (2)

**RESPONSE:** The Department anticipates that it will pursue the option in the proposal for an outside evaluation of the pilot and will work with an evaluator to determine the design of such an evaluation. The Department stresses that many key factors in administrator performance, including achievement scores and performance on the Quality Single Accountability Continuum (QSAC), will be available to the public and to researchers for their own evaluation efforts, as they are now. The Department further responds that evaluation of any candidate’s knowledge of professional standards will be either irrelevant or superfluous if student achievement does not improve and key QSAC criteria are not met.

14. **COMMENT:** The commenter stated that “the commissioner should be required to document in writing how a candidate’s experience will allow him/her to successfully administer a district, rather than just considering it.” (3)

**RESPONSE:** The Department responds that such a written analysis prior to initial certification is the intent of the proposal.

15. **COMMENT:** The commenter stated that state-operated districts should be part of the pilot as well. (3)

**RESPONSE:** The Department disagrees with the commenter’s statement, noting that the State Board of Education retains approval authority over superintendent nominees in state-operated districts. This authority ensures that the performance of candidates in the state-operated districts will be closely scrutinized.

16. **COMMENT:** The commenter stated that:

“Districts with schools in need of improvement, more so than other schools, need individuals with a strong background in education. Problems in these districts are not a reflection on the staff, but rather the problems that students bring with them to school. Schools in need of improvement need superintendents with a background in curriculum and instruction. Without such background, they will be unable to lead a school in the process of educational transformation.” (3)

**RESPONSE:** The Department disagrees with the commenter’s specific statements. First, the Department reiterates that even administrators with strong backgrounds in education have not, in many cases, produced the level of impact we seek in reducing achievement gaps or in graduating students who are college and career ready. Second, although the Department agrees that non-school factors have a great impact on student achievement, the Department reiterates that it can only focus on factors within its authority, including the relevant skills and experience that administrators bring to the job. The Department responds that the current rules exclude a range of such skills developed outside of education, as well as organizational experience, that are arguably relevant to improving performance in the cited districts. Third, the Department disagrees that schools in need of improvement necessarily need superintendents with a specific background in curriculum and instruction. The Department responds that such schools need a range of staff with knowledge in curriculum and instruction, assessment and other areas, as well as chief administrators who will hold staff accountable for results based on the staff’s recommendations and actions.

17. **COMMENT:** The commenter states that the proposed changes are “without any evidentiary support” and that

“In fact, no such research, evidence or justification exists to support the basic assumption behind the proposal that having district leadership with no background in education and, most importantly, no experience in curriculum, instruction, teacher evaluations, professional development or other critical areas will somehow result in substantial improvement in academic performance.”

The commenter further states that the proposed changes are contrary to New Jersey constitutional imperative to require improved academic performance of at-risk pupils in

high need districts. And the commenter also states that the proposals raise a substantial concern for unjustified disparate impact on minorities under N.J.S.A. 10:5-1 – 42, because “almost 70 percent of all students in the 54 districts targeted by the proposal are Black and Latino.” (4)

**RESPONSE:** First, while there are no formal studies that the Department can find so far that provide a comparison of traditional and non-traditional superintendents, the Department cautions that the respondent has also cited only anecdotal evidence in the form of a newspaper quote from an interested party. While the Department remains committed to continue researching the topic, we regard the pilot program as one way to explore the impact of non-traditional superintendents. Further, given the performance of the districts in question, while the Department would ideally seek substantial improvement, the Department would be pleased to see any measurable improvement over current results.

In fact, if the current licensure system were producing equitable results for students in AYP districts, the pilot program would not be necessary. But whatever other factors are involved in student achievement, the current licensure system does not seem to be the difference we are looking for. Research shows that the achievement gap between poor and better off districts remains large, along with unacceptably low achievement scores themselves in many AYP districts.

Research into other states’ policies also offers a basis for the proposed rules. The state of Massachusetts is similar in demographic and income characteristics to NJ. Massachusetts has National Assessment of Educational Progress (NAEP) scores statistically similar to New Jersey’s not only for reading and math and but also for the achievement gaps related to those scores. Massachusetts rules – like the proposed amendments – do not require a master’s degree in educational leadership and do not require a content test in order to be a superintendent.

There is also precedent for delaying a content test until well into a novice educator’s first year. Teachers enrolled in some pilot programs in mathematics and science certification approved under Commissioner regulations established at N.J.A.C. 6A:9-18 take their content tests at the end of their first year.

Finally, the Department notes that all NJ districts in fact are able to draw on the resources of assistant superintendents, including those for curriculum and instruction and those whose domain includes assessment, who would assist any traditional or non-traditional superintendent.

Given the above points, the Department disagrees with the commenter’s comments that the proposed rules have no evidentiary foundation, that they do not address the need to improve the performance of at-risk students, and that they are discriminatory.

18. **COMMENT:** The commenter supports a proposal for an alternate that would require school administrators to “have earned a master’s degree in a specified area of expertise.” (5)

**RESPONSE:** Reiterating, the Department appreciates the commenter’s goal of educator quality. However, regarding degree requirements, the Department notes that Massachusetts, with demographic and NAEP achievement characteristics similar to New Jersey, does not require a Master’s degree and that it is therefore reasonable to explore a similar alternative for New Jersey.

19. **COMMENT:** The commenter asks whether all local districts in need of improvement qualify for the pilot. **(5)**

**RESPONSE:** Yes, if that district is listed on the Department’s most recent annual lists of districts in need of improvement.

20. **COMMENT:** The commenter asks whether a district is listed as in need of improvement after the five year pilot begins would qualify for the pilot. **(5)**

**RESPONSE:** Yes, any district would qualify if listed on the Department’s most recent annual lists of districts in need of improvement during the five year pilot period.

21. **COMMENT:** The commenter asks whether a qualifying district must first have the Commissioner’s approval before it can begin its candidate search under the pilot program. **(5)**

**RESPONSE:** Yes, the Commissioner’s approval is required to begin a candidate search under the pilot program.

22. **COMMENT:** The commenter asks whether a candidate must possess the Certificate of Eligibility(CE) prior to consideration as a candidate by a district. **(5)**

**RESPONSE:** No. The CE not is required prior to consideration by the district, but rather prior to hire by the district.

22. **COMMENT:** The commenter requests that the wording in (n)4 be clarified so that it reads: “The State Board of Examiners shall issue a Provisional Certificate to the candidate meeting the criteria in (n)3 above upon the pilot district hiring the candidate as a chief school administrator. **(5)**

**RESPONSE:** The Department appreciates the commenter’s response. However, the Department does not automatically issue provisional certificates to candidates who are newly hired. Rather, it is the joint responsibility of a district and newly employed candidate to inform the Department of the hiring and to submit the application for the residency and provisional certificate to the Department.

**Adoption Level  
July 13, 2011**



**State of New Jersey**

DEPARTMENT OF EDUCATION

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TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

CHRISTOPHER D. CERF  
*Acting Commissioner*

**TO:** members, State Board of Education

**FROM:** Christopher D. Cerf  
Acting Commissioner

**SUBJECT:** N.J.A.C. 6A:9, Professional Licensure and Standards

**REASON FOR ACTION:** Amendments Concerning the Certification of State District Chief School Administrators

**SUNSET DATE:** January 20, 2014

**Summary**

The Department of Education (Department) proposes that N.J.A.C. 6A:9 be amended as noted in this Summary. These amendments will allow the Commissioner, under the conditions summarized below, to direct the State Board of Examiners to issue a Certificate of Eligibility to a successful candidate for the chief school administrator position in a state district. These amendments and new rules are consistent with both the State Board Strategic Plan and the Department's mission statement.

N.J.A.C. 6A:9 sets forth the rules governing the preparation, licensure and professional development of those educators required by their positions to be certified. It also contains rules governing the approval of educator preparation programs and the content of such programs. Finally, it contains the rules delineating the organization of, powers of, duties of and proceedings before the State Board of Examiners.

Because these will allow the department to select the most qualified candidate to run the complicated affairs of a state district, the amendments will have a positive impact on the administration of state districts and on the education of their students.

The following summary provides a brief overview of the proposed amendments and new rules.

## **Subchapter 12. Requirements for Administrative Certification**

The Department proposes to amend this subchapter as follows:

### **N.J.A.C. 6A:9-12.4 School Administrator**

The Department proposes a new N.J.A.C. 6A:9-12.4(n) which would allow the Commissioner to direct the Board of Examiners to issue a school administrator Certificate of Eligibility (CE) for the successful candidate for chief school administrator of a state district under the following criteria. The successful candidate must: possess a Bachelor's or higher degree from a regionally accredited, four year college or university; possess, in the Commissioner's view, sufficient management and executive leadership experience in a public or private organization to allow the candidate to successfully administer the state district; and pass a criminal history review prior to issuance of the CE. In proposing a candidate for certification to the Commissioner under these rules, the school district and candidate must document how the candidate's experience aligns to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4. The Commissioner will base his or her judgment of the candidate's relevant experience upon this alignment. Upon the candidate's hiring, the Commissioner may direct the Board of Examiners to issue a Provisional Certificate to the candidate. The Commissioner may further direct the Board of Examiners to issue a standard certificate to the candidate if the candidate has successfully completed a residency under N.J.A.C. 6A:9-12.4(e) through (i), has passed two formative performance reviews and a summative performance review by the Department, and has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4. The performance reviews will be based in part upon a portfolio documenting the candidate's experience in the superintendent position as aligned to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4.

The Department proposes a new N.J.A.C. 6A:9-12.4(o) which establishes a pilot program of five years' duration with alternate rules for issuing a school administrator certificate for a superintendent of a school district that is listed as a district in need of improvement for the Department's most recent Annual Yearly Progress report. Such a school district may request permission from the Commissioner to advertise for candidates who meet the following criteria and to request that the Commissioner direct the Board of Examiners to issue certificates to a successful candidate. The successful candidate must: possess a Bachelor's or higher degree from a regionally accredited, four year college or university; possess, in the Commissioner's view, sufficient management and executive leadership experience in a public or private organization to allow the candidate to successfully administer the school district; and pass a criminal history review prior to issuance of the CE. In proposing a candidate for certification to the Commissioner under these rules, the school district and candidate must document how the

candidate's experience aligns to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4. The Commissioner will base his or her judgment of the candidate's relevant experience upon this alignment. Upon the candidate's hiring, Commissioner may direct the Board of Examiners to issue a Provisional Certificate to the candidate. The Commissioner may further direct the Board of Examiners to issue a standard certificate to the candidate if the candidate has successfully completed a residency under N.J.A.C. 6A:9-12.4(e) through (i), has passed two formative performance reviews and a summative performance review by the Department, and has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4. The performance reviews will be based in part upon a portfolio documenting the candidate's experience in the superintendent position as aligned to the Professional Standards for School Leaders at N.J.A.C. 6A:9-3.4. The Department will evaluate the pilot program and present the evaluation report to the State Board.

### **Social Impact**

The proposed new rules will have a positive social impact on communities which comprise state districts and districts in need of improvement by increasing the pool of qualified chief school administrators and thus the educational outcomes of students in those communities, which have chronically demonstrated low student achievement levels. Improved educational outcomes will strengthen the communities covered by these proposed new rules by preparing a better-educated citizenry.

### **Economic Impact**

The proposed new rules will not create additional costs for district boards of education or the general public. By increasing improving educational outcomes for students in the applicable districts, the proposed new rules will benefit the districts and the entire state in preparing a better-educated workforce.

### **Federal Standards Statement**

There are no Federal standards or requirements that are applicable to the proposed new rules.

### **Jobs Impact**

There are no anticipated job losses resulting from the proposed new rules.

### **Agriculture Industry Impact**

No impact on the agriculture industry is anticipated as a result of the proposed new rules.

### **Regulatory Flexibility Statement**

The proposed new rules apply only to state operated districts and to districts in need of improvement. The proposed new rules do not impose any additional reporting, recordkeeping or compliance requirements. Accordingly, no professional services should be necessary to comply with the regulatory requirements. There are no capital costs associated with the proposed amendments and new rules.

### **Smart Growth Impact**

The proposed new rules will not impact the achievement of smart growth or implementation of the State Plan for Development or Redevelopment.

### **Housing Affordability Impact**

The proposed new rules will have no impact on the cost of housing or number of housing units. The proposed amendments and new rules concern professional licensure and standards for state district superintendents.

### **Smart Growth Development Impact**

The proposed new rules will have no impact on the cost of housing, the number of housing units, or new construction within Planning Areas 1 and 2, or designated centers, under the State Development and Redevelopment Plan. The proposed amendments and new rules concern professional licensure and standards for state district superintendents.

## SUBCHAPTER 12. REQUIREMENTS FOR ADMINISTRATIVE CERTIFICATION

### 6A:9-12.4 School administrator

- (a) To be eligible for the school administrator CE, the candidate shall:
1. Complete one of the following:
    - i. Hold a master's or higher degree from a Regionally accredited college or university in educational leadership, or in curriculum and instruction, or in one of the recognized fields of leadership or management;
    - ii. Hold a master's degree from a Regionally accredited college or university and complete a post-master's program resulting in a CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION;
    - iii. Hold a master's degree from a Regionally accredited college or university and complete a post-master's program in a coherent sequence of 30 semester hour credits as they appear on the institution's transcript. The study must be completed at one institution in fields outlined in (a)li above;

- iv. Hold a master's degree from a regionally accredited college or university and complete a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department pursuant to N.J.A.C. 6A:9-12.5(j)2, (k)2 and (l)1; or
  - v. Hold a master's degree from an NCATE or TEAC Approved program in educational leadership from an out-of-State college or university;
2. Complete a minimum of 30 graduate credits either within the master's program or in addition to it, in the following quality components of preparation to promote student learning as set forth in N.J.A.C. 6A:9-3.4 (a)1 through 6:
- i. Leading a common vision of learning in the school community;
  - ii. Leading a climate and culture conducive to student learning and staff professional growth;
  - iii. Leading a safe and effective environment for learning;
  - iv. Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;
  - v. Leading with integrity and fairness; and
  - vi. Leading with a perspective of the larger political, social, economic and legal context;
3. Complete a 150-hour internship in educational leadership independent of other course requirements;
4. Pass a State-approved examination of knowledge that is acquired through study of

the topics listed in (a)2 above, aligned with the Professional standards for School leaders and that is most directly related to the functions of superintendents as defined in N.J.A.C. 6A:9-12.3(a); and

5. Complete five years of successful educational experience in a public or Non-public school, a public or Non-public school district, or a regionally accredited higher educational setting in New Jersey or out-of-State.
- (b) A candidate who matriculates and enrolls in a State-approved educational leadership preparation program on or after September 1, 2008 shall be required to complete all requirements of (a) above effective as of January 7, 2008. A candidate who is matriculated and enrolled in a State-approved educational leadership preparation program prior to September 1, 2008, and applies to the Office no later than December 31, 2011, shall complete all requirements under former N.J.A.C. 6A:9-12.4, as effective January 6, 2008. A candidate who does not apply to the Office by December 31, 2011 shall fulfill the requirements in this section.
- (c) Applicants in possession of a written evaluation completed by the Office prior to January 8, 2008 will have until December 31, 2011 to complete the requirements set forth in the

written evaluation. A candidate who does not apply to the Office by December 31, 2011 shall fulfill the requirements in this section.

(d) To be eligible for a provisional school administrator's Endorsement, the candidate shall:

1. Hold a school administrator CE; and
2. Obtain and accept an offer of employment in a position requiring the school administrator Certificate in a public school district that has agreed formally to sponsor the residency.

(e) To be eligible for the standard administrative Certificate with a school administrator Endorsement, the candidate shall:

1. Possess a Provisional certificate pursuant to (a) and (b) above; and
2. Complete a one to two-year State-approved residency program while employed under provisional certification in a public school district. The residency program shall:
  - i. Take place in a functioning public school district environment or may take place in an approved alternate site that serves public school students;

- ii. Require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; the Professional standards for teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional standards for School leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding through activities illustrating the promotion of excellence in teaching and learning and providing educational leadership to the district;
- iii. Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;
- iv. Be administered by a State-approved mentor, an experienced administrator who has completed a State-approved orientation, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the local board shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended

standards-based performance goals during residency, and shall be specified in the standard written agreement; and

- v. Provide professional experiences, training and instruction as defined in the Professional standards for School leaders and in the areas of district planning and policy formulation; board of education operations and relations; supervision of district wide programs of curriculum, instruction and student services; collegial management, participatory decision-making and professional governance; the roles, supervision and evaluation of central Office staff and school principals; district financial, legal and business operations; management of district operations; school facilities; labor relations and collective bargaining; government and community relations; and school law.
- (f) Each candidate for the standard administrative Certificate with a school administrator Endorsement shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate's Standard certificate. All performance evaluations shall be aligned with the Professional standards for School leaders as defined in N.J.A.C. 6A:9-3.4 and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final

evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.

- (g) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident's progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing District board of education concerning the standard certification of the candidate.
- (h) The mentor shall meet with the resident superintendent at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident superintendent. The Department may require resident superintendents to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.
- (i) Standard certification for school administrator Endorsement candidates shall be approved or disapproved pursuant to the following procedures:
  1. Before the end of the residency period, the mentor shall submit to the Department a comprehensive evaluation report on the candidate's performance pursuant to (d) above.

2. This final report shall include one of the following certification recommendations:
  - i. Approved: Recommends issuance of a Standard certificate;
  - ii. Insufficient: Recommends that a Standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or
  - iii. Disapproved: Recommends that a Standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.
3. Mentors act as agents of the Board of Examiners in formulating their certification recommendations. Those recommendations shall not be subject to review or approval by local boards of education.
4. Candidates who receive a recommendation of “approved” shall be issued a Standard certificate.
5. The mentor shall provide the candidate with a copy of the candidate’s written evaluation report and recommendation before submitting it to the Department.
6. If the candidate disagrees with the mentor’s recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.18.

- (j) Candidates who receive a recommendation of “disapproved” or two or more recommendations of “insufficient” may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations. The candidate shall be responsible for demonstrating why he or she would be likely to succeed if granted the requested opportunity. Disapproval of any candidate’s request by the Board of Examiners may be appealed to the Commissioner pursuant to N.J.A.C. 6A:9-17.18(b).
- (k) Each candidate who holds a valid out-of-State school administrator Certificate but does not meet the requirements in (a)1, 2, 3, 4 or 5 above, will be eligible for the school administrator Endorsement upon presenting the following:
1. A valid standard out-of-State school administrator Certificate;
  2. Official documentation of five years of successful full-time experience under the out-of-State Certificate. This experience shall be in a public school superintendent or assistant superintendent position with responsibility for functions delineated under the New Jersey school administrator Endorsement pursuant to N.J.A.C. 6A:9-12.3(a);
  3. A master’s degree in any area;

4. An offer of employment in a school district in a position that requires the school administrator Certificate; and
  5. A mentor-directed residency completed under provisional certification. The six-month modified residency shall focus on New Jersey finance and law, and will require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; Professional standards for teachers as defined in N.J.A.C. 6A:9-3.3; and, the New Jersey Standards for School leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding through activities illustrating the promotion of excellence in teaching and learning and providing educational leadership to the district.
- (l) An experienced New Jersey principal who holds a master's degree or higher in a field other than those outlined in (a)1 above, may satisfy the degree requirement by meeting the requirements in (a)4 above and upon presentation of the following:
1. A valid, standard New Jersey principal Endorsement; and
  2. Official documentation of five years of successful full-time experience as a principal or assistant superintendent of curriculum and instruction in a New Jersey public school or in an approved alternate site that serves public school students.

(m) Persons who are in possession of a formal, written evaluation for school administrator certification from the Office prior to January 20, 2004 shall have until January 20, 2009 to complete the certification requirements as specified in the evaluation.

(n) Other provisions of N.J.A.C. 6A:9 notwithstanding, the State Board of Examiners shall issue a certificate of Eligibility, a Provisional Certificate, and a Standard Certificate for school administrator to a candidate for appointment as chief school administrator in school districts in which the State appoints the chief school administrator under the following conditions:

1. The Commissioner shall direct the State Board of Examiners [shall] to issue a Certificate of eligibility to the candidate if the candidate:

a. Possesses a Bachelor's or higher degree from a regionally-accredited, four year college of university;

b. Has sufficient management and executive leadership experience in a public or private organization as determined by the Commissioner to allow the candidate to successfully administer the state district[;]. The candidate will document his or her experience in alignment with the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4 and the Commissioner will align his or her review of the candidate's documented experience to

those standards. The Commissioner will base his or her judgment of the candidate's relevant experience upon this review;

c. Passes a criminal history review prior to issuance of the CE.

2. The State Board of Examiners shall issue a Provisional Certificate to the candidate meeting the above criteria upon appointment by the State Board of the candidate as State District superintendent pursuant to N.J.S.A. 18A:7A-35.

3. The State Board of Examiners shall issue a Standard certificate to the candidate if the candidate:

6. [Upon hiring, has selected and met regularly with a Department-approved mentor and has been recommended for the standard certificate by the Department-approved mentor] Has successfully completed a residency per N.J.A.C. 6A:9-12.4(e) through (i);

7. Has successfully passed two formative performance reviews and one summative performance review by the Department on a schedule to be set by the Department. The performance reviews shall be based in part a portfolio prepared by the candidate which documents his or her experience in the superintendent position as aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4; and

8. Has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4.

(o) Other provisions of N.J.A.C. 6A:9 notwithstanding, there is hereby established a five year pilot program under which the State Board of Examiners shall issue a certificate of Eligibility, a Provisional Certificate, and a Standard Certificate for school administrator to a successful candidate for appointment as chief school administrator under the following conditions.

**1. Such certifications may be issued and appointments may be made in a district that meets one of the following criteria:**

**a. If the district is listed as a district in need of improvement on the department's most recent Annual Yearly Progress report; or**

**b. For the most recent two or more years the district has had:**

**i. fifty percent or more of its fourth grade students score partially proficient on the State assessment for either language arts or mathematics; or**

**ii. fifty percent or more of its eighth grade students score partially proficient on the State assessment for either language arts or mathematics; or**

- iii. fifty percent or more of its eleventh grade students score partially proficient on the State assessment for either language arts or mathematics.]

1. Such certifications may be issued and appointments may be made in a school district that is listed as a district in need of improvement on the department's most recent Annual Yearly Progress report.

2. School districts [Districts] satisfying the criteria in 1 above may request permission from the Commissioner to recruit candidates for chief school administrator according to the criteria in 3 below.

3. The Commissioner shall direct the State Board of Examiners [shall] to issue a Certificate of eligibility (CE) to the candidate if the candidate:

a. Possesses a Bachelor's or higher degree from a regionally-accredited, four year college of university;

b. Has sufficient management and executive leadership experience in a public or private organization as determined by the Commissioner to allow the candidate to successfully administer the state district[;]. The candidate will document his or her experience in alignment with the Professional

Standards for School Leaders in N.J.A.C. 6A:9-3.4 and the Commissioner will align his or her review of the candidate's documented experience to those standards. The Commissioner will base his or her judgment of the candidate's relevant experience upon this review; and

c. Passes a criminal history review prior to issuance of the CE.

4. The State Board of Examiners shall issue a Provisional Certificate to the candidate meeting the above criteria upon hiring as chief school administrator pursuant to N.J.S.A. 18A:17-15.

5. The State Board of Examiners shall issue a Standard certificate to the candidate if the candidate:

a. **[Upon hiring, has selected and met regularly with a Department-approved mentor and has been recommended for the standard certificate by the Department-approved mentor] Has successfully completed a residency per N.J.A.C. 6A:9-12.4(e) through (i);**

b. Has successfully passed two formative performance reviews and one summative performance review by the Department on a schedule to be set by the Department[;]. **The performance reviews shall be based in part a portfolio prepared by the candidate which documents his or her experience**

in the superintendent position as aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4; and

- c. Has passed a Department-approved assessment for school administrators aligned to the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.4.

- 6. The Department will develop an evaluation for the pilot program, conduct the evaluation, and present the evaluation report to the State Board. In doing so, the Department may make use of outside evaluation specialists. In its conclusions, the Department will recommend whether to continue and if so whether to amend the pilot program as a permanent alternate route to certification.

**SUPERINTENDENT CERTIFICATION RESEARCH SUMMARY – 5.23.11**

<b>STATE</b>	<b>Does the state require a master's or higher degree for traditional route certification as school supt / administrator?</b>	<b>Does the state require a test like the SSA for certification as school supt / administrator?</b>	<b>Does the state have any especially innovative or flexible alternate routes for school supt / administrator?</b>
CA	no	yes	no
IA	yes	no	no
KY	yes	yes	Allows completion of the Master's preparation program with concurrent employment in a school district. A candidate receives a Temporary Provisional Certificate
MA	no	no	no
MS	yes	no	no
MT	yes	no	no
ND	yes	no	no
NE	yes	no	Nebraska offers a provisional certificate for administrators, which is similar to NJ's emergency certificate. Need 50% of coursework for principals, 75% for superintendents. Master's / program completion required for standard certificate.
NC	yes	yes	Standard instructional license; Bachelor's plus 5 years experience considered relevant by the appointing local board. No test.
NH	yes	no	no
NM	yes	yes	MA or PHD with 6+ years experience and internship considered relevant by the local board. Test required.
NV	yes	no	no
NY	yes	yes	Only for those lacking sufficient P-12 experience. Requires Master's; completion of approved alternate route program of 30 credits in a college; test.
OH	yes	yes	Master's; local board offer; 3.00 GPA; 5 yrs exp in teaching, education, admin., or mgt. No test for initial cert, must pass test for standard.
OK	yes	yes	Master's; 2 yrs administrative or sup experience considered relevant by the local board; pass required test.
OR	yes	no	no
SC	yes	yes	1 yr cert = master's + 10 yrs comparable exp + local board recommendation + plan of study+ pass test w/in 1 year. Renewable for 2 yrs; standard upon completion of study.
TN	yes	no	no
	yes	no	Limited one year AR if enrolled in program and upon petition of local hiring board. Similar to an emergency certificate. Master's and program completion required for regular certification. No test required.

