

Chapter 2

ALIGNING THE STANDARDS:

MAKING THE CASE

TOOLS

Tool 2.1 New Jersey Professional Standards for Teachers. 1 page

Tool 2.2 New Jersey Professional Standards for School Leaders. 2 pages

Tool 2.3 New Jersey Professional Development Standards for Teachers. 4 pages

Where are we?

Our whole staff is implementing the core curriculum content standards.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Our whole staff uses the professional standards for teachers and core curriculum content standards to design their professional growth plans.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Professional development in our school meets New Jersey's standards for professional development.

STRONGLY AGREE AGREE NOT SURE DISAGREE STRONGLY DISAGREE

Collaborative Professional Learning in School and Beyond is designed to facilitate the implementation of New Jersey legislation and policy regarding teacher professional development, school leadership, and student learning. School, district, regional, or state agency personnel may find the tool kit helpful to design collaborative professional learning that meets state standards for professional development and aligns with teacher, school leader, and content standards. By aligning standards for students, teachers, school leaders, and professional development, New Jersey policy makers have established a coherent system to support student learning.

The integration of standards for student learning, standards for teachers and school leaders, and standards for professional development forms the support necessary to ensure academic success for all students throughout the state. Figure 2.1 depicts the connection among the three sets of standards.

New Jersey’s Core Curriculum Content Standards

New Jersey’s Core Curriculum Content Standards identify the essential knowledge and skills expected and guaranteed for students in New Jersey’s public schools. These content standards provide both a unifying direction for educators and benchmarks for student success in nine curricular areas (Visual and Performing Arts; Comprehensive Health and Physical Education; Language Arts Literacy; Mathematics; Science; Social Studies; World Languages; Technological Literacy; and

Career and Consumer, Family, and Life Skills) The standards are available in their entirety at www.state.nj.us/njded/cccs.

Standards for teachers and school leaders

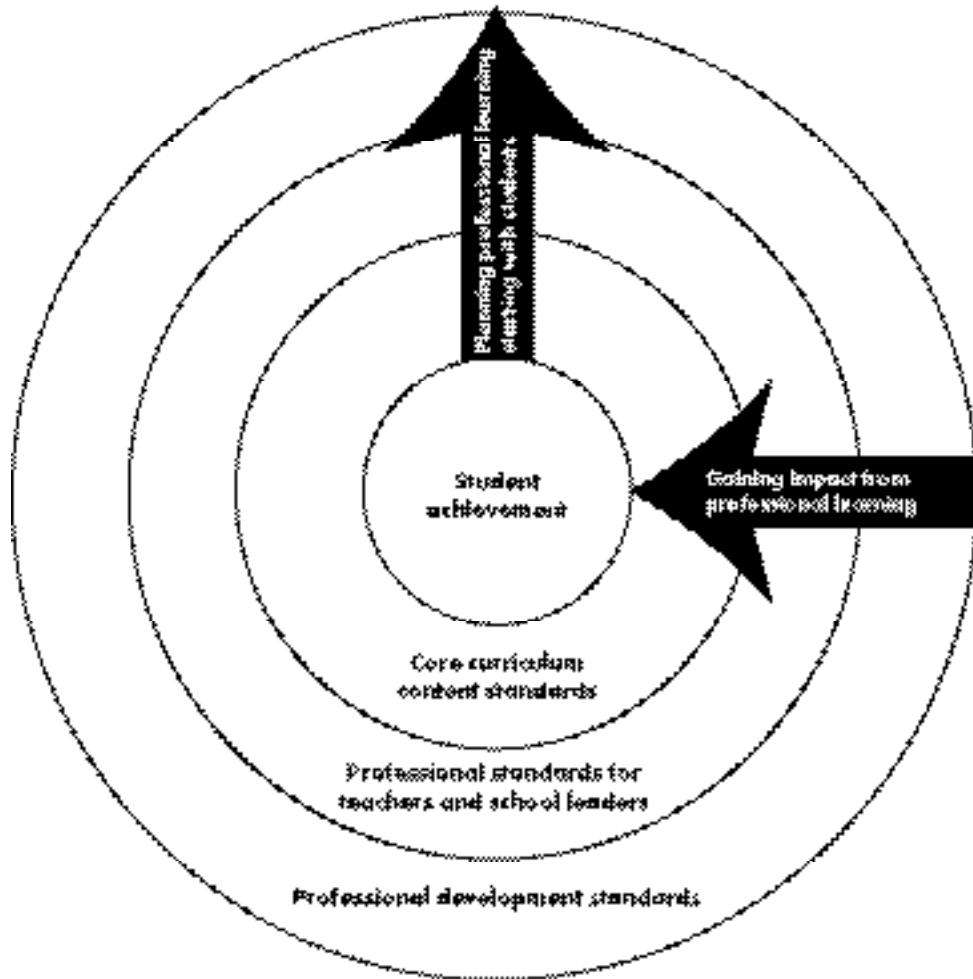
Professional Standards for Teachers and School Leaders identify the core competencies expected of all New Jersey educators. These standards outline the foundational knowledge and skills of successful educators. The standards for both school leaders and teachers, while different, are linked. In other words, teachers are more successful when school leaders are knowledgeable and skillful. School leaders, too, are more successful when teachers have deep content knowledge and use multiple approaches to instruction, management, and assessment. This document may be downloaded at www.state.nj.us/njded/profdev/profstand/standards.pdf

Professional development standards

New Jersey’s Professional Development Standards for Teachers stress the importance of linking professional learning to student success and core curriculum content standards and of engaging teachers in collegial and collaborative learning experiences.

“The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions

Figure 2.1
Relationship among standards and student achievement



TOOL 2.1

New Jersey Professional Standards for Teachers

STANDARD 1: Subject matter knowledge
Teachers shall understand the content concepts, tools of inquiry, structures of the discipline, equitably 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.

STANDARD 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.

STANDARD 3: Diverse learners
Teachers shall understand the practice of culturally responsive teaching.

STANDARD 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.

STANDARD 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 development of students.

STANDARD 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.

STANDARD 7: Special needs
Teachers shall adjust and modify instruction to accommodate the special learning needs of all students.

STANDARD 8: Communication
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of education to foster the use of inquiry, collaboration and supportive interactions.

STANDARD 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.

STANDARD 10: Professional development
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, gaining opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Tool 2.1

TOOL 2.2

New Jersey Professional Standards for School Leaders

- The new Professional Standards for School Leaders are comprehensive, forward looking and focused on teaching and learning.
- Based on the recommendations of the State Action for Educational Leadership Project (SAELP) Consortium, a state advisory group on school leadership policy, the State Board of Education adopted the national standards of the International School Leaders Consortium (ISLCC). These are national model standards for school leaders. The ISLCC standards were developed by a consortium of states brought together by the Council of Chief State School Officers and reflect the best thinking of educators across the nation. New Jersey participated in the development of the ISLCC standards as a member of that national consortium. The state's administration provided input through focus groups run by ISLCC across New Jersey.
- The standards shift the focus of the job from one which was concerned primarily with efficient management and administration to one emphasizing the role of the administrator as the educational leader concerned with teaching, learning and school improvement. Research in the last decade has shown that a principal role the school leader has in promoting excellence in instruction and creating a culture that promotes improved student achievement.

Tool 2.2

TOOL 2.3

Professional development standards for teachers

PREAMBLE

The New Jersey Professional Teaching Standards Board believes that education must be dedicated to a continuous plan of professional development that begins with their pre-service activities, that continues with their induction into the profession, and that extends through the life of their professional career in education through and sustained professional development endeavors. We further believe that effective educators are learners, that professional development must be a process of refining skills, improving best practices, and developing new methods.

The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions which affect student learning in order for students to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole.

In addition, professional development must engage each educator in a collegial and collaborative dialogue with other educators and education partners to broaden the knowledge and expertise needed to guide students toward the successful attainment and mastery of the New Jersey Core Curriculum Content Standards and to create supportive and effective schools.

We further believe that effective implementation of new techniques requires financial supports, time and planning. Therefore, these new techniques and practices should be promoted and nurtured as well as appropriately evaluated. Experimentation that is supported by a nurturing environment will encourage an atmosphere where educators constantly seek to learn about their work and to give from the experience.

Tool 2.3

STANDARDS	ROLE IN PROFESSIONAL DEVELOPMENT
Core curriculum content standards	Establish the focus for the content for professional development that intends to deepen teachers' content knowledge and expand their content-specific pedagogical processes; guide decisions about what teachers need to know and be able to do to help students meet content standards.
Standards for teachers and school leaders	Focus content of professional development on core teacher competencies and guide decisions about which competencies educators want to develop and refine.
Professional development standards	Define attributes of high-quality professional learning; guide decisions about how teams structure learning experiences and how schools and districts support educator learning.

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and to create supportive and effective schools” (www.state.nj.us/njded/profdev/standards.htm).

The professional development standards define success for schools and districts. In addition, they serve as a framework for planning and implementing professional learning. The table above illustrates how the various standards contribute to professional development. Professional development standards may be downloaded at www.state.nj.us/njded/profdev/ and appear in Tool 2.3.

TOOL 2.1

New Jersey Professional Standards for Teachers

STANDARD 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.

STANDARD 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.

STANDARD 3: Diverse learners

Teachers shall understand the practice of culturally responsive teaching.

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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.

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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 development of students.

STANDARD 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.

STANDARD 7: Special needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

STANDARD 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.

STANDARD 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.

STANDARD 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..

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New Jersey Professional Standards for School Leaders

- The new Professional Standards for School Leaders are comprehensive, forward looking and focused on teaching and learning.
- Based on the recommendations of the State Action for Educational Leadership Project (SAELP) Consortium, a state advisory group on school leadership policy, the State Board of Education adopted the national standards of the Interstate School Leaders Licensure Consortium (ISLLC). These are national model standards for school leaders. The ISLLC standards were developed by a consortium of states brought together by the Council of Chief State School Officers and reflect the best thinking of educators across the nation. New Jersey participated in the development of the ISLLC standards as a member of that national consortium. The state's administrators provided input through focus groups run by ISLLC across New Jersey.
- The standards shift the focus of the job from one which was concerned primarily with efficient management and administration to one emphasizing the role of the administrator as the educational leader concerned with teaching, learning and school improvement. Research in the last decade has shown what a pivotal role the school leader has in promoting excellence in instruction and creating a culture that promotes improved student achievement.

TOOL 2.2**School leaders standards**

The Standards for School Leaders are:

- Built from the raw materials of leadership, reflecting the actual work of the school leader;
- Anchored in teaching and learning;
- Focused on student achievement; and
- Concerned with ensuring the success of all children.

STANDARD 1

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.

STANDARD 2

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.

STANDARD 3

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.

STANDARD 4

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.

STANDARD 5

School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

STANDARD 6

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.

TOOL 2.3

Professional development standards for teachers

PREAMBLE

The New Jersey Professional Teaching Standards Board believes that educators must be dedicated to a continuous plan of professional development that begins with their preservice activities, that continues with their induction into the profession, and that extends through the life of their professional career in education through, ongoing, and sustained professional development endeavors. We further believe that effective educators are learners, that professional development must be a process of refining skills, inquiring into practice, and developing new methods.

The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole.

In addition, professional development must engage each educator in a collegial and collaborative dialogue with other educators and education partners to broaden the knowledge and expertise needed to guide students toward the successful attainment and mastery of the New Jersey Core Curriculum Content Standards and to create supportive and effective schools.

We further believe that effective implementation of new techniques requires financial support, time and planning. Therefore, those new techniques and practices should be protected and nurtured as well as appropriately evaluated. Experimentation that is supported by a nurturing environment will encourage an atmosphere where educators constantly seek to learn about their work and to grow from the experience.

PROFESSIONAL DEVELOPMENT STANDARDS FOR TEACHERS

A common set of beliefs about teaching and learning is reflected in the following standards for professional development plans pursued by individual teaching staff members and for professional development plans created by the local professional development committees in school districts. These standards represent a new vision for professional development and provide guidance for the successful completion of the professional development requirements. The individual and district professional development plans should incorporate and be consistent with the standards, recognizing that not every standard needs to be addressed by every plan.

- 1. Enhances knowledge of subject content**
 - 1.1.** Assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines
 - 1.2.** Enables classroom professionals to help students achieve the New Jersey Core Curriculum Content Standards (CCCS)
 - 1.3.** Routinely reviews the alignment of professional development content with CCCS and with the Frameworks in all disciplines

- 2. Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential**
 - 2.1.** Enables educators to adjust instructional strategies based on knowledge of how students learn and develop
 - 2.2.** Enables educators to plan and design approaches and strategies to support the intellectual, social and personal development of each learner
 - 2.3.** Assists educators to recognize students' strengths and potential
 - 2.4.** Enables educators to respect students' talents, abilities and perspectives
 - 2.5.** Enables educators to plan and design instructional strategies for inclusive classrooms
 - 2.6.** Encourages the establishment of a learning environment that enhances student learning and critical thinking

- 2.7.** Supports a philosophy of school- and classroom-based management which maximizes student learning

- 3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership**
 - 3.1.** Enables educators to:
 - 3.1.1.** Keep abreast of current educational research
 - 3.1.2.** Integrate new understandings into content and instruction
 - 3.1.3.** Enhance student learning through scholarship and experience
 - 3.2.** Enables educators to provide challenging and developmentally appropriate curricula that engage students in learning and
 - 3.3.** Acknowledges and respects the intellectual and leadership capacity of educators
 - 3.4.** Enables educators to enhance their leadership skills and utilize them in the education community

- 4. Encourages educators to develop a variety of classroom-based assessment skills**
 - 4.1.** Assists educators in adapting instruction based on observation and analysis of student work
 - 4.2.** Enables educators to select, construct, and use assessment strategies for monitoring student learning
 - 4.3.** Assists educators to develop assessment strategies linked to the CCCS

PROFESSIONAL DEVELOPMENT STANDARDS FOR TEACHERS

5. **Provides for integrating new learning into the curriculum and the classroom**
 - 5.1. Empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
 - 5.2. Provides for initiation and implementation of desired change to achieve student outcomes
 - 5.3. Provides for ongoing support for individual educators within the school environment

6. **Is based on knowledge of adult learning and development**
 - 6.1. Recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
 - 6.2. Encourages both the individual and the collaborative talents of educators
 - 6.3. Applies what is known about motivation for growth and enhances positive feelings of self-worth
 - 6.4. Fosters confidence in educators' abilities to achieve success
 - 6.5. Utilizes a variety of models and approaches, such as individually guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.

7. **Is periodically assessed to show its impact on teaching practice and/or student learning**
 - 7.1. Utilizes a careful analysis of classroom, school and other data to guide future professional development efforts uses educators' self-assessment to evaluate the impact of professional development

8. **Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system**
 - 8.1. Delineates what students are expected to know and be able to do
 - 8.2. Supports a clearly delineated vision and is aligned with the district and school goals
 - 8.3. Focuses on sound, research-based theories in school management
 - 8.4. Focuses on individual, collegial, school, and district improvement
 - 8.5. Is perceived by the professional staff and the community as a critical part of the district's quest for excellence
 - 8.6. Fosters the use of reflection and self-assessment in professional and intellectual growth
 - 8.7. Allows educators to pursue personal educational opportunities that reflect the district's strategic plan
 - 8.8. Encourages careful experimentation with new practice and creative use of best practice
 - 8.9. Reflects the educational outcomes the district seeks to achieve
 - 8.10. Assists educators in analyzing disaggregated student data (i.e., gender, socioeconomic, ethnicity, and language) and in making decisions based on that data

9. **Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators**
 - 9.1. Recognizes that collegial support and interaction are essential to the success of every aspect of education
 - 9.2. Provides for ongoing and meaningful collaboration among educators
 - 9.3. Values individual efforts at self-improvement
 - 9.4. Provides educators with incentives and support to pursue a plan of continuous improvement
 - 9.5. Involves strong leadership from all areas of the school community to encourage a commitment to learning
 - 9.6. Encourages creativity and innovation
 - 9.7. Supports the ongoing development of new skills in a collaborative environment
 - 9.8. Values the contribution of practitioners in the pursuit of enhanced student learning

PROFESSIONAL DEVELOPMENT STANDARDS FOR TEACHERS

10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans

- 10.1. Is a process which respects the personal strengths and needs of each educator
- 10.2. Encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development
- 10.3. Encourages school administrators to support and participate in professional development that will enhance student learning
- 10.4. Is supported by a continuous and sufficient commitment of funding to achieve the professional development plans
- 10.5. Increases public understanding and encouragement for professional development, including the need for time and financial support
- 10.6. Includes access to technologies and other modern resources that are essential to effective professional work and learning

11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development

- 11.1. Provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement federal, state, and local mandates, etc.
- 11.2. Recognizes and considers the professional and personal obligations of the individual educator

12. Empowers educators to work effectively with parent and community partners

- 12.1. Assists educators in establishing relationships and partnerships with parents and families
- 12.2. Enables educators to identify and use community resources to foster student learning
- 12.3. Promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders

* These rules affect all active teaching staff members employed as of September 2000 whose positions require possession of the instructional or educational services license in accordance with N.J.A.C. 6:11-6.10 and 11.