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

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

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.

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

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

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

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

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

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

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage

learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

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

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

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

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

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

Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4 from the National Policy Board for Educational Administrators)

1.

Standard One: Mission, Vision and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard Two: Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Standard Three: Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Standard Four: Curriculum, Instruction and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Standard Five: Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard Six: Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard Seven: Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Standard Eight: Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s

STAFF DEVELOPMENT; INSERVICE EDUCATION (exhibit continued)

academic success and well-being.

Standard Nine: Operations and Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard Ten: School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf