

N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs

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Chapter 9A. New Jersey Educator Preparation Programs

Subchapter 1. Scope and Purpose

6A:9A-1.1 Scope

This chapter sets forth the rules governing the approval of CEAS and CE educator preparation programs and their content. It also includes the rules governing how candidates are to be prepared to meet the requirements for certification.

6A:9A-1.2 Purpose

- (a) The purpose of this chapter is to establish a system of programs that prepare educators to continuously improve the quality of instruction and prepare New Jersey's students for post-secondary education and/or careers.
- (b) Educator preparation programs shall function along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators to support improved student achievement of the New Jersey Student Learning Standards (NJSLS).

Subchapter 2. Definitions

6A:9A-2.1 Definitions

The definitions set forth at N.J.A.C. 6A:9-2.1 apply to the words and terms used in this chapter.

Subchapter 3. Educator Preparation Program Approval

6A:9A-3.1 Approval criteria of educator preparation programs

- (a) The Commissioner shall approve all educator preparation programs designed to lead to a State certificate, including educator preparation programs established by higher education institutions chartered in the State; out-of-State institutions that have a physical presence in

New Jersey and are approved by the New Jersey Secretary of Higher Education; and educational organizations, school districts or consortia, or Commissioner-approved entities.

- (b) Educator preparation program approval shall be based on the following:
1. Compliance with the State Professional Standards for Teachers and Professional Standards for School Leaders established at N.J.A.C. 6A:9-3.3 and 3.4;
 2. The following accreditation requirements:
 - i. For CEAS educator preparation programs, accreditation through any professional education programmatic accreditation body recognized by the CHEA, or the United States Department of Education, or approved by the Commissioner; or
 - ii. For CE educator preparation programs designed to lead to an instructional certificate, accreditation through any professional education programmatic accreditation body recognized by the CHEA, or the United States Department of Education, or approved by the Commissioner;
 3. Compliance with educator preparation program requirements in this chapter or at N.J.A.C. 6A:9B, as applicable; and
 4. Performance, as indicated by the documentation required at N.J.A.C. 6A:9A-3.3(e), for operating programs.
- (c) The Commissioner may consider available data and performance evidence from a program provider's existing educator preparation program(s) before approving any new program operated by the same program provider.

6A:9A-3.2 The State Program Approval Council

- (a) The Commissioner shall appoint a State Program Approval Council (Council) comprised of no more than 11 members who shall serve two-year, renewable terms. The State Program Approval Council shall be comprised of:
1. Four representatives from approved CEAS educator preparation programs;

2. Three representatives from approved CE educator preparation programs; and
 3. Four educators from preschool through grade 12 schools.
- (b) The Commissioner shall consult with the Council on matters pertaining to the quality of educator preparation programs designed to lead to an instructional certificate as required for teachers, pursuant to N.J.A.C. 6A:9B-8, an administrative certificate as required for administrators, pursuant to N.J.A.C. 6A:9B-12, and an educational service certificate as required for educational service personnel, pursuant to N.J.A.C. 6A:9B-14.

6A:9A-3.3 Approval process for educator preparation programs

- (a) The Commissioner shall consider the State Program Approval Council's analysis of the proposed program and its recommendation for approval.
- (b) All new or substantially revised educator preparation programs shall secure approval from the Commissioner prior to implementation.
1. An educator preparation program shall be considered substantially revised if changes are made to its course content or requirements, or clinical component structure or requirements.
- (c) The Commissioner may re-approve all educator preparation programs at least every seven years. The Commissioner has the authority and discretion to periodically review educator preparation programs more frequently.
- (d) The Commissioner may withdraw approval or require an educator preparation program to take corrective action if the Commissioner determines the program has failed, or is at risk of failing, to meet the criteria at N.J.A.C. 6A:9A-3.1(b).
- (e) Documentation for the Commissioner's periodic review of educator preparation programs shall include, but need not be limited to, the following:
1. Candidate performance assessment scores and pass rates;
 2. Number of educator candidates prepared in teacher shortage areas;

3. Placement and retention rates;
4. Evaluation data based on initial year(s) of teaching;
5. Scores and pass rates on State test(s) of subject matter knowledge and a Commissioner-approved test of basic reading, writing, and mathematics skills;
6. Follow-up survey of graduates and employers;
7. Preschool through grade 12 student achievement data, when available and relevant; and
8. Number of educator candidates from diverse backgrounds, as evidenced by ethnicity, race, and gender; and
9. Evidence that demonstrates comprehensive pedagogical content knowledge preparation necessary to integrate literacy into all content areas and support the implementation of the NJSLs.

Subchapter 4. CEAS Educator Preparation Programs

6A:9A-4.1 CEAS educator preparation program implementation

- (a) CEAS educator preparation programs shall implement the program requirements pursuant to this subchapter. The program requirements shall be:
 1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals; and
 2. Considered minimum requirements. Higher education institutions and/or their CEAS educator preparation programs may require higher GPAs and higher levels of proficiency for educator preparation program admission, clinical component, and recommendation for certification.
- (b) CEAS educator preparation programs shall develop procedures in compliance with this subchapter. The program procedures and components shall include:

1. Course requirements, pursuant to N.J.A.C. 6A:9A-4.2;
2. Formal admission to the educator preparation program, pursuant to N.J.A.C. 6A:9A-4.3;
3. Clinical component and the supervision of clinical practice, pursuant to N.J.A.C. 6A:9A-4.4;
4. Procedures for placing on probation, and dismissing from the program, candidates who fall below minimum requirements before graduation, including procedures for candidate appeals;
5. Recommendation of a candidate for a CEAS, pursuant to N.J.A.C. 6A:9A-4.4, including certification to the Department that the candidate has completed the CEAS requirements; and
6. Submission of educator preparation program data at the Department's request.

6A:9A-4.2 CEAS educator preparation program course requirements

- (a) The CEAS educator preparation program designed to lead to instructional certificates shall include:
 1. A sequence of courses that is devoted to educator preparation and that builds upon the content knowledge and skills of the individual candidate;
 2. A clinical component aligned with the Professional Standards for Teachers specified at N.J.A.C. 6A:9-3.3; and
 3. Clinical experiences incorporated into courses leading up to, and including, clinical practice, pursuant to N.J.A.C. 6A:9A-4.4.

6A:9A-4.3 Admission to CEAS educator preparation programs

- (a) A candidate shall be admitted to a CEAS educator preparation program only if the candidate meets the GPA and basic skills requirements at (b) and (d) below.
- (b) The average cumulative GPA of the accepted cohort of candidates shall be at least 3.00, when a grade point of 4.00 equals an A grade and the cumulative GPA is earned in an

undergraduate level prior to entering a CEAS educator preparation program, except each accepted individual candidate shall achieve at least a 2.75 GPA.

- (c) A candidate for a post-baccalaureate or graduate degree shall hold a bachelor's degree from an accredited college or university, except a candidate enrolled in a combined bachelor's and graduate-degree program who may be pursuing a bachelor's degree from an accredited college or university.
- (d) The candidate shall have achieved a Department-established minimum score on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:
 - 1. A candidate may demonstrate proficiency in the use of the English language and in mathematics by achieving a Commissioner-established qualifying minimum score on the SAT, ACT, or GRE pursuant to (d)1i below;
 - i. The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the top-half percentile score for all test takers in the year the respective test was taken, for each year the data is available.
 - 2. A candidate who starts a program in or after academic year 2022-2023 may demonstrate proficiency in the use of the English language and/or mathematics by holding a master's degree, or an advanced or higher degree, from an accredited institution of higher education with a minimum GPA of 3.00.

6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs

- (a) CEAS educator preparation programs shall assign to clinical practice candidates in the preparation program who have completed the following minimum clinical experience requirements:
 - 1. Prior to starting clinical practice, all candidates shall have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting.
 - 2. The clinical experiences shall:

- i. Be incorporated into any higher education course taken prior to the start of clinical practice;
 - ii. Include at least two different classroom settings, with at least one in a special education setting, consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom; and
 - iii. Increase in intensity, or control of the students, and duration as the candidate advances through the program.
- (b) Clinical practice shall:
 1. Occur during at least two semesters, according to the placement school district's schedule, including professional development days with the school district prior to the first day of class for students;
 2. Occur at the same school site for the entire experience, if possible; and
 3. Include at least 175 hours prior to one full-time semester. At least 100 hours of the 175 hours shall be completed throughout the semester immediately preceding the semester of full-time clinical practice.
- (c) The candidate shall be placed within the endorsement subject that the candidate will pursue for certification. The candidate shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.
- (d) School districts shall be responsible for accepting and placing clinical interns as part of the continuum of professional education and development.
- (e) A clinical supervisor shall:
 1. Have had experience supervising, consulting, or otherwise working in an elementary or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement. For preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting; and

2. Be employed by the program or university with demonstrated expertise in the field the individual is supervising.
- (f) Clinical supervisors shall observe each assigned candidate at least once every other week during the candidate's semester of full-time clinical practice.
- (g) A cooperating teacher assigned to guide and direct candidates shall:
1. Be approved by the chief school administrator, or the chief school administrator's designee, with input from the candidate's CEAS educator preparation program;
 2. Have a minimum of three years of teaching experience, including one within the school district;
 3. Possess a standard instructional certificate;
 4. Have an appropriate certificate that coincides with the area of instruction for which the candidate is being prepared;
 5. Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision; and
 6. Be rated, beginning August 1, 2016, as effective or highly effective on the cooperating teacher's most recently received summative evaluation, pursuant to N.J.A.C. 6A:10-4.
 - i. A cooperating teacher in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on the cooperating teacher's most recent evaluation, as determined by the cooperating teacher's supervisor.
- (h) Cooperating teachers shall:
1. Provide continuous guidance and direction and weekly conferences to assist candidates in professional development; and
 2. Consult with the chief school administrator, or the chief school administrator's designee, regarding the candidate's placement; however, the chief school

administrator, or the chief school administrator's designee, shall make all final placement decisions regarding candidate and cooperating teacher pairings.

- (i) CEAS educator preparation programs shall make available to cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.

6A:9A-4.5 Recommendations for a certificate of eligibility with advanced standing (CEAS)

- (a) CEAS educator preparation programs shall recommend to the Department certification only for candidates who have:
 - 1. Completed the CEAS educator preparation program approved pursuant to this chapter;
 - 2. Completed all requirements pursuant to N.J.A.C. 6A:9B-8 through 13. Higher education institutions and/or their CEAS educator preparation programs also may apply the exceptions at N.J.A.C. 6A:9B-8.2(c); and
 - 3. Demonstrated continued competence, aptitude, motivation, and potential for outstanding success in educating students.
- (b) CEAS educator preparation programs shall have up to one year from the date the candidate completed the approved program to recommend the candidate to the Department for issuance of a certificate.

6A:9A-4.6 Post-baccalaureate and graduate-level educator preparation programs

- (a) An educator preparation program at a post-baccalaureate or graduate level, including a State-approved Master of Arts in Teaching (MAT), shall meet all requirements in this subchapter and at N.J.A.C. 6A:9A-3.
- (b) A candidate who completes one of the following experiences shall be exempt from the clinical component at N.J.A.C. 6A:9A-4.4:
 - 1. A prior clinical practice experience through a CEAS educator preparation program;

2. A standard instructional certificate pursuant to N.J.A.C. 6A:9B-8; or
3. At least one year of effective teaching under a valid in- or out-of-State license or certificate. The candidate shall provide an original letter documenting completion of at least one year of effective teaching from the candidate's supervisor(s), principal(s), or employing school district(s) human resources officer.

Subchapter 5. CE Educator Preparation Programs

6A:9A-5.1 CE educator preparation program implementation

- (a) CE educator preparation programs shall implement the subchapter's requirements, which shall be:
 1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer candidates. All admissions and retention processes shall be consistent with State and provider affirmative action policies and goals; and
 2. Considered minimum educator preparation program requirements. CE educator preparation programs may require candidates to demonstrate higher levels of proficiency or competency for program admission and completion.
- (b) CE educator preparation programs shall develop procedures in compliance with this subchapter. The program procedures and components shall include:
 1. Admission to the CE educator preparation program, pursuant to N.J.A.C. 6A:9A-5.2;
 2. A pre-professional component, pursuant to N.J.A.C. 6A:9A-5.3;
 3. Curriculum and coursework requirements, pursuant to N.J.A.C. 6A:9A-5.4;
 4. Completion of the program, pursuant to N.J.A.C. 6A:9A-5.5; and
 5. Submission of educator preparation program data at the Department's request.

6A:9A-5.2 Admission to CE educator preparation programs

- (a) A candidate shall be admitted to a CE educator preparation program only if the candidate has completed by the start of the program the requirements for a CE, including the endorsement requirements at N.J.A.C. 6A:9B-9.
 - 1. Candidates in programs for documented areas of teacher shortage shall complete the endorsement requirements at N.J.A.C. 6A:9A-5.6.
- (b) Any CE educator preparation program enrolling candidates for academic year 2017-2018, or thereafter, shall accept candidates as a cohort. All candidates within the cohort shall begin the educator preparation program at the same time.

6A:9A-5.3 Pre-professional component of CE educator preparation programs

The CE educator preparation program shall establish a criteria for the required 50 hours of pre-professional experience. The CE educator preparation program shall also ensure the candidate completes 50 hours of pre-professional experience. The 50 hours of pre-professional experience shall occur prior to the candidate's full-time professional teaching experience and shall include coursework and clinical experiences.

6A:9A-5.4 Additional curriculum and course requirements for CE educator preparation programs

- (a) Effective for candidates starting a CE educator preparation program in academic year 2017-2018, or thereafter, the CE educator preparation program for all instructional certificates shall include:
 - 1. A minimum of 350 formal instructional hours or 24 semester-hour credits, which shall be completed over a minimum of two academic years.
 - i. A CE educator preparation program may accept up to 100 out of the total 350 formal instructional hours or up to six semester-hour credits from another educator preparation program approved pursuant to N.J.A.C. 6A:9A-3;

2. A sequence of courses that is devoted to professional educator preparation and that builds upon the content and skills of an individual candidate; and
3. Curriculum aligned with the Professional Standards for Teachers, pursuant to N.J.A.C. 6A:9-3.3.

6A:9A-5.5 Completion of CE educator preparation program

- (a) To complete a CE educator preparation program, a candidate shall:
 1. Complete the requirements for the pre-professional experience, pursuant to N.J.A.C. 6A:9A-5.3;
 2. Complete the minimum hours of instruction, pursuant to N.J.A.C. 6A:9A-5.4; and
 3. Pass a Commissioner-approved performance assessment.
- (b) A candidate who fails to complete the CE educator preparation program after two years may renew the candidate's provisional license, pursuant to N.J.A.C. 6A:9B-8.5, and may either remain in the candidate's current program or apply and be accepted to a new CE educator preparation program.
- (c) A CE educator preparation program shall have up to one year from the date a candidate completes the approved program to recommend the candidate to the Department for issuance of a certificate.

6A:9A-5.6 Add-on endorsement programs for mathematics and science

- (a) New Jersey colleges and universities, educational organizations, or other entities approved by the Commissioner may establish add-on endorsement programs designed to prepare certified teachers in mathematics and/or science.
- (b) The Commissioner may approve educator preparation programs for add-on endorsement programs for currently certified teachers that meet all requirements in this subchapter or at N.J.A.C. 6A:9A-3, with the exception of N.J.A.C. 6A:9A-3.1(b)2.

1. In addition to the documentation demonstrating alignment to, and compliance with, this chapter, pursuant to N.J.A.C. 6A:9A-3.3(b), programs seeking approval pursuant to this section shall provide content-specific courses that prepare a candidate to teach in the endorsement area.
- (c) Candidates entering an add-on endorsement program for mathematics or science approved pursuant to this section shall:
1. Hold a valid New Jersey CEAS or standard instructional certificate; and
 2. Demonstrate at least two years of successful teaching under a valid New Jersey or out-of-State equivalent instructional certificate.
- (d) Educator preparation programs seeking Commissioner approval for add-on endorsement programs for mathematics and science shall:
1. Hold Commissioner approval to operate a program pursuant to this subchapter prior to September 1, 2022;
 2. Ensure coursework requirements for the endorsement area, pursuant to N.J.A.C. 6A:9B-10 and 11, are met;
 3. Require candidates for an add-on mathematics or science endorsement enrolled in the program to successfully complete a minimum of six credits in the new content area prior to recommending a candidate for a CE in the new content area;
 4. Provide content-specific mentoring and support for candidates for the duration of the provisional period; and
 5. Ensure program completers meet all requirements for a standard certificate, including minimum number of required content credits or equivalent hours, which may include content-based pedagogy.
- (e) Educator preparation programs approved pursuant to this section shall report the following data to the Commissioner annually in a Commissioner-prescribed format:

1. Candidate certification area, tracking number, race, gender, date of birth, employing school district, position, and teaching subject area;
2. Field experience location/school district, start and end dates, courses taught, hours completed, observations, and success rate;
3. Mentoring data;
4. Successful completion rate;
5. Standard certificate status of completers;
6. Content knowledge assessment pass rate; and
7. Retention rate.

6A:9A-5.7 CE educator preparation programs participating in the Alternate Route Interstate Reciprocity Pilot Program

- (a) Pursuant to P.L. 2021, c. 57, this section implements the issuance of a CE to out-of-State candidates who enroll in the Alternate Route Interstate Reciprocity Pilot Program, which is a five-year program that may result in the issuance of a standard certificate to eligible candidates.
- (b) CE educator preparation programs may develop and establish programs and procedures for admission of candidates to participate in the Alternate Route Interstate Reciprocity Pilot Program.
- (c) CE educator preparation programs participating in the Alternate Route Interstate Reciprocity Pilot Program shall:
 1. Meet all of the requirements for CE educator preparation programs pursuant to N.J.A.C. 6A:9A-5.1, 5.3, 5.4, 5.5, and 5.6;
 2. Meet all of the requirements for accreditation and program approval at N.J.A.C. 6A:9A-3.1 and 3.2;
 3. Establish requirements for program admission that ensure candidates meet the requirements at N.J.A.C. 6A:9B-8.8(d);

4. Develop a process for verifying a candidate's prior educator program completion and teaching experience;
5. Agree to accept earned credits or completed coursework hours from a prior educator preparation program for any out-of-State candidate who has not yet completed an educator preparation program.
 - i. The earned credits or completed coursework shall transfer into the approved CE educator preparation program and count toward program completion pursuant to the policies and processes established pursuant to (c)6 below;
6. Develop policies and processes to accept transfer earned credits and/or completed coursework hours; and
7. Develop systems and processes to ensure that candidates meet all of the requirements at N.J.A.C. 6A:9B-8.8.

Subchapter 6. Teacher Leader Preparation Programs

6A:9A-6.1 Approval criteria and process for teacher leader preparation programs

- (a) The Commissioner has the authority and discretion to approve all teacher leader preparation programs designed to lead to State certification, in accordance with N.J.A.C. 6A:9A-3.1. Teacher leader preparation program approval shall be based on the following:
 1. Alignment to the Teacher Leader Model Standards, pursuant to N.J.S.A. 18A:26-2.19.f;
 2. Compliance with teacher leader endorsement requirements, pursuant to N.J.A.C. 6A:9B-11A; and
 3. Performance of operating programs, as indicated by the documentation required at (e) below.
- (b) The approval process for teacher leader preparation programs shall be governed by N.J.A.C. 6A:9A-3.2, except N.J.A.C. 6A:9A-3.2(f).

- (c) All approved teacher leader preparation programs shall be subject to periodic review by the Commissioner as follows:
1. Teacher leader preparation programs with accreditation, as defined in N.J.A.C. 6A:9-2.1, shall undergo periodic review at least every seven years following the Commissioner's initial approval;
 2. Teacher leader preparation programs without accreditation shall undergo periodic review within three years of the Commissioner's initial approval, and at least every five years thereafter; and
 3. The Commissioner has the authority and discretion to periodically review any teacher leader preparation program more frequently.
- (d) The Commissioner shall withdraw approval or require a teacher leader preparation program to take corrective action if the Commissioner determines, at any time, that the program has failed, or is at risk of failing, to meet the criteria at (a) above.
- (e) Documentation for the Commissioner's periodic review of teacher leader preparation programs shall include, but not be limited to, the following:
1. Candidate performance on a Commissioner-approved performance assessment;
 2. Information on leadership responsibilities assumed by program graduates;
 3. Graduate retention rates;
 4. Follow-up survey of program graduates and employers; and
 5. Diversity among teacher leader candidates as evidenced by ethnicity, race, and gender.

6A:9A-6.2 Teacher leader preparation program implementation

- (a) Teacher leader preparation programs shall implement the program requirements pursuant to this subchapter, which shall be:

1. Applied equitably and in a non-discriminatory manner to all candidates, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals; and
 2. Considered minimum requirements. Teacher leader preparation programs may require higher levels of proficiency for program admission, clinical component, and recommendation for certification.
- (b) Teacher leader preparation programs shall develop procedures and components in compliance with this subchapter. The program procedures and components shall include:
1. Formal admission to the teacher leader program, pursuant to N.J.A.C. 6A:9A-6.3;
 2. Procedures for accepting prior coursework or work experience(s) to count toward program completion, as determined pursuant to N.J.A.C. 6A:9A-6.4(c)2;
 3. Curriculum, clinical requirements, and assessments, pursuant to N.J.A.C. 6A:9A-6.4;
 4. Procedures for placing candidates on probation, and dismissing from the program, candidates who fall below minimum requirements prior to program completion, including procedures for candidate appeals;
 5. Recommendation of a candidate for a teacher leader endorsement, pursuant to N.J.A.C. 6A:9A-6.6, including certification to the Department that the candidate has completed the endorsement requirements; and
 6. Submission of teacher leader program data at the Department's request.

6A:9A-6.3 Admission to teacher leader preparation programs

A candidate admitted to a teacher leader preparation program shall hold a valid standard instructional certificate, pursuant to N.J.A.C. 6A:9B.

6A:9A-6.4 Teacher leader preparation program

- (a) The teacher leader preparation program designed to lead to the teacher leader endorsement shall include:
 - 1. A curriculum that is devoted to teacher leader preparation, is aligned with the Teacher Leader Model Standards, and builds upon the content knowledge and skills of the individual candidate;
 - 2. Assessments that measure a candidate's knowledge of, and ability to demonstrate, the Teacher Leader Model Standards. The assessments shall include, but not be limited to, a Commissioner-approved performance assessment; and
 - 3. Clinical experiences, pursuant to N.J.A.C. 6A:9A-6.5.
- (b) The teacher leader preparation program shall occur over the course of at least one school year, or its equivalent, based on the academic calendar of the participating higher education institution, educational organization, other nonprofit entity, or combination thereof.
- (c) The teacher leader preparation program shall determine:
 - 1. The number of credit hours or the equivalent hours that comprise the program; and
 - 2. The number of credit hours or the equivalent hours that can be accepted to transfer into the program from either another teacher leader preparation program or previous work experience, which shall not exceed half of the program.

6A:9A-6.5 Teacher leader preparation program clinical requirements

- (a) The teacher leader preparation program shall include clinical experiences embedded throughout the program's duration that shall be:
 - 1. Facilitated by the program, including the assignment of an individual who possesses a teacher leader endorsement or who holds an administrative certification or a certificate of eligibility for administrative certification pursuant to N.J.A.C. 6A:9B-12, who is employed, and has utilized instructional leadership

skills as defined by the Teacher Leader Model Standards to provide support to the candidate during the clinical experience.

- i. The program shall provide to the Department during the periodic review evidence that individuals providing support to candidates during the clinical experience are employed and have utilized instructional leadership skills as defined by the Teacher Leader Model Standards; and
 2. Assessed by the program to ensure the candidate demonstrates the Teacher Leader Model Standards.
- (b) School districts may allow teacher leader candidates to complete clinical experiences as part of the continuum of professional development and in lieu of their State-required hours of professional development, pursuant to N.J.A.C. 6A:9C-4.

6A:9A-6.6 Recommendations for a teacher leader endorsement

- (a) Teacher leader preparation programs shall recommend to the Department for issuance of the teacher leader endorsement only candidates who have:
1. Completed the teacher leader preparation program approved pursuant to this subchapter; and
 2. Completed all requirements pursuant to N.J.A.C. 6A:9B-11A.
- (b) Teacher leader preparation programs shall have up to one year from the date the candidate completed the approved program to recommend the candidate to the Department for issuance of the endorsement on the instructional certificate.