New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3): Foundations of Effective Practice

Background

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards:

> *Articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.*[1]

Fundamental Understandings

The following fundamental understandings anchor the content of the standards:

- *Teaching and learning are dynamic processes*. Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- *Expertise in teaching develops over time*. While the previous standards were geared more to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- *21st century skills are fundamental*. Teachers need to foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- *The focus must move from teachers' teaching to learners' learning*. Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- *Assessment literacy is an essential skill*. Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
- *A collaborative professional culture improves teaching effectiveness.* We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.

[1] Council of Chief State School Officers, April 2011

- *Teachers should embrace leadership roles.* Teachers should advocate for their own and their students' needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

Integrated Themes

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are as follows:

- Collaboration
- Communication
- Creativity/innovation
- Critical thinking/problem solving
- Cultural competence
- English language learners
- Families and communities
- Individual differences
- Interdisciplinary/multiple perspectives
- Professional Learning
- Student-directed learning
- Teacher responsibility
- Technology
- Use of data to support learning

Adaptation of the 2011 InTASC Model Core Teaching Standards to the NJ State Context

Although the updated NJ Professional Standards for Teachers closely track with the 2011 InTASC Model Core Teaching Standards, they are not identical. Some changes in language and organization were necessary to align the standards with New Jersey law, the prior state teaching standards, and statewide priorities. The complete text of the 2014 NJ Professional Standards for Teachers with highlights showing the divergence from the 2011 InTASC Model Core Teaching Standards can be found here.

Organization

The standards are now organized under four domains:

- **The Learner and Learning**
  - Standard 1: Learner Development
  - Standard 2: Learning Differences
  - Standard 3: Learning Environments
- **Content**
  - Standard 4: Content Knowledge
  - Standard 5: Application of Content
- **Instructional Practice**
  - Standard 6: Assessment
  - Standard 7: Planning for Instruction
  - Standard 8: Instructional Strategies
- **Professional Responsibility**
  - Standard 9: Professional Learning
  - Standard 10: Leadership and Collaboration
  - Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge**:** the understandings that one needs to support effective practice; and
- Critical dispositions**:** the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

The following table compares the content of the 2004 standards with the 2014 standards and identifies key changes to the content.

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Deep content knowledge of discipline(s)	**Standard 1: Subject Matter Knowledge**	**Standard 4: Content Knowledge**	Creating learning experiences to make content accessible and meaningful for students
Understanding how children/adolescents develop and learn	**Standard 2: Human Growth & Development**	**Standard 1: Learner Development**	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
Understanding practice of culturally responsive teaching	**Standard 3: Diverse Learners**	**Standard 2: Learning Differences**	Providing inclusive learning environments that enable each learner to meet high standards
Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	**Standard 4: Instructional Planning and Strategies**	• **Standard 7: Planning for Instruction** • **Standard 8: Instructional Strategies**	• Planning in use of assessment data and students' prior knowledge and interest • Collaborative planning among teachers and with learners to support design of relevant learning experiences
Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	**Standard 5: Assessment**	**Standard 6: Assessment**	• Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs • Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs
Creation of a supportive, safe, and respectful learning environment	**Standard 6: Learning Environment**	**Standard 3: Learning Environments**	Collaboration with learners, families, and colleagues
Need to adapt instruction to accommodate special learning needs	**Standard 7: Special Needs**	**Standard 2: Learning Differences**	Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions	**Standard Eight: Communication**	**Standard Three: Leaning Environments and Standard Ten: Leadership and Collaboration**	• Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment • Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues.
Need for teachers to build relationships with parents, guardian, families, and agencies to support students' learning and well-being.	**Standard Nine: Collaboration and partnerships.**	**Standard Ten: Leadership and Collaboration**	• Collaboration with other school professionals to plan and facilitate learning • Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
Need for teachers to participate as active members of a professional learning community engaging a variety of learning opportunities	**Standard Ten: Professional Development**	**Standard Nine: Professional Learning**	• Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities • Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection
Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success	**Standard Eleven: Professional Responsibility**	**Standard Eleven: Ethical Practice**	• Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior • Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

For More Information

- View additional CCSSO resources: http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html.
- Visit www.nj.gov/education/profdev/ or email TeachPD@doe.state.nj.us.

New Jersey Professional Standards for Teachers Alignment with InTASC
NJAC 6A:9-3.3 (effective May 5, 2014)

Background

On April 1, 2014, the State Board of Education adopted updated Professional Standards for Teachers and School Leaders. The standards are listed below and the Department has also provided this Overview of the Professional Teaching Standards. Text in **bold red type** indicates additions and changes to the 2011 InTASC Model Core Teaching Standards to adapt them to our state context. Annotations about the changes are in blue type.

Professional Standards for Teachers

6A:9-3.1 Purpose

(a) The Professional Standards for Teachers identify the knowledge, skills**,** and dispositions that teachers need to practice responsibly.

(b) The Professional Standards for School Leaders identify the knowledge, skills**,** and dispositions that school leaders need to practice responsibly.

(c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.

(d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.3 Professional standards for teachers

(a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the [following] standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

The Learner and Learning (Standards 1-3)

1. 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.

i. Performances:

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

(2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

(4) The teacher understands the role **and impact** of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii Critical Dispositions

(1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(3) The teacher takes responsibility for promoting learners' growth and development.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. 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.

i. Performances

(1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

(5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and **participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology.** (from 2004 NJ Standard 7.6 and 7.8)

ii. Essential Knowledge

(1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities. (2004 NJ Std 7.2)

(2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

(3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii Critical Dispositions

(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

(2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(3) The teacher makes learners feel valued and helps them learn to value each other.

(4) The teacher values diverse languages, dialects, **and cultures** and seeks to integrate them into his/her instructional practice to engage students in learning.

3. 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.

i. Performances

(1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

(5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge

(1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

(2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

(3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

(4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

(5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

(6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene. (addition based on NJ legislation)

iii Critical Dispositions

(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

(2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(4) The teacher seeks to foster respectful communication among all members of the learning community.

Content Knowledge (Standards 4-5)

4. 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 Common Core Standards and the New Jersey Core Curriculum Content Standards** and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances

(1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

(4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

(5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

(6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

(7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(8) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

(9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge

(1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

(2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

(5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

(6) The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing. (2004 NJ Std 1.3)

(7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems. (2004 NJ Std 1.4)

iii Critical Dispositions

(1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

(2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(3) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

(5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life. (from 2004 NJ Std 1.6)

5. 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.

i. Performances

(1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
(3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
(4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
(5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
(8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge

(1) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
(2) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
(3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
(4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
(5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
(6) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
(7) The teacher understands creative thinking processes and how to engage learners in producing original work.
(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii Critical Dispositions

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice (Standards 6-8)

6. Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

i. Performances

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
(3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
(4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
(5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
(6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
(7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
(8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
(9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge

(1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
(2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
(3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

(4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
(5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
(6) The teacher knows when and how to evaluate and report learner progress against standards.
(7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii Critical Dispositions

(1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
(2) The teacher takes responsibility for aligning instruction and assessment with learning goals.
(3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
(4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
(6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. 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.

i. Performances

(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
(2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
(5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

(6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge

(1) The teacher understands content and content standards and how these are organized in the curriculum.
(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, **including assistive technologies**, and how to use them effectively to plan instruction that meets diverse learning needs. (to align with NJ special education priorities)
(6) The teacher knows when and how to adjust plans based on assessment information and learner responses.
(7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

iii Critical Dispositions

(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
(3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. 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.

i. Performances

(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

(6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.

(7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge

(1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions

(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility (Standards 9-11)

9. Standard Nine: Professional Learning

[Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

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.**

i. Performances

(1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(3) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

[Note: InTASC 9 Performances (e-f) moved to NJ Standard 11 Performances (1) and (2)]

ii. Essential Knowledge

(1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

(2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

(3) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

[Note: InTASC 9 Essential Knowledge (i-j) moved to NJ Standard 11 Essential Knowledge (3) and (4)]

iii Critical Dispositions

(1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential

biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. 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.

i. Performances

(1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(8) The teacher uses and generates meaningful research on education issues and policies.

(9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(11) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii Critical Dispositions

(1) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(4) The teacher takes responsibility for contributing to and advancing the profession.

(5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)

[Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

i. Performances

(1) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (moved from 2011 InTASC 9(e))

(2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (moved from 2011 InTASC 9(f))

(3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment; (2004 NJ Std. 11iii(1))

(4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such

information only when prescribed or directed by federal and/or state statutes or accepted professional practice. (2004NJ Std 11iii(2))

(5) **The teacher maintains professional relationships with students and colleagues.** (2004 NJ Std 11iii(3))

(6) **The teacher provides access to various points of view without deliberate distortion of subject matter.** (2004 NJ Std 11iii(4))

(7) **The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.** (2004 NJ Std 11iii(5))

ii. Essential Knowledge

(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (moved from 2011InTASC 9(i))

(2) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, **responding to harassment, intimidation, bullying and suicide.)** (Moved from 2011InTASC 9(j); language added to align with HIB statute)

(3) **The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements.** (2004 NJ Std 11i(1))

(4) **The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.** (2004 NJ Std 11i(2))

iii Critical Dispositions

(1) **The teacher recognizes that an educator's actions reflect on the status and substance of the profession.** (2004 NJ Std 11ii(1))

(2) **The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust.** (2004 NJ Std 11ii(2))

(3) **The teacher recognizes, respects and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.** (2004 NJ Std 11ii(3))

(4) **The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.** (2004 NJ Std 11ii(4))

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