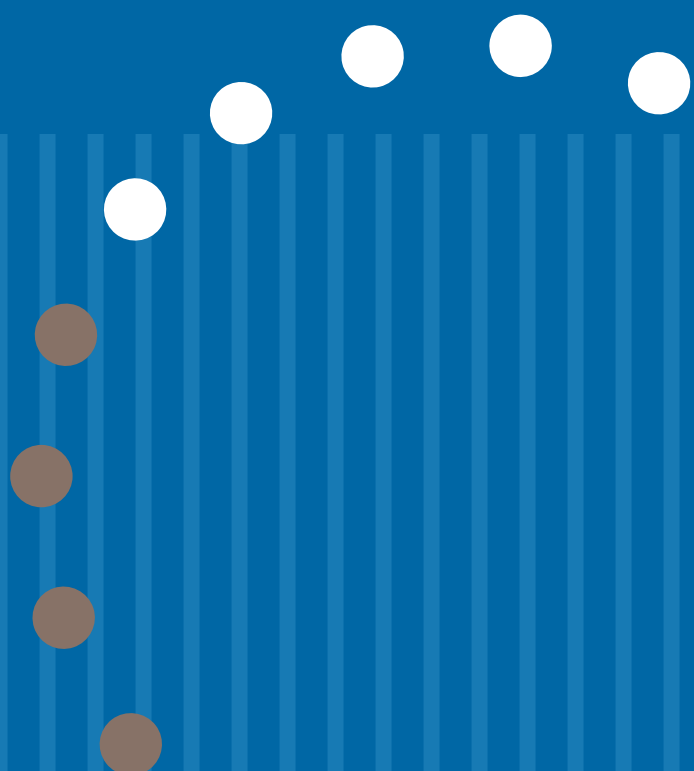


New Jersey Professional Standards for Teachers and School Leaders



New Jersey Professional Standards for Teachers and School Leaders



William L. Librera, Ed.D.
Commissioner of Education

Richard Ten Eyck
Assistant Commissioner
Educational Programs and Assessment

Jay Doolan, Ed.D.
Director
Academic and Professional Standards

Joan Brady
Director
Office of Licensing and Credentials

Eileen Aviss-Spedding
Manager
Professional Standards

July 2004
PTM# 1504-53



New Jersey State Board of Education

Arnold G. Hyndman	Warren
President	
Debra Casha	Morris
Vice President	
Margaret F. Bartlett	Ocean
Ronald K. Butcher	Gloucester
Maud Dahme.	Hunterdon
Kathleen A. Dietz.	Somerset
Anne S. Dillman.	Middlesex
Orlando Edreira.	Union
John A. Griffith	Essex
Thelma Napoleon-Smith.	Mercer
Samuel J. Podietz	Burlington
Edward M. Taylor	Camden
Roberta Van Anda	Monmouth

William L. Librera, Ed.D., Commissioner
Secretary, State Board of Education

New Jersey Professional Teaching Standards Board

Cherylin Roeser	Bergen
Chair, Teacher, Ramapo-Indian Hills High School	
Wendi Webster-O'Dell	Burlington
Vice-Chair, President, Critical Mass Education Consulting	
Susan Heinis	Essex
Secretary, Library Media Specialist, West Essex High School	
Gerry Archuleta	Burlington
Asst. Principal, Shawnee High School	
Johnette Lynn Bennett	Warren
Teacher, North Warren Regional High School	
Gloria Castucci	Essex
Director of Early Childhood Education, Seton Hall University	
Michael Cohan	Union
Teacher, Kawameeh Middle School	
Dennis DeGroat	Sussex
School Board Member, Kittatiny Regional High School	
Lou DellaBarca	Atlantic
Principal, Clayton J. Davenport School	
Carl Fratz	Salem
Teacher, Penns Grove High School	
Pam Garwood	Cumberland
Teacher, Indian Avenue School	
Cheryl Johnson	Essex
Speech Language Specialist, Roosevelt School #7	
Herb Levitt	Union
Guidance Counselor, Elizabeth High School	
Janet Parmelee	Union
Asst. Superintendent, Morris-Union Jointure Commission	
Carlo Parravano	Middlesex
Director, Merck Institute for Science Education	
Joyce Powell	Cumberland
Teacher, Vineland Public Schools	
Ana Maria Schuhmann	Union
Dean, College of Education, Kean University	
Laura Strauber	Hunterdon
Teacher, Delaware Valley Regional High School	
Anne M. Thomas	Middlesex
School Board Member, Piscataway	

New Jersey State Action for Education Leadership Project Consortium

JoAnn Bartoletti, Chair
Executive Director, New Jersey Principals and Supervisors Association

James Murphy, Vice-Chair
Executive Director, New Jersey Association for School Administrators

Edwina M. Lee
Executive Director, New Jersey School Boards Association

Lucille Davy
Senior Education Policy Advisor, Office of the Governor

Hon. Shirley Turner, Chair
Senate Education Committee

Hon. Craig Stanley, Chair
House Education Committee

Arnold Hyndman
President, New Jersey State Board of Education

Maud Dahme
Past President, New Jersey State Board of Education

Ronald Butcher
Past Vice-President, New Jersey State Board of Education

Richard Ten Eyck, Assistant Commissioner
Division of Educational Programs and Assessment
New Jersey Department of Education

Jay Doolan, Director
Office of Academic and Professional Standards
New Jersey Department of Education

Lisa Albitz
Executive Director, Quality New Jersey

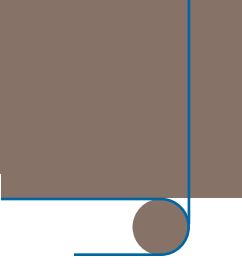

Judy Basa
Associate Director, Professional Development, New Jersey Education Association

Debra Bradley
Director, Government Relations, New Jersey Principals and Supervisors Association

Joan Brady, Director
Office of Licensing and Credentials
New Jersey Department of Education

Ronald Capasso
Chair, Education Leadership Department, Rowan University

Trudy Doyle
Asst. Superintendent, Hopatcong Schools



New Jersey State Action for Education Leadership Project Consortium *(continued)*

Eloise Forster

Director, NJ EXCEL Program, Foundation for Educational Administration

Harry Galinsky

Senior Fellow, Seton Hall University

Cynthia Jahn

Asst. Executive Director, New Jersey School Boards Association

Donald Leake

Associate Professor, Dept. of Educational Administration, The College of New Jersey

Maria Lepore

Chief Counsel, New Jersey Association for School Administrators

David Livingston

County Superintendent, Somerset County

James Lytle

Superintendent, Trenton Public Schools

Susan Martz, Director

Office of Program Support Services
New Jersey Department of Education

Jeff Osowski

Vice-President for Educational Policy, New Jersey Chamber of Commerce

Tony Scannella

Director, Foundation for Educational Administration

Ana Maria Schuhmann

Dean, Dept. of Education, Kean University

Melanie Schulz

Executive Director, Joint Committee on the Public Schools

Wendi Webster-O'Dell

Vice-Chair, New Jersey Professional Teaching Standards Board

Eileen Aviss-Spedding, Manager

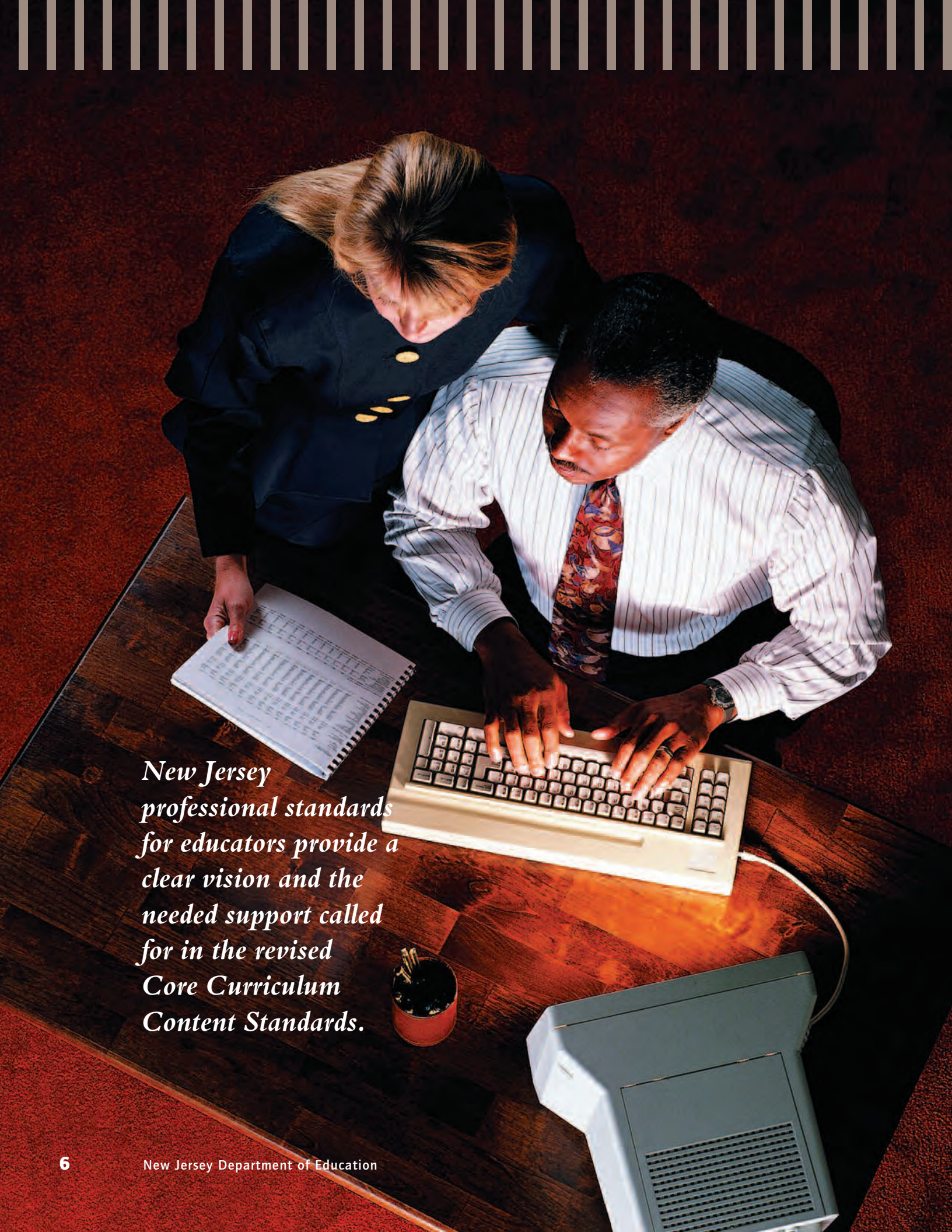
Professional Standards and Learning
New Jersey Department of Education

Lois Smith, Manager

Higher Education Quality Initiatives
New Jersey Department of Education

Jan Niedermaier, Coordinator

State Action for Education Leadership Project
New Jersey Department of Education



*New Jersey
professional standards
for educators provide a
clear vision and the
needed support called
for in the revised
Core Curriculum
Content Standards.*

New Jersey Professional Standards for Teachers and School Leaders

New Jersey's new professional standards for teachers and school leaders were adopted by the State Board of Education in December 2003 as part of the new licensing regulations. These new professional standards provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards.

Aligned with the Core Curriculum Content Standards, as well as national professional standards, New Jersey's professional standards for educators illustrate the wide range of knowledge and abilities contemporary educators must possess to provide high-quality instruction and support improved student results.

While the sets of professional standards are interdependent and interconnected, each distinct standard focuses on a specific aspect of effective practice. Each standard also has a series of indicators comprised of knowledge, dispositions, and performance statements. The knowledge statements describe the body of knowledge critical to effective practice. The disposition statements indicate the behaviors which communicate the traits and qualities valued by educators. The performance statements illustrate the application of that knowledge.



The professional standards serve as the foundation for a more thoughtful certification system, more productive pre-service education and induction programs, and more effective and relevant professional development.

Professional Standards for Teachers

Research conducted over the past decade by groups such as the National Commission on Teaching and America's Future and the Center for the Improvement of Early Reading Achievement have identified a knowledge base and the skill sets that successful teachers possess. While teaching will always be a balance between an art and a craft, there is significant data now about the skills and knowledge which bring success.

The New Jersey Professional Standards for Teachers were developed by the New Jersey Professional Teaching Standards Board (PTSB). The PTSB worked closely with national experts from the Interstate New Teacher Assessment Support Consortium (INTASC) of the Council of Chief State School Officers,

the organization that developed the national model for professional standards for teachers. The PTSB also incorporated broad input from New Jersey educators. As a result, the standards emphasize skills not present in the national INTASC model that are nonetheless important to New Jersey educators, such as a concern for teaching literacy and numeracy across the curriculum and the use of technology in instruction.

The contemporary job of the teacher is exceedingly complex, requiring a wide array of knowledge and skills.

These standards encompass the broad range of skills and knowledge a teacher needs, including deep content knowledge with varied instructional strategies; the creation of a productive learning environment; the use of assorted assessments; the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community. The standards also place an emphasis on reading and mathematics, because of the heightened expectations for these two areas sought by Governor McGreevey's initiatives and the *No Child Left Behind Act*.



STANDARD ONE

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.

KNOWLEDGE

Teachers know and understand:

- 1.1 In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
- 1.2 The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
- 1.3 That literacy skills and processes are applicable in all content areas and help 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; and
- 1.4 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.

DISPOSITIONS

Teachers value and are committed to:

- 1.5 Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
- 1.6 Enthusiasm for the discipline(s) they teach and in making connections to every day life.

Teachers engage in activities to:

- 1.7 Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
- 1.8 Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and
- 1.9 Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

STANDARD TWO

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.

● KNOWLEDGE

Teachers know and understand:

- 2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
- 2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
- 2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

● DISPOSITIONS

Teachers value and are committed to:

- 2.4 The educability of all children and adolescents;
- 2.5 The belief that all children and adolescents bring talents and strengths to learning;
- 2.6 Appreciation for multiple ways of knowing;
- 2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
- 2.8 The belief that all children and adolescents can learn at high levels and achieve success.

Teachers apply:

- 2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

STANDARD THREE

Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

KNOWLEDGE

Teachers know and understand:

- 3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
- 3.2 The supports for and barriers to culturally responsive teaching in school environments;
- 3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and
- 3.4 The negative impact of bias, prejudice, and discrimination on students and society.

DISPOSITIONS

Teachers value and are committed to:

- 3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
- 3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

Teachers engage in activities to:

- 3.7 Create a learning community in which individual differences are respected;
- 3.8 Learn about the diverse students they teach, and the students' families and communities;
- 3.9 Use strategies to support the learning of students whose first language is not English; and
- 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

STANDARD FOUR

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.

● KNOWLEDGE

Teachers know and understand:

- 4.1 How to plan instruction based on students' needs, developmental progress and prior knowledge;
- 4.2 Available and appropriate resources and materials for instructional planning;
- 4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn; and
- 4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

● DISPOSITIONS

Teachers value and are committed to:

- 4.5 The development of students' critical thinking, independent problem-solving and performance capabilities.

● PERFORMANCES

Teachers engage in activities to:

- 4.6 Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
- 4.7 Plan instruction based on knowledge of classroom, school and community culture;
- 4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;
- 4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
- 4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
- 4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and
- 4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

STANDARD FIVE

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.

KNOWLEDGE

Teachers know and understand:

- 5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
- 5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

DISPOSITIONS

Teachers value and are committed to:

- 5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.

Teachers engage in activities to:

- 5.4 Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
- 5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
- 5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff; and
- 5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

STANDARD SIX

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.

KNOWLEDGE

Teachers know and understand:

- 6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
- 6.2 How the classroom environment influences learning and promotes positive behavior for all students; and
- 6.3 How classroom participation supports student commitment.

DISPOSITIONS

Teachers value and are committed to:

- 6.4 The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;
- 6.5 Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
- 6.6 The expression and use of democratic values in the classroom.

Teachers engage in activities to:

- 6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently;
- 6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
- 6.9 Create a positive classroom climate which is socially, emotionally and physically safe;
- 6.10 Establish and maintain appropriate standards of behavior;
- 6.11 Use instructional time effectively; and
- 6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

STANDARD SEVEN

Special Needs

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

KNOWLEDGE

Teachers know and understand:

- 7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and
- 7.2 Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

DISPOSITIONS

Teachers value and are committed to:

- 7.3 The belief that children and adolescents with special needs can learn at high levels and achieve success.

PERFORMANCES

Teachers engage in activities to:

- 7.4 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning, as well as language, culture, economics, family and community values to positively impact student learning;
- 7.5 Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
- 7.6 Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
- 7.7 Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and
- 7.8 Make appropriate provisions, in terms of time and circumstances, for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.

STANDARD EIGHT

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.

KNOWLEDGE

Teachers know and understand:

- 8.1 The power of communication in the teaching and learning process.

DISPOSITIONS

Teachers value and are committed to:

- 8.2 Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and
- 8.3 Being a thoughtful and responsive listener.

PERFORMANCES

Teachers engage in activities to:

- 8.4 Communicate clearly in English, using precise language and appropriate oral and written expressions;
- 8.5 Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
- 8.6 Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
- 8.7 Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
- 8.8 Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

STANDARD NINE

Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

KNOWLEDGE

Teachers know and understand:

- 9.1 The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning;
- 9.2 The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and
- 9.3 How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

DISPOSITIONS

Teachers value and are committed to:

- 9.4 Recognizing the role of parents, guardians and other family members as a child's primary teacher;
- 9.5 Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and
- 9.6 Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

Teachers engage in activities to:

- 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
- 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and
- 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

STANDARD TEN

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.

● KNOWLEDGE

Teachers know and understand:

- 10.1 How education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

● DISPOSITIONS

Teachers value and are committed to:

- 10.2 Refining practices that address the needs of all students and the school community;
- 10.3 Professional reflection, assessment and learning as an ongoing process; and
- 10.4 Collaboration with colleagues to give and receive help.

● PERFORMANCES

Teachers engage in activities to:

- 10.5 Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- 10.6 Learn through professional education organizations; and
- 10.7 Make the entire school a productive learning climate through participation in collegial activities.

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.

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.



The new school leadership standards support the vision of school administrators as instructional leaders of schools and districts.

STANDARD ONE

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.

KNOWLEDGE***Administrators have knowledge and understanding of:***

- 1.1 Learning goals in a pluralistic society;
- 1.2 The principles of developing and implementing strategic plans;
- 1.3 Systems theory;
- 1.4 Information sources, data collection and data analysis strategies;
- 1.5 Effective communication; and
- 1.6 Effective consensus-building and negotiation skills.

DISPOSITIONS***Administrators believe in, value and are committed to:***

- 1.7 The educability of all;
- 1.8 A school vision of high standards of learning;
- 1.9 Continuous school improvement;
- 1.10 The inclusion of all members of the school community;
- 1.11 Ensuring that students have the knowledge, skills and values needed to become successful adults;
- 1.12 A willingness to continuously examine one's own assumptions, beliefs and practices; and
- 1.13 Doing the work required for high levels of personal and organization performance.

PERFORMANCES***Administrators facilitate processes and engage in activities ensuring that:***

- 1.14 The vision and mission of the school are effectively communicated to staff, parents, students and community members;
- 1.15 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities;
- 1.16 The core beliefs of the school vision are modeled for all stakeholders;
- 1.17 The vision is developed with and among stakeholders;
- 1.18 The contributions of school community members to the realization of the vision are recognized and celebrated;
- 1.19 Progress toward the vision and mission is communicated to all stakeholders;
- 1.20 The school community is involved in school improvement efforts;
- 1.21 The vision shapes the educational programs, plans and actions;
- 1.22 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
- 1.23 Assessment data related to student learning are used to develop the school vision and goals;
- 1.24 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;
- 1.25 Barriers to achieving the vision are identified, clarified and addressed;
- 1.26 Needed resources are sought and obtained to support the implementation of the school's mission and goals;
- 1.27 Existing resources are used in support of the school's vision and goals; and
- 1.28 The vision, mission and implementation plans are regularly monitored, evaluated, and revised.

STANDARD TWO

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.

KNOWLEDGE

Administrators have knowledge and understanding of:

- 2.1 Student growth and development;
- 2.2 Applied learning theories;
- 2.3 Applied motivational theories;
- 2.4 Curriculum design, implementation, evaluation and refinement;
- 2.5 Principles of effective instruction;
- 2.6 Measurement, evaluation and assessment strategies;
- 2.7 Diversity and its meaning for educational programs;
- 2.8 Adult learning and professional development models;
- 2.9 The change process for systems, organizations and individuals;
- 2.10 The role of technology in promoting student learning and professional growth; and
- 2.11 School cultures.

DISPOSITIONS

Administrators believe in, value and are committed to:

- 2.12 Student learning as the fundamental purpose of schooling;
- 2.13 The proposition that all students can learn;
- 2.14 The variety of ways in which students can learn;
- 2.15 Life-long learning for self and others;
- 2.16 Professional development as an integral part of school improvement;
- 2.17 The benefits that diversity brings to the school community;
- 2.18 A safe and supportive learning environment; and
- 2.19 Preparing students to be contributing members of society.

PERFORMANCES

Administrators facilitate processes and engage in activities ensuring that:

- 2.20 All individuals are treated with fairness, dignity and respect;
- 2.21 Professional development promotes a focus on student learning consistent with the school vision and goals;
- 2.22 Students and staff feel valued and important;
- 2.23 The responsibilities and contributions of each individual are acknowledged;
- 2.24 Barriers to student learning are identified, clarified and addressed;
- 2.25 Diversity is considered in developing learning experiences;
- 2.26 Life-long learning is encouraged and modeled;
- 2.27 There is a culture of high expectations for self, student and staff performance;
- 2.28 Technologies are used in teaching and learning;
- 2.29 Student and staff accomplishments are recognized and celebrated;
- 2.30 Multiple opportunities to learn are available to all students;
- 2.31 The school is organized and aligned for success;
- 2.32 Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined;
- 2.33 Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies;
- 2.34 The school culture and climate are assessed on a regular basis;
- 2.35 A variety of sources of information is used to make decisions;
- 2.36 Student learning is assessed using a variety of techniques;
- 2.37 Multiple sources of information regarding performance are used by staff and students;
- 2.38 A variety of supervisory and evaluation models is employed; and
- 2.39 Pupil personnel programs are developed to meet the needs of students and their families.



STANDARD THREE

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.

KNOWLEDGE

Administrators have knowledge and understanding of:

- 3.1 Theories and models of organizations and the principles of organizational development;
- 3.2 Operational procedures at the school and district level;
- 3.3 Principles and issues relating to school safety and security;
- 3.4 Human resources management and development;
- 3.5 Principles and issues relating to fiscal operations of school management;
- 3.6 Principles and issues relating to school facilities and use of space;
- 3.7 Legal issues impacting school operations; and
- 3.8 Current technologies that support management functions.

DISPOSITIONS

Administrators believe in, value and are committed to:

- 3.9 Making management decisions to enhance learning and teaching;
- 3.10 Taking risks to improve schools;
- 3.11 Trusting people and their judgments;
- 3.12 Accepting responsibility;
- 3.13 High-quality standards, expectations and performances;
- 3.14 Involving stakeholders in management processes; and
- 3.15 A safe environment.

PERFORMANCES

Administrators facilitate processes and engage in activities ensuring that:

- 3.16 Knowledge of learning, teaching and student development is used to inform management decisions;
- 3.17 Operational procedures are designed and managed to maximize opportunities for successful learning;
- 3.18 Emerging trends are recognized, studied and applied as appropriate;
- 3.19 Operational plans and procedures to achieve the vision and goals of the school are in place;
- 3.20 Collective bargaining and other contractual agreements related to the school are effectively managed;
- 3.21 The school plant, equipment and support systems operate safely, efficiently and effectively;
- 3.22 Time is managed to maximize attainment of organizational goals;
- 3.23 Potential problems and opportunities are identified;
- 3.24 Problems are confronted and resolved in a timely manner;
- 3.25 Financial, human and material resources are aligned to the goals of schools;
- 3.26 The school acts entrepreneurially to support continuous improvement;
- 3.27 Organizational systems are regularly monitored and modified as needed;
- 3.28 Stakeholders are involved in decisions affecting schools;
- 3.29 Responsibility is shared to maximize ownership and accountability;
- 3.30 Effective problem-framing and problem-solving skills are used;
- 3.31 Effective conflict resolution skills are used;
- 3.32 Effective group-process and consensus-building skills are used;
- 3.33 Effective communication skills are used;
- 3.34 A safe, clean and aesthetically pleasing school environment is created and maintained;
- 3.35 Human resource functions support the attainment of school goals; and
- 3.36 Confidentiality and privacy of school records are maintained.

STANDARD FOUR

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.

KNOWLEDGE

Administrators have knowledge and understanding of:

- 4.1 Emerging issues and trends that potentially impact the school community;
- 4.2 The conditions and dynamics of the diverse school community;
- 4.3 Community resources;
- 4.4 Community relations and marketing strategies and processes; and
- 4.5 Successful models of school, family, business, community, government and higher education partnerships.

DISPOSITIONS

Administrators believe in, value and are committed to:

- 4.6 Schools operating as an integral part of the larger community;
- 4.7 Collaboration and communication with families;
- 4.8 Involvement of families and other stakeholders in school decision-making processes;
- 4.9 The proposition that diversity enriches the school;
- 4.10 Families as partners in the education of their children;
- 4.11 The proposition that families have the best interests of their children in mind;
- 4.12 Resources of the family and community needing to be brought to bear on the education of students; and
- 4.13 An informed public.

STANDARD FOUR *(continued)*

PERFORMANCES

Administrators facilitate processes and engage in activities ensuring that:

- 4.14 High visibility, active involvement and communication with the larger community is a priority;
- 4.15 Relationships with community leaders are identified and nurtured;
- 4.16 Information about family and community concerns, expectations and needs is used regularly;
- 4.17 There is outreach to different business, religious, political and service agencies and organizations;
- 4.18 Credence is given to individuals and groups whose values and opinions may conflict;
- 4.19 The school and community serve one another as resources;
- 4.20 Available community resources are secured to help the school solve problems and achieve goals;
- 4.21 Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals;
- 4.22 Community youth family services are integrated with school programs;
- 4.23 Community stakeholders are treated equitably;
- 4.24 Diversity is recognized and valued;
- 4.25 Effective media relations are developed and maintained;
- 4.26 A comprehensive program of community relations is established;
- 4.27 Public resources and funds are used appropriately and wisely;
- 4.28 Community collaboration is modeled for staff; and
- 4.29 Opportunities for staff to develop collaborative skills are provided.



STANDARD FIVE

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

KNOWLEDGE

Administrators have knowledge and understanding of:

- 5.1 The purpose of education and the role of leadership in modern society;
- 5.2 Various ethical frameworks and perspectives on ethics;
- 5.3 The values of the diverse school community;
- 5.4 Professional codes of ethics; and
- 5.5 The philosophy and history of education.

DISPOSITIONS

Administrators believe in, value and are committed to:

- 5.6 The ideal of the common good;
- 5.7 The principles in the Bill of Rights;
- 5.8 The right of every student to a free, quality education;
- 5.9 Bringing ethical principles to the decision-making process;
- 5.10 Subordinating one's own interest to the good of the school community;
- 5.11 Accepting the consequences for upholding one's principles and actions;
- 5.12 Using the influence of one's office constructively and productively in the service of all students and their families; and
- 5.13 Development of a caring school community.

PERFORMANCES

Administrators facilitate processes and engage in activities ensuring that they:

- 5.14 Examine personal and professional values;
- 5.15 Demonstrate a personal and professional code of ethics;
- 5.16 Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance;
- 5.17 Serve as role models;
- 5.18 Accept responsibility for school operations;
- 5.19 Consider the impact of their administrative practices on others;
- 5.20 Use the influence of the office to enhance the educational program rather than for personal gain;
- 5.21 Treat people fairly, equitably and with dignity and respect;
- 5.22 Protect the rights and confidentiality of students and staff;
- 5.23 Demonstrate appreciation for and sensitivity to the diversity in the school community;
- 5.24 Recognize and respect the legitimate authority of others;
- 5.25 Examine and consider the prevailing values of the diverse school community;
- 5.26 Expect that others in the school community will demonstrate integrity and exercise ethical behavior;
- 5.27 Open the school to public scrutiny;
- 5.28 Fulfill legal and contractual obligations; and
- 5.29 Apply laws and procedures fairly, wisely and considerately.



STANDARD SIX

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.

KNOWLEDGE

Administrators have knowledge and understanding of:

- 6.1 Principles of representative governance that undergird the system of American schools;
- 6.2 The role of public education in developing and renewing a democratic society and an economically productive nation;
- 6.3 The law as related to education and schooling;
- 6.4 The political, social, cultural and economic systems and processes that impact schools;
- 6.5 Models and strategies of change and conflict resolution as political, social, cultural and economic contexts of schooling;
- 6.6 Global issues and forces affecting teaching and learning;
- 6.7 The dynamics of policy development and advocacy under our democratic political system; and
- 6.8 The importance of diversity and equity in a democratic society.

DISPOSITIONS

Administrators believe in, value and are committed to:

- 6.9 Education as a key to opportunity and social mobility;
- 6.10 Recognizing a variety of ideas, values and cultures;
- 6.11 Importance of a continuing dialogue with other decision-makers affecting education;
- 6.12 Actively participating in the political and policy-making context in the service of education; and
- 6.13 Using legal systems to protect student rights and improve student opportunities.

STANDARD SIX *(continued)*

PERFORMANCES

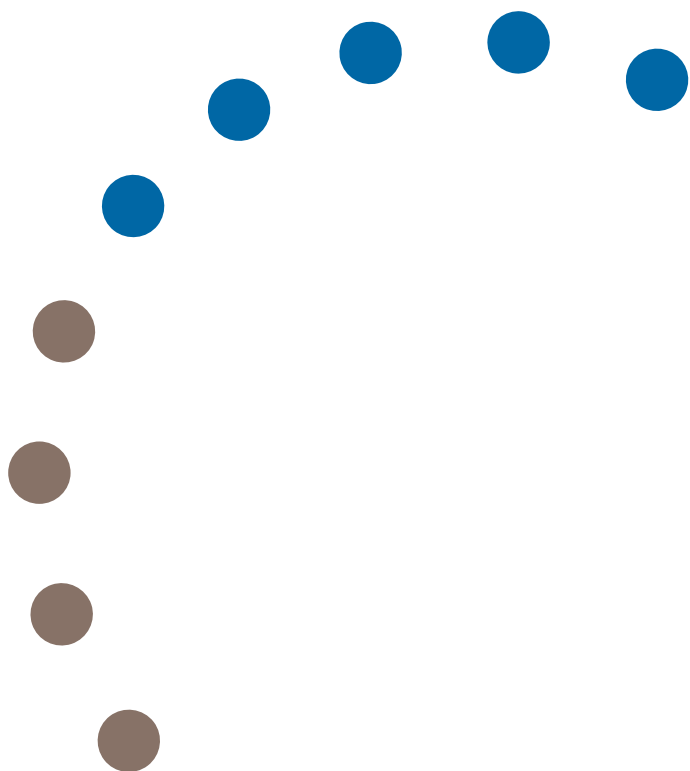
Administrators facilitate processes and engage in activities ensuring that:

- 6.14 The environment in which schools operate is influenced on behalf of students and their families;
- 6.15 Communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate;
- 6.16 There is ongoing dialogue with representatives of diverse community groups;
- 6.17 The school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities;
- 6.18 Public policy is shaped to provide quality education for students; and
- 6.19 Lines of communication are developed with decision-makers outside the school community.





Notes...



PUBLISHED BY:

NEW JERSEY DEPARTMENT OF EDUCATION
P. O. Box 500
TRENTON, NEW JERSEY 08625
<http://www.state.nj.us/education>