

**NJASA**

# Educator Recruitment and Retention Committee



**NJ**



Association of  
School Administrators



Education &  
Research Foundation

# **NJASA – Educator Recruitment and Retention Committee**

## **Presented to the NJASA Executive Committee for Review and Adoption**

**January 26, 2023**

The staffing challenges that school districts are experiencing were felt prior to the COVID-19 Pandemic. In fact, prior to 2019 school leaders had been championing concerns that have now been exacerbated by the impacts of the global pandemic. We must understand that public education is at a precipice in which we no longer have enough resources to ensure that ALL students have access to qualified and certified professionals. Therefore, our charge is to reimagine the educator pipeline to ensure that we uphold the standard quality of our future New Jersey educators while simultaneously adjusting certification requirements. We must do so by removing unrealistic or unnecessary obstacles that serve as barriers to otherwise qualified individuals. The solutions that must be employed must be multifaceted and dynamic to meet the challenges we are facing. Further, the recommended solutions must be multidimensional as simply increasing the teacher pipeline will prove to be an incomplete and insufficient solution. The current challenge must address changes to administrative code and certification requirements, serve to expand the pool for teacher candidates, seek to implement new initiatives aimed at recruitment and retention, and address fiscal considerations.

### **RECOMMENDATIONS:**

#### ***Changes to Administrative Code/Certification Requirements:***

1. Eliminate Full-year Student Teaching.
  - a. The requirement of full year student teaching was increased by the NJ State Board based upon the recommendation of the NJDOE in November of 2015. The code went into effect for the 2018-2019 school year, impacting student teachers' tuition costs, length of program, and finances due to lost income.
2. Eliminate the Praxis Core.
  - a. 33% failure list for all elementary.
  - b. 22% walk-away rate which represents test takers who fail the first time and do not retake the test and never enter the profession. This number jumps to 32% for test takers of color. (This data is compiled by the [National Council on Teacher Quality.](#))
3. Eliminate edTPA. (S896 signed into law by Governor Murphy on 12.16.22)
4. Modify GPA requirements.
5. Address certification shortages within the following areas:
  - Special Education
    - Reinstate the Teacher of the Handicap Certification
  - Nursing
    - Allow certification for Registered Nurse and Bachelor of Science in Nursing.

- Bilingual
    - Allow certification to be a standalone certification
  - Family and Consumer Science
  - Science - Biology, Chemistry, Physics
    - Reinstate the Comprehensive Science Certificate
  - LDTC
  - Mathematics
  - Media Specialists
  - Computer Science/Business
  - Career Technical Education (CTE)
  - World Language: Spanish, French, German, Chinese, Japanese, Sign Language, Latin, etc.
  - ELL/Bilingual and ESL
  - Elementary Teacher
    - Reinstate the K-8 Certificate
6. Work with Educator Preparation Programs (EPPs) to identify coursework requirements that are barriers to entrance eg., Praxis Core.
  7. Support Higher Education to maintain certification programs that are under enrolled and work to bolster additional candidates eg., Teacher of the Deaf, World Language, Family and Consumer Science (see #5).
  8. Create alternatives to passing the PRAXIS Core basic skills exam for teaching candidates
    - a. Further, reduce and lower dates to retake the test as candidates currently must wait 28 days to retake the assessment.
    - b. Create an alternative option for candidates who fail the assessment multiple times.
  9. Provide coursework or pathways for existing teachers to earn and qualify for additional certifications.
  10. Expand the time that substitute teachers can serve in an instructional role as outlined under 6A:9B-7.1 a-f.
  11. Develop a new educational services endorsement for Board Certified Behavior Analysts (BCBA's). This certification is currently not an approved NJDOE endorsement.

***Expand the Pool for Teacher Candidates by Addressing the Educator Pipeline:***

12. Invest in a diverse teacher pipeline.
13. Expand pathways into the education profession.
14. Provide reciprocity for those entering New Jersey with teacher certification from outside of the state.
15. Fund Residency Programs for career changers. Expand alternate pathways for professionals seeking career changes into education.
16. Provide financial incentives for college students through tuition reimbursements, stipends, and tuition forgiveness programs.
17. Incentivize high school students to become teachers through grants, scholarships, and loan forgiveness.

***New Initiatives:***

18. Fund certification cost for new educators which range from \$865-\$2000 for certification tests, fingerprint fees, etc.
19. Pay for mentoring fees for novice teachers.
20. Strengthen and expand reciprocity agreements with other states.
21. Develop reciprocity agreements and partnerships for [international candidates](#).
  - a. The current process for international candidates who already possess their teacher certification from outside of the United States, and for those interested in becoming teachers (transferring their teacher degrees/certs) in the US, is tedious, confusing, and time-consuming for international candidates who already possess teaching degrees. Transferring your degree is also expensive (full reciprocity is recommended).
22. Expand partnerships with community colleges and repeal the current credit cap that prohibits transfers from pursuing an education degree.
23. Analyze the areas in which certification is no longer offered, is at risk of closure, or fails to meet the current demand from public schools. (e.g., Home Economics or Family and Consumer Science)
24. Create embedded and funded teacher residency programs.
25. End the New Jersey residency requirement for teachers.
26. Develop programs enabling Instructional Assistants/Paraprofessionals to become certified.
27. Build Grow Your Own (GYO) models.
28. Build a robust marketing and recruitment effort that advocates for individuals to become educators.
29. Recognize that the negative public discourse and political demonization surrounding public education and public educators have contributed to a reduction in the number of education candidates.
30. Retain new educators through robust professional development, mentoring, and training.
31. Enhanced focus on educator wellness and mental health.

***Financial Considerations:***

32. Revisit changes in pension and healthcare coverage for educators and entering education candidates.
  - a. Revisit the impact of pension tier changes for educator candidates that have had a separation of employment. Place teachers on the pension tier based upon their initial date that they entered the pension system.
33. Expand the 2% tax authority for local school Boards of Education. Addressing educator compensation cannot happen without a change to both the local school board of education's taxing authority and the state's funding formula.
34. Continue to permit retirees to return to the classroom without impact on their pension.

## **Administrative, Legislative, NJDOE, and NJ Board of Education Historical Impacts**

Over the past twelve years public education in New Jersey has gone through a series of changes that have resulted in negative impacts. These changes began under the Governor Christie administration (2010 - 2018). To date, most of these changes have remained unchanged and at great detriment to the educational community and the 1.4 million students that are served in public schools. NJ is not alone in the educator shortages as this is clearly a national issue. However, NJ has made numerous deliberate steps that have exacerbated our staffing challenges and hastened the decline of the educator pipeline.

### **Chapter 78, 2011**

[“Governor Christie signed P.L. 2011, c. 78 into law, effective June 28, 2011. This law provides for changes to the manner in which the State-administered retirement systems\\* operate and to the benefit provisions of those systems. The law also changes the manner in which the State-administered Health Benefits Programs\\* operate and the employee contribution and benefit provisions of those programs.”](#)

### **TeachNJ August 2012**

[“The TEACHNJ Act \(“TEACHNJ”\) is the bipartisan tenure reform approved unanimously by the legislature and signed into law by Governor Christie on August 6, 2012. The goal of the law is to “raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and inform personnel decisions.” At its core, TEACHNJ reforms the processes of earning and maintaining tenure by improving evaluations and opportunities for professional growth.”](#)

### **Change from 4% to 2% budgetary cap in 2011**

The budgetary change enacted in 2011 shifted to allow school districts to increase budgets at a rate of 2% on their general fund budget with allowances (Special Growth Limitation Adjustment for Health Care and Student Enrollment) without a public vote. Further, the movement of a 2% budget cap shifted Board of Education elections to November, aligned to Election Day.

Over the course of the last ten budgetary years, school boards have worked to remain within the 2% budget cap at the detriment of programs and services for students. Ten years later, inflation is rampant and districts are struggling to meet required budgetary requirements (staffing, transportation, special education, energy, health care, security, mental health, etc.). These budgetary restrictions have created greater challenges with negotiations and staffing shortages as financial funds are simply unavailable.

[https://www.nj.com/news/2010/07/nj\\_2\\_percent\\_property\\_tax\\_cap.html](https://www.nj.com/news/2010/07/nj_2_percent_property_tax_cap.html)

<https://www.njsba.org/news-publications/school-leader/november-december-2018-vol-49-no-3/state-aid-for-schools-explained/>



### **Required GPA to a 3.0 in 2012 (from 2.7) to be eligible to enter an EPP**

“On June 4, 2014, the State Board of Education adopted new regulations for teacher preparation program entry and teacher certification.\* GPA Requirement for Entering a Traditional Route Preparation Program: If starting coursework in or after fall of 2015: Minimum GPA is 3.0 (with flexibility to 2.75), as long as the cohort average GPA stays above a 3.0, a program has the discretion to accept candidates with GPAs between 2.75 and 3.0”

### **Achieve NJ 2013 - 2014**

“AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. While all New Jersey teachers receive an annual summative evaluation rating of Highly Effective, Effective, Partially Effective, or Ineffective, the components used to determine these ratings vary depending on the grades and subjects that educators teach.”

### **NJASK to PARCC 2014 - 2015**

“In preparation for the new accountability system, the state joined the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium in the spring of 2010. New Jersey became a Governing State in the spring of 2011 and actively helped shape PARCC's proposal for a common, next-generation assessment system.

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states that collaboratively developed a common set of assessments to measure student achievement of the Common Core State Standards and preparedness for college and careers. In 2014-15, the PARCC electronic assessments replaced the existing statewide assessments -- the NJASK in grades 3-8 and HSPA in high school. New Jersey had been transitioning the NJ ASK to measure higher-level skills for over three years to provide local districts and schools the time necessary to shift practices and prepare students and educators for PARCC.”

### **Praxis Core Introduced in 2014**

“Applicants for New Jersey licensure in subject teaching fields and elementary education must pass the appropriate PRAXIS II Subject Assessment/Specialty Area test(s). The tests are required for all applicants including those applicants who are certificated in other states. Certain teaching fields are exempt as noted on the next page. Any candidate applying for a certificate of eligibility (CE) on or after September 1, 2015, must meet the basic skills requirement. A candidate may meet the requirement by passing a Commissioner-approved test of basic skills (Praxis Core Academic Skills for Educators: Reading, Writing and Math), or scoring in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken.”

### **edTPA Introduced in 2017**

“In June of 2014, regulations requiring teacher candidates to pass a performance assessment in order to gain licensure were adopted and in December of 2015 edTPA was selected as the Commissioner- approved assessment. On August 3, 2016, the State Board of Education voted to set the cut score on the Commissioner-approved performance assessment, edTPA.”

### **NJDOE Flexibility: Pandemic 2020 – current**

Throughout the Pandemic there have been certain flexibilities granted to districts to assist with staffing challenges that have arisen. Three specific flexibilities from the NJDOE have included:

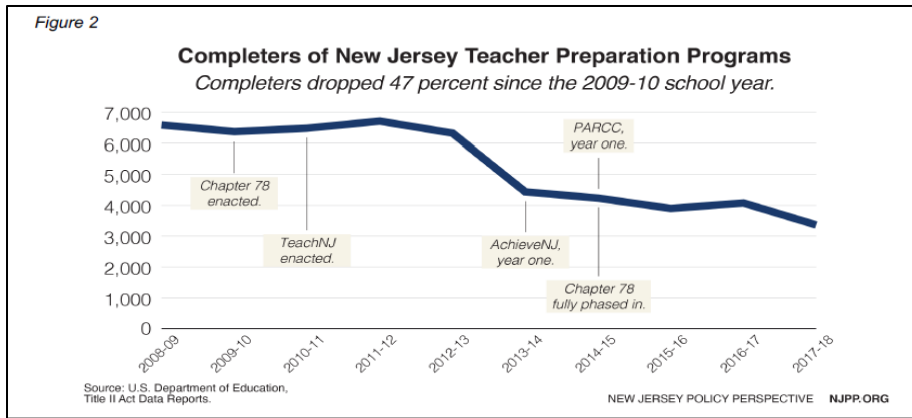
1. The ability to hire retirees without an impact on a retired educator's pension.
2. A move from 60 to 30 credits to qualify for a substitute credential.
3. The NJDOE began a five-year pilot program in which there was a waiver for the minimum test scores or GPA for prospective teachers to be issued a limited CE and limited CEAS.
4. Executive Order 214 extended the time a substitute could serve in a role outside of their certification by 20 days.

### **Defining the Challenge**

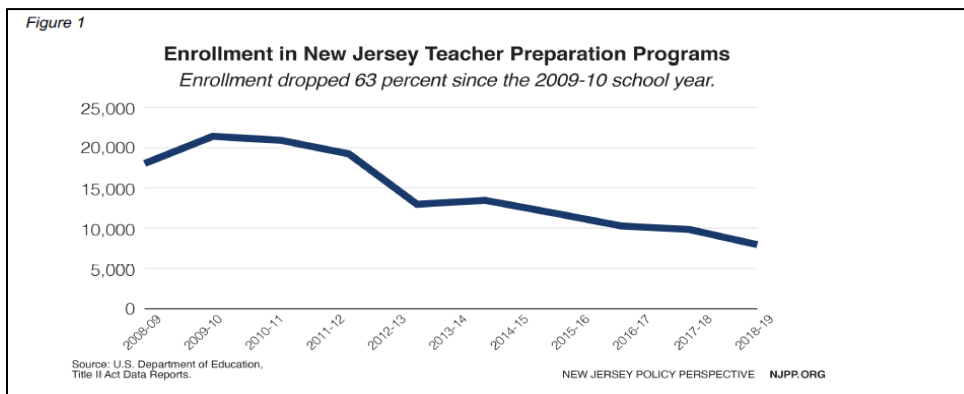
The staffing shortages that we are facing are directly impacted by the dramatic decrease in the number of educators entering our vocation as demonstrated by both [Title II data](#) and [Educational Preparation Provider reports](#). That vital pipeline was fractured before the pandemic but eviscerated because of it. Since March 2020, our profession has seen dramatic increases in retirements and early retirements, as well as increases in medical and maternity leaves. The decrease in the numbers of teaching candidates has had a detrimental effect on both student learning and staff morale, driving larger class sections, and requiring teachers to carry additional sections or cover classes over and above their contractual course loads. This has driven some districts to offer fewer sections of select course offerings and, in some cases, required students to sit idle with limited instruction while administrators search for replacements. The challenges in finding appropriately certificated replacements for teachers on leave cannot be overemphasized. The overall impact on the learning and overall school environments can be profound.

The concern of educator shortages is a national issue. As outlined in the report titled, [The Foundation of Our Economy: Pennsylvania Educator Workforce Strategy 2022 - 2025](#), “While the overall number of new educators entering the profession continues to decline, the rate of educators leaving the profession continues to accelerate. As a result, schools are facing a harder time filling critical staff positions than ever before. These staffing shortages are felt most acutely by schools serving the highest proportions of low-income students and students of color - the children bearing the brunt of our inequitable educational system, its policies, and practices.”

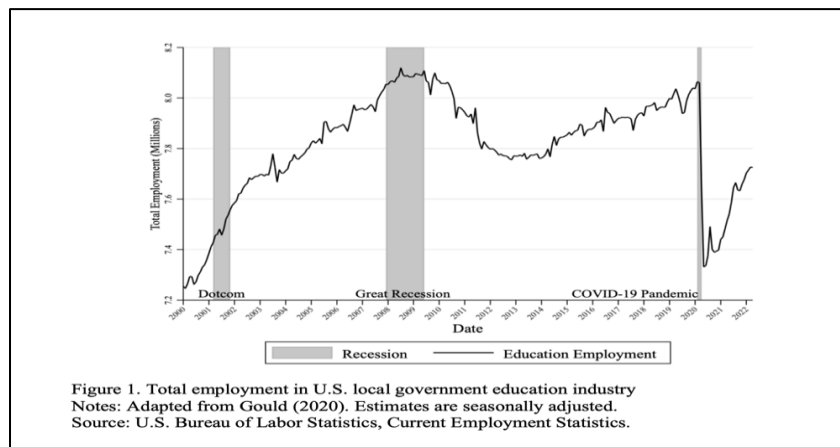
The challenges created by the current staffing shortages are identified in the below charts outline some of the available longitudinal data regarding the teacher pipeline.



[“New Jersey’s Shrinking Pool of Teacher Candidates” by Mark Weber – May 2020](#)

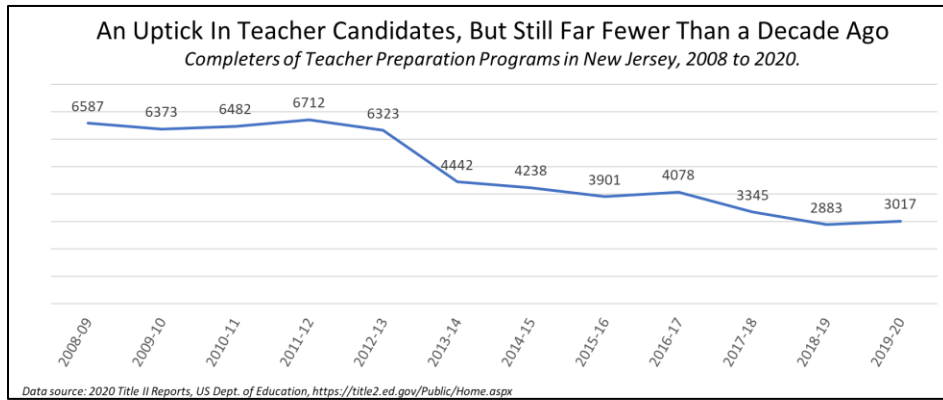


[“New Jersey’s Shrinking Pool of Teacher Candidates” by Mark Weber – May 2020](#)

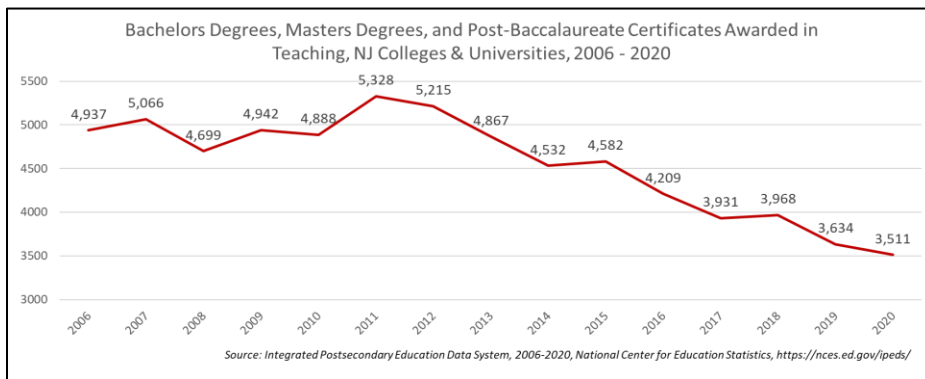


[Bleiberg, Joshua, & Kraft, Matthew A. \(n.d.\). What Happened to the K-12 Education Labor Market During COVID? The Acute Need for Better Data Systems.](#)

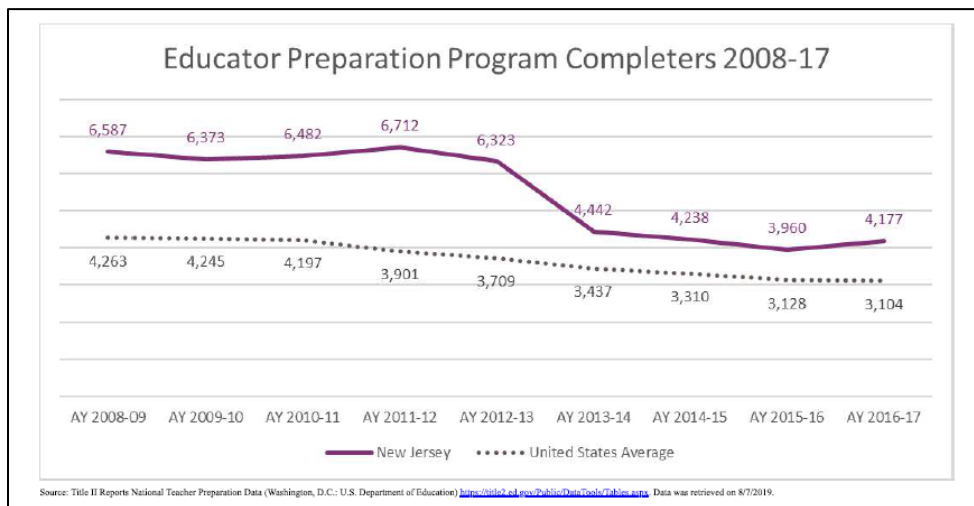




Data Compiled by Dr. Mark Weber for the New Jersey Policy Perspective



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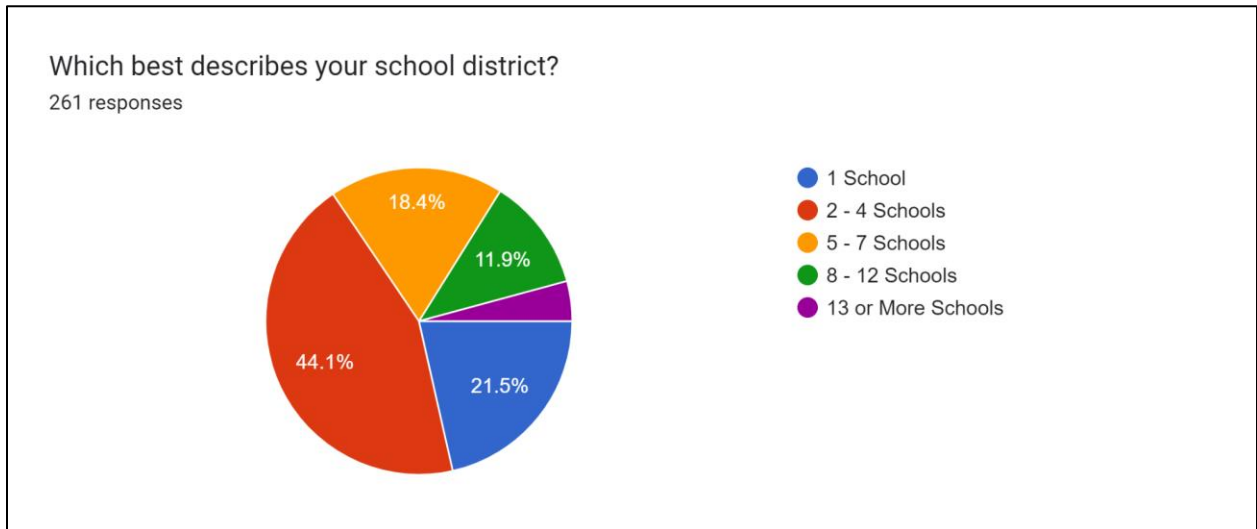
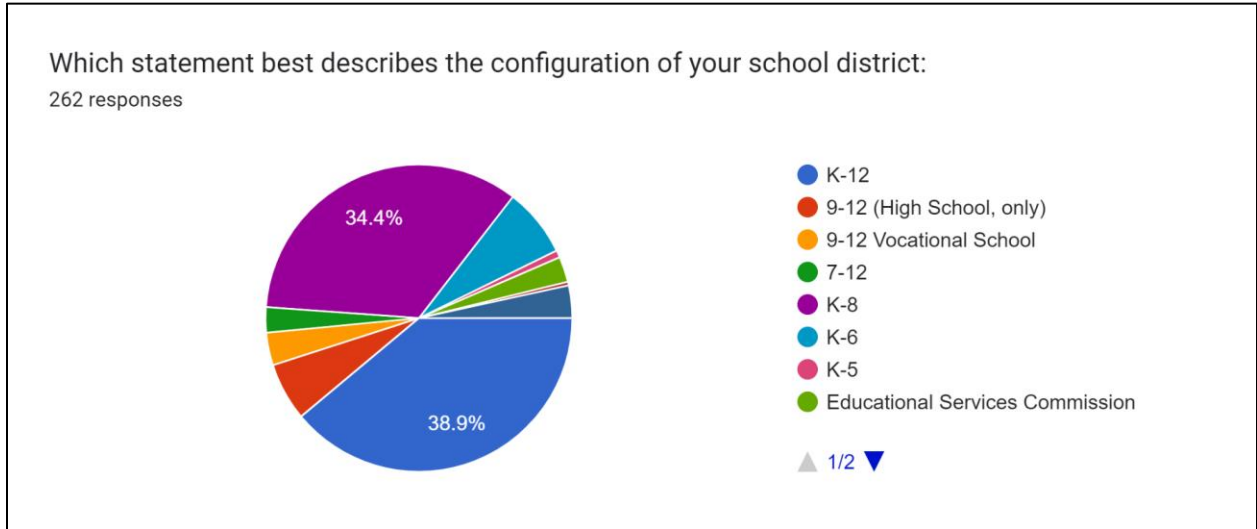
Education Commission of the States – NJ – October 2019

**Where are the teacher shortages?**

In December 2022, the NJASA surveyed members to assist in determining the current staffing challenges that school districts are facing. The below results are based upon 261 responses to survey questions.

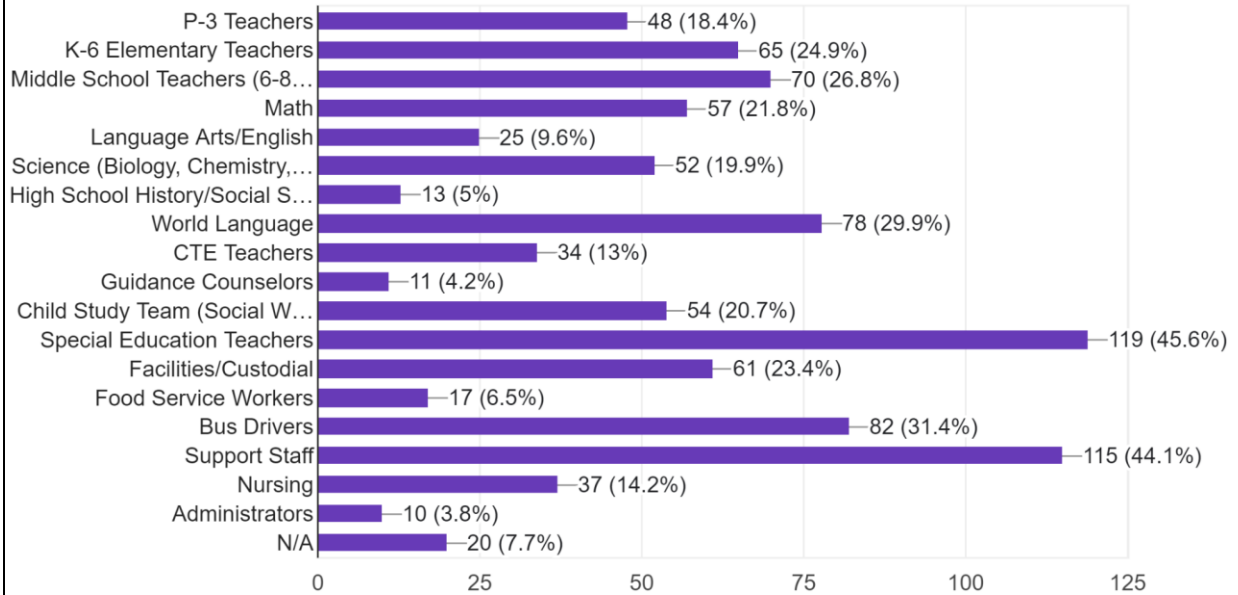
*Key drivers of the crippling shortages include:*

- Overall lack of certified staff.
- Education Preparation Programs that have closed specific certificated programs.
- Retirees outpacing graduates.
- Medical Leaves/Maternity Leaves.
- Broken Educator Pipeline.



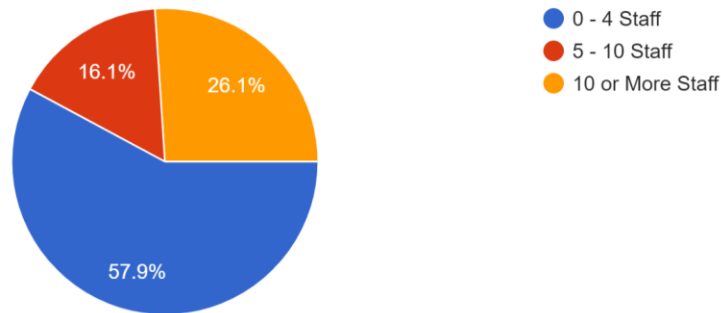
Please check all that apply. I currently have the following openings in my district.

261 responses



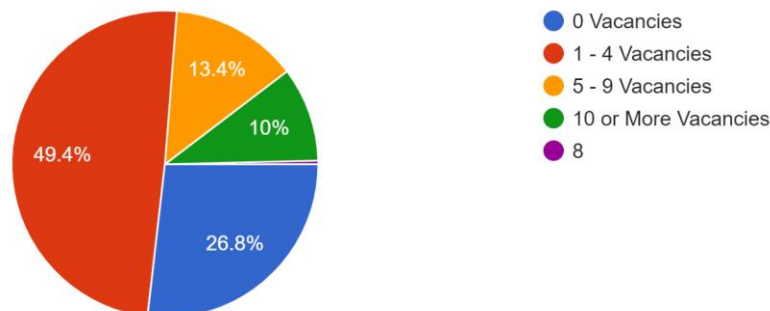
How many teaching staff are working an additional period to cover for open teacher positions in your district?

261 responses



As of October 15th, how many teaching positions do you currently have open (filled by substitute teachers, vacant, 20% positions, etc.)?

261 responses



**What other ways did your district cover vacancies without adding staff?**

- Collapse classes and combine positions.
- Using substitutes that do not have the certificate for short time periods.
- Substitutes, when available, combining classes.
- Added an additional art day for students in replacement of music for right now.
- Using their extra preps that are built in but not contractual.
- Long Term Substitutes.
- Doubling up programs.
- Administrative coverage, multi-class study hall labs.
- Teachers are paid contractually to cover during their preps or lunch periods when there are not enough substitutes for the day.
- Certified teachers receive compensation to complete lesson planning and grading for positions not filled but staffed by a substitute.
- Reduce/eliminate intervention and enrichment periods.
- Reduction of course offerings.
- Pulling basic skills support, ESL support, ICR support, using other certificated positions.
- Collapse classes.
- Combine classes, cancel services.
- Online services.
- Use administrators for classroom coverages.
- Pooling students into a large area such as an auditorium and having one substitute cover all classes in one room.
- Manipulated schedules, pull basic skills teacher to fill vacancy.
- Repositioned an interventionist back into a classroom when we could not find a leave replacement teacher.
- *Educere* or other online providers.
- Eliminating elective courses.
- Online courses. Alternating course offerings every other year. Removing classes.
- The use of paraprofessionals as substitutes.
- Increased class sizes, reduced the number of sections for courses, delayed specific courses to future semesters and/or years, paid stipends for loss of prep to those staff members who agreed to cover class shortfalls.
- Used retirees and leave replacements and paraprofessionals with substitute certificates.
- Training custodians to obtain their CDLs to cover bus routes.
- Intervention teachers and certified paras are filling vacancies.
- Canceling special area classes, art, music, gym/PE.

**What are the hidden impacts of these open positions in your district?**

- Higher class size and reduction of offerings.
- Staff stress, early retirement, and retention issues.
- Students are not receiving direct instruction from a certified teacher.

- Overwhelms administrators and other staff. Ultimately, it impacts quality of education students receive.
- Teacher burnout, inconsistency for students, coverage issues, training concerns, parent complaints, administrators covering classes, and higher class sizes.
- Students are not getting all the related arts taught by certified teachers in those specialties at the current time.
- Student learning.
- The obvious loss of direct instruction.
- Extra money is being spent to cover classes. Less reliable academic experience for students. Strain on staff to teach for an extra period.
- Quality of education, lost classroom prep and instruction time, overall morale issues.
- Quality/rigor suffers.
- Lack of student achievement.
- Impact on student learning, consistency for students, drains on staff morale.
- Issues with the lack of substitutes.
- No preps for special area teachers and loss of special areas for students.
- Larger class sizes are not optimal.
- Reduced support for students- lack of staff to provide interventions and enrichment.
- Teacher burnout, less effective instruction for students, low morale.
- It is creating a stress on other teachers, admins, and ESPs who need to cover these classes.
- Students not receiving quality instruction.
- Lack of high quality instruction impacts student learning and growth over the course of a year.
- That is tough to measure at this point. Mainly, it has added to the burden placed upon teachers and administrators.
- Learning loss cannot truly be corrected without the staffing in place to ensure the interventions can happen as designed. Pulling staff to cover classes has been problematic. While we are covered for tenure track except for three positions, the situation of leaves and long-term substitutes has been dire.
- Increased class size and increased teacher workload and affecting teacher morale.
- Loss of instruction, increase in expenses, changes to schedules and service plans.
- Having to utilize an online program daily for my WL instruction occupies a district substitute daily in that classroom when there is a shortage of substitute availability.
- Larger class sizes.
- Disrupted learning, low morale, added stress on current staff, etc.
- Difficult trying to return a fully traditional school environment by filling classes with employees who are not tenure track, and therefore not likely committed to the individual progress and achievement of our students.
- Stress on staff.
- Less teachers on duties.
- Student support, fatigue, and possible burnout.
- Two buildings had no music instruction from September - December and the parents are understandably upset. Spanish and French are understaffed.

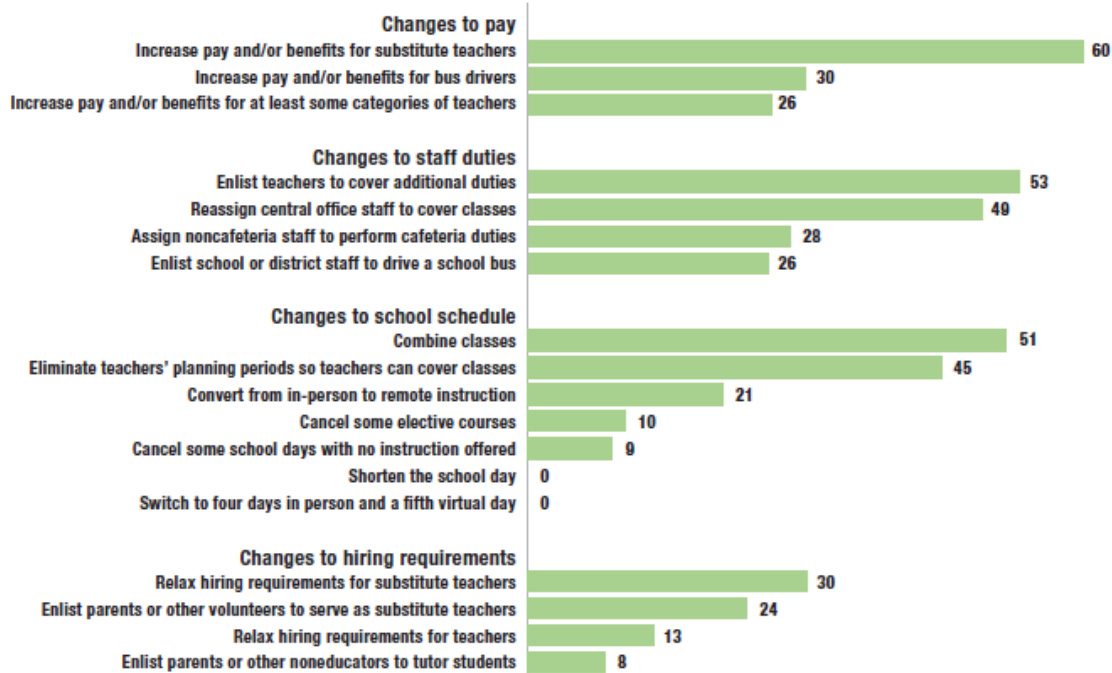


- We have hired people for positions that we might not have considered previously. We have emptied our paraprofessional and substitute ranks of all certified staff to fill certified needs.
- Inconsistent relationships with students.
- Continued ongoing impact of Instructional Coaches being pulled to cover classes.
- Inconsistency in providing support for our students. Out of compliance for IEPs due to lack of staff (i.e., aides).
- Many hidden impacts: Diminished trust and relationships with families who are frustrated by inconsistent coverage for their children's classes; disruptions to critical professional development; disruption to accelerated learning endeavors and programs; exhaustion of teachers resulting in decreased interest in supplemental instructional opportunities; costly outsourced services to accommodate for open position on CST; interruption of transportation services, and the costly outsourcing of transportation routes due to driver shortages; the diversion of administrative resources and attention away from instructional leadership... administrators are covering classes, serving lunch, riding routes as bus aides, and cobbling together coverage.
- We are constantly pulling teachers to either fill vacancies or fill in for absent teachers. This causes our BSI, ESL, and POR programs to suffer the most, because we are typically pulling from them to cover classrooms.
- Effective instruction, continuity of instruction, staff burnout, staff frustration.
- Inconsistent instruction due to hiring gaps/challenges. Teachers overburdened by assuming additional students/periods of instruction.
- ESL students are not getting full services.
- Staff morale.
- Lack of consistency for the students.
- Low morale, overcrowded classrooms, tired and frustrated administrators, and potentially learning impacts on students.
- Staff morale, employing less effective educators, lower teacher engagement in outside classroom activities, high absence rates, instructional impact on students.
- Classroom Instruction, Student Performance & Negative Impact on Assessment Scores.
- Loss of instructional time.
- Loss of mental health services.
- Potential loss of learning, staff burn-out, staff retention, changes to the budget which then impact other programs.
- Continuity of learning, burnout from staff coverage, quality of instruction
- Staff morale impacted negatively, admin staff spread thinly, paying teachers to cover classes causes a financial impact.
- Learning recovery and differentiated instruction is compromised. Parental relationships are weakened.
- Quality of instruction, loss of planning/team time for teachers.
- A decline in student positive outcomes, teacher morale, safety, and security.
- Class sizes may increase, electives reduced and burn-out of teachers covering classes.
- Staff burnout, staff injuries, escalation of student behaviors, frequent absences of available staff due to burnout, low staff morale.

- Staff morale and energy continues to be low with coverages and expanded responsibilities.
- Student engagement and assistance decrease, especially in K-8. Staff morale and stress at an all-time high. Losing staff because of the lack of in-class support.
- A complete lack of continuity daily.
- The hidden impacts are numerous such as:
  - Limiting the ability to offer electives
  - Reduced teacher morale
  - School culture
  - Increased parent concern and dissatisfaction
  - Reduced administrative morale
- Student achievement and related services.
- Lack of continuity; staff feel overworked.
- Stress on teachers, payment of additional 6th period stipends, stress on administrators to figure out coverage; impact on students' engagement/performance due to lack of teacher; lack of teachers to cover duties.
- Lack of quality educational opportunities and rapport building. Our staff are tired and frustrated by the toll this takes on them, their colleagues, and, most importantly, the students. School administrators are shuffling to close the gaps and are unable to focus on their goals and other priorities.
- Our issue is people being out on extended leaves and not being able to find long-term coverage. This means we are moving people around daily to compensate for the absences.
- Higher class sizes.
- This impacts continuity of services, ability to provide targeted support to some students, and added stress/burn-out for rest of the staff.

FIGURE 1

**Percentage of District Leaders Reporting Operational Shifts They Took in 2021–2022 to Deal with Teacher Shortages**



NOTES: This figure depicts response data from the following survey question: "Have teacher shortages in your district/CMO caused you to take any of the following actions in one or more of your schools for at least some period of time in 2021–2022?" (n = 283). Respondents were instructed to select all that apply. The survey question included a "We have taken none of these actions in 2021–2022" option, which was selected by 10 percent of respondents, and an "other" option, which was selected by 7 percent of respondents. Responses to these options have been omitted from this figure.

Source: Rand Corporation "Districts Continue to Struggle with Staffing, Political Polarization, and Unfinished Instruction" by Mellissa Kay Diliberti and Heather L. Schwartz

**Certification, Licensure, Preparation, and Code**

The NJDOE and the NJ State Board are engaged in the revision process for N.J.A.C. 6:9, 9A, 9B and 9C. The NJDOE has stated that "The priority is to appropriately staff our schools and to eliminate barriers in code to certification so as to alleviate these difficulties." Once recommendations are finalized they move to the legislation for their adoption in Spring 2023.

NJ Administrative Code – Title 9:

The following are links to the summaries of the proposed changes to N.J.A.C. 6:9, 9A, 9B and 9C.

- [https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3c1\\_Item\\_C\\_Professional%20Standards.pdf](https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3c1_Item_C_Professional%20Standards.pdf)
- [https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3d\\_Item\\_D\\_New\\_Jersey\\_Educator\\_Preparation\\_Programs.pdf](https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3d_Item_D_New_Jersey_Educator_Preparation_Programs.pdf)
- [https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3e\\_Item\\_E\\_State\\_Board\\_of\\_Examiners\\_and\\_Certification.pdf](https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3e_Item_E_State_Board_of_Examiners_and_Certification.pdf)
- [https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3f\\_Item\\_F\\_Professional\\_Development.pdf](https://www.nj.gov/education/sboe/meetings/agenda/2022/August/public/3f_Item_F_Professional_Development.pdf)

**Staffing Shortages/Code Changes:** Overall, the proposed code changes do not seem to be sufficient to increase the pool of teaching candidates under the recommended revisions. The Praxis is still required for almost everyone, except certain Master’s Degree holders with 3.0 averages.

- The barriers to entering the teaching profession, focusing on the many cost barriers; perceptions of public school teaching (negative, especially now); diversification of the workforce; and challenges with certification

<b>N.J.A.C. Citation</b>	<b>Theme/Area</b>	<b>Problematic Language</b>	<b>Proposed Changes</b>
<b>6A.9-2.1</b>	<b>Charter School Flexibility</b>	<b>Allows flexibility for certifications in charter schools</b>	<b>None, but provides an argument for flexibility within LEA's</b>
<b>6A.9B-8.2</b>	<b>GPA Requirement</b>	<b>GPA minimums</b>	<b>Eliminate GPA Requirement</b>
<b>6A.9B-8.2</b>	<b>Performance-Based Assessment</b>	<b>Commissioner-Approved</b>	<b>Eliminate the Requirement</b>
<b>6A.9B-8.3</b>	<b>Basic Skills Tests</b>	<b>Minimum Passing Scores</b>	<b>Eliminate Basic Skills Tests</b>
<b>6A:9B-8.8</b>	<b>Interstate Reciprocity</b>		<b>Inclusion of a Veteran Teacher Clause</b>
<b>6A:9A-4.4</b>	<b>Clinical Practice</b>	<b>175 hours prior to student-teaching</b>	<b>Reduce the 175-hour requirement</b>
<b>6A:9B-7.4</b>	<b>Limitations for Substitute Teachers</b>	<b>40-day limit to serve outside of the certification area</b>	<b>Increase the limit with notice to ECS or Parents</b>
<b>6A:9B-9.3 (a) 7 and (b) 6.iv</b>	<b>Teacher of the Deaf</b>	<b>ASL certification is required to teach ASL</b>	<b>Teacher of the Deaf should also be able to teach ASL</b>
<b>6A:9B-9.4 and 10.10</b>	<b>Family Consumer Science</b>	<b> Holders of FCS endorsements are impossible to find</b>	<b>Eliminate this endorsement or enable others to teach FCS</b>
<b>6A:9B-14.10</b>	<b>L.D.T.C Certification</b>	<b>Certification is too onerous so there are no LDTCS</b>	<b>Eliminate the MA requirement or otherwise lessen the requirements</b>
<b>6A:9C - 6A:10-9.1</b>	<b>PD and Educator Effectiveness</b>	<b>Revisit ACHIEVE NJ and other PD requirements</b>	<b>Streamline these requirements into a common sense process and remove redundancies.</b>

<b>6A:9B-11.4</b>	<b>Teacher of Students with Disabilities</b>	<b>Requires combination with content cert, creating challenges in secondary scheduling and services.</b>	<b>Reinstate Teacher of the Handicapped Certification</b>
<b>6A:9B-14.3 and 14.4</b>	<b>School Nurses</b>	<b>BSN Requirement</b>	<b>Modify to allow RN and clinical experience supplant BSN requirement</b>
<b>6A:9B-7.1 a-f</b>	<b>Substitute Teaching</b>	<b>20 days in assignment, 40 days with ECS approval</b>	<b>Expand the amount of time a substitute can serve in a teaching assignment</b>

The proposals will make it easier for some candidates to enter the field, the proposal overall did not provide much flexibility for candidates who may not meet all requirements. Here are a few specifics:

- Praxis: Candidates would be exempt from having to take the basic skills section of the Praxis, if they earned at least a 3.0 grade point average in college or in a master’s degree program, or if they scored in the top half in the ACT, SAT, or GRE exams. Previously, they had to score in the top third to be exempt.
- New teachers would receive more intensive mentoring--at least 30 minutes a week for 30 weeks.
- The number of credits required for teachers in some areas (the sciences) to earn accreditation in a related area would be lowered from 30 to 15, with an emphasis on increased mentoring for those individuals.
- Teacher preparation programs at colleges and universities would be required to show the breakdown of race, ethnicity, and gender among their students.

To see the Department’s PowerPoint slides, go to <https://www.nj.gov/education/sboe/meetings/agenda/2022/August.shtml>, and click on the individual agenda items relating to 9, 9A, 9B and 9C.

**Teacher Pipeline:**

The NJDOE is charged with creating a [process for Newly Hired, First Time Teachers](#).

From the NJDOE, “In order to obtain a standard certificate, all novice teachers must complete the Provisional Teacher Process (PTP) in which they are evaluated, mentored, and supervised by their district/school while working under a provisional certificate. After completion of the PTP, a teacher may be recommended for a standard certificate. In order to begin participation in the PTP, a candidate must obtain a [Certificate of Eligibility with Advanced Standing \(CEAS\)](#) or [Certificate of Eligibility \(CE\)](#). These certificates allow the candidate to seek and accept offers of employment as teachers. When a candidate is hired, the district/school must register the candidate into the PTP and a provisional certificate is issued.”



## **Types of Teacher Certifications:**

According to the NJDOE the following overview is provide under the [Certification and Induction](#) section on the [NJDOE website](#):

### **TEACHERS' OVERVIEW**

What types of certificates are available?

- CE - The Certificate of Eligibility (CE) is a credential with lifetime validity issued to an individual who has NOT completed a teacher preparation program, but who has met the basic requirements for certification including academic study and applicable test requirements. The CE authorizes an individual to seek and accept employment in NJ public schools requiring certification.
- CEAS - The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. The CEAS authorizes an individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard certificate or has NOT completed two years of full-time teaching under a valid out-of-state instructional certificate.
- Provisional - This two-year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CE or CEAS and a full-time teaching position. This certificate legalizes employment. Both mentoring and supervision and evaluation are required under this certificate. Alternate route teachers will also be required to complete formal instruction. Please visit the [Provisional Teacher Program \(PTP\) page](#) for more details. *Note that an individual cannot apply for this certificate. Rather, it is the employing district that applies for this certificate on behalf of the applicant.* For 2017-2018 candidates obtaining CE's and the CE preparation programs click [here](#).
- Standard - This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is issued to an individual who has successfully completed the PTP program, holds a previously issued NJ instructional certificate, or holds a valid out-of-state instructional certificate equivalent standard instructional certificate and has at least two effective years of teaching that were completed within three consecutive years within the last four calendar years.
- Non-Citizen Standard - A five-year certificate issued to an individual who has met all requirements for state certification but is not a US citizen. This certificate can be renewed by showing progress toward US citizenship. Copies of official documentation from the INS would be required for an additional renewal.
- Substitute Certificates – Please click [here](#) for more details. The substitute credential is intended only for a person acting temporarily in replacement of a fully certified and regularly employed classroom teacher when the supply of properly certified teachers is inadequate to staff the school. This is the contact information for [county offices](#).

**Reciprocity:**

The NJDOE has identified [guidelines governing reciprocity](#) for “Educators from other states seeking New Jersey certification via reciprocity must hold the equivalent type and [subject area/grade level](#) out-of-state license.” The guidelines can be restrictive and time consuming for out-of-state candidates.

**Alternate Route:**

The NJDOE has provided [guidelines for Alternative Route](#) candidates that provides: “The alternate route program is a non-traditional teacher preparation program designed for those who *have not* completed a formal teacher preparation program at an accredited college or university but wish to obtain the necessary training to become a New Jersey certified teacher. Alternate route teachers earn a Certificate of Eligibility (CE).”

**Barriers to Entrance**

Three major challenges include:

1. Lack of esteem for the profession:
  - a. Less favorable working conditions
  - b. Increasing workloads
  - c. Lower, lagging salaries
  - d. Low regard in which teachers and educators are held
  - e. Limited autonomy
2. Educator preparation programs or EPP’s
  - a. Full year Student Teaching
  - b. Lack of income during full time student teaching
    - i. Consider stipends, grants, or prorated salaries for student teachers and substitutes working toward certification.
3. Complications with the state of New Jersey’s certification process.
  - a. For example, E-Transcripts: Not all colleges participate in E-Transcript processes. If a candidate needs to send their official transcripts via postal mail, they need to send them to the (1) county representative to forward them to the NJDOE.

**Diversification of our Education Profession**

The NJASA is committed to equity, diversity, and excellence in education. We are committed to addressing the challenges of recruiting and retaining a highly qualified, culturally competent, diverse teaching and administration within our public schools.

Like most standardized testing, licensure exams are subject to scrutiny. “Researchers question the value of licensing exams in assessing teacher effectiveness, particularly the extent to which the tests are authentic and valid in identifying effective teaching Sandholtz & Shea, 2015, p.4). Teachers of color are more likely to enter the field via alternative pathways, and the quality of

these alternate pathways varies. Creating accessible pathways that eliminate barriers to entrance must be prioritized to diversify our educational profession.

**Grow Your Own (GYO) Programs**

Identify existing Grow Your Own Programs (GYO) across the state and develop/expand programs that create clear and accessible pathways into the profession. These pathways should include programs for Instructional Aides and career changers. It is important to note that GYO programs are aligned with the goal to diversify our educator workforce. GYO programs “recruit and train teachers from within communities to bring racial, ethnic, and cultural diversity and skills (Motamedi et al., 2017).

The state should consider the investigation of Tennessee’s Teacher Residency Program and draw distinctions between the current NJ Alternative Route Model.

This model may be most significant for our Instructional Assistants (Aka. Paraprofessional’s and/or Paraeducators). Providing a GYO program would immediately bolster educator shortages and serve to diversify the educator candidate pool. These programs must be job embedded. Benefits to compensated apprenticeships would allow K-12 school districts to grow, promote, and recruit educator candidates. Further, if we can further enhance hiring from within our school communities this will theoretically assist with retention.

Example: Morris-Union Jointure Commission and Ramapo College of New Jersey.

**Cost of Entrance**

**Approximate Cost to Become a Teacher in New Jersey**

<b>EXPENSE</b>	<b>COST</b>
PRAXIS CORE ACADEMIC TEST FOR EDUCATORS (#5751)*	\$150.00 for combined test of reading, writing, and mathematics. Tests may be taken separately at \$90.00 each (\$270.00 total).
PRAXIS TEST(S) IN CONTENT AREA	These tests vary in cost depending on the required area of certification. Average range of cost is \$120.00-\$170.00 per test.
Substitute Teacher License (Criminal Background Check & Fingerprinting)	\$200.00
Teacher Certification/Licensure	\$190.00 (add \$190.00 for Middle School and/or \$170.00 for TSD, Driver’s Ed, and Bilingual)
EdTPA	\$300.00
Fingerprint Requirements	\$66.00, plus \$11.00 processing fee

## Tests and Sub License

- PRAXIS CORE ACADEMIC TEST FOR EDUCATORS (#5751)
  - \$150.00 for combined test of reading, writing, and mathematics. Tests may be taken separately at \$90.00 each (\$270 total).
- PRAXIS TEST(S) IN CONTENT AREA These tests vary in cost depending on the required area of certification. Average range of cost is \$120.00-\$170.00 per test.
- Substitute Teacher License (Criminal Background Check & Fingerprinting) - \$200.00.
- Teacher Certification/Licensure \$190.00 (add \$190.00 for Middle School and/or \$170.00 for TSD, Driver’s Ed, and Bilingual)
- EdTPA \$300.00

**Total cost ranges from \$865.00 to over \$2,000.00, not including test retakes, commuting, food, and fees for lessons and materials.**

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Mentoring (per DOE website— <https://www.state.nj.us/education/license/PTPInfo.pdf>)

“All fees associated with providing mentoring services must be satisfied. Mentor fees have not changed. The fee for CE teachers is \$1,000. The fee for CEAS teachers is \$550. Regulations require that all payments to mentors by candidates are paid through the district and no payments should be made directly from novices to mentors. Employers may choose to pay the mentor fees for their novice teachers.” [N.B.: We are checking to see whether any districts require CE or CEAS teachers to pay their own mentoring fees.]

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## **New Jersey State Department of Education - Office of Certification and Induction FEE SCHEDULE: N.J.A.C. 6A:9-5.4**

**Effective May 2015** (Amounts may change when amendments are made to 6A:9-5.4)

The fee schedule below shall be in addition to any tuition and fees that institutions of higher education may charge for courses and credits offered in connection with State approved training programs. The fees, except as stated, are nonrefundable.

1. For each CE and CEAS, which includes the issuance of the provisional certificate and standard certificate – \$170.00;
2. For each emergency certificate – \$95.00;
3. For each substitute credential – \$125.00;
4. For each renewal of an emergency or provisional certificate – \$70.00;
5. For each name change in the certification system – \$20.00;
6. For each evaluation of credentials to determine eligibility to take a particular State certification examination or to obtain information concerning qualifications for certification – \$70.00;

7. For each standard certificate issued without a prior provisional certificate –\$95.00;
8. For each certificate that requires a test, a one-time test score service fee – \$20.00;
9. For each letter, the Office sends in response to a candidate’s written request to verify test scores no longer available from the testing company – \$25.00;
10. An application fee for a qualifying academic certificate pursuant to N.J.S.A. 18A:6-41 – \$30.00. If the candidate is not eligible, \$20.00 will be refunded;
11. Upon completion of a State-approved administrator residency program, a one-time administrative fee – \$200.00; and
12. Upon completion of a Commissioner-approved CE educator preparation program for holders of an instructional CE, a one-time administrative fee – \$100.00.

### **Budgetary Challenges and Constraints**

School districts are governed by a 2% budgetary cap on the general fund portion of the annual school district budget. All services that we provide to students must be incorporated into the annual budget allotments. School districts are facing the proverbial fiscal cliff as our budgetary formula has met rampant inflation and pandemic-related staff shortages. Furthermore, the challenges facing districts have been masked by an influx of ESSER/ARP funding that creates the appearance that districts have seen an increase in funding for fixed costs, while the reality is that federal monies have been allocated to non-recurring one time expenditures. In order to address the budgetary shortfalls (Transportation, Special Education Tuition, Salaries, Health Care, Mental Health, Security, Technology, etc.) local school Boards of Education will need to have an increased taxing authority for their consideration. Without such an increase, services will be further cut and staffing ratios will be impacted.

Among the greatest challenges to districts are:

- 2% budgetary cap;
- Impacts of Inflation
  - o Health Care;
  - o Out-of-District Special Education Placements;
  - o Transportation;
  - o Salaries;
  - o 1:1 Devices and Network Infrastructure and Cybersecurity costs;
  - o Supply chain increases in construction costs; and
  - o Supply chain increases in technology and equipment.
- S2 Districts loss of state aid;
- Pandemic-related staff shortages;
- Loss of breakage due to hiring of staff at higher step guide placement;
- Cost of hiring retired teachers to return to the classroom; and
- Pension and Benefit changes.



**Conclusion: Regulations, Certifications, Code Revisions Needed**

It is incumbent upon the state lawmakers, members of the State Board of Education, the New Jersey Department of Education, and the Governor to address the challenges facing our public schools and move rapidly to address the myriad of challenges facing public educators. State policymakers can, therefore, make pursuing a career in education more feasible and desirable by underwriting the cost of teacher preparation through service scholarships and loan forgiveness, and not just in high-needs school districts. The certification and licensure process must be adjusted to eliminate barriers and encourage candidates to enter the education profession. Rules and regulation must continue to grant flexibility and tools for school administrators and local school districts to develop innovative approaches to hiring, certification, professional development, residency programs, GYO models, etc. We must unleash every possible opportunity to encourage individuals to enter our profession.

Finally, state lawmakers must engage in a positive, encouraging, and meaningful dialogue that serves to uphold our educational profession and those that serve our state's 1.4 million students. We must acknowledge that in the last decade there has been negative rhetoric that has been destructive to our profession and has further hastened the educator pipeline. We must honor those that serve and work to strengthen the benefits promised over a lifetime of commitment to students and school communities. Ultimately, members of the state legislature are at the forefront of redesigning the restrictive rules that limit our ability to solve many of the challenges we are facing in today's public educational arena.

