

**M. S. A. D. #55
Certification Handbook**

**Targeted Need Teachers
Provisional Teachers
Conditional Teachers
Professional Teachers
Master Teachers**

Revised July 2014



MSAD #55 includes the towns of Baldwin, Cornish, Hiram, Parsonsfield, and Porter, and is composed of an elementary school, a middle school, and a high school. The student population is approximately 1050 students, and is served by approximately 110 professional staff members. The Professional Learning Communities Support System (PLCSS) plan is designed to provide support for all teachers, guidance counselors, library-media specialists, special education staff, and educational technicians.

The PLCSS team will work closely with institutions of higher learning to offer opportunities for professional growth.

Definitions

Certificate - License to teach

Certification Law 502 - The teacher certification law allowing local school districts to facilitate recertification as well as allowing teachers to have a part in the licensing procedures of new teachers

CEU – Continuing Education Unit: The Department of Education considers one (1) CEU to consist of ten (10) contact hours. 1.5 CEUs are equal to one (1) credit

Classroom Teacher - Elementary, secondary, middle school, vocational, special education, or special subject teacher

Conditional Certificate - A conditional certificate is a waiver of requirements for the provisional or professional certificate. It is granted to teachers and some categories of educational specialists. The MDOE will notify the candidate by letter of the coursework and/or professional requirements of the certificate. The candidate must receive prior approval from the MDOE for all coursework. The conditional certificate is issued for one-year at a time and may be renewed for up to two additional one-year periods.. A PCAP or revised PCAP must be developed each year that the conditional certificate is sought, and it must be presented to the PLCSS by the November meeting. The PCAP must reflect progress towards the coursework or assessments required by the MDOE. Upon completion of all requirements for the conditional certificate, the candidate will receive either a provisional or a professional certificate.

Contact Hour - The Department of Education considers one (1) contact hour to consist of one (1) clock hour of participation. Fifteen (15) contact hours are equal to one (1) credit

Educational Specialist - Guidance Counselor, Library Media Specialist, Literacy Specialist, Special Education Consultant, School Psych. Service Provider, School Nurse, Athletic Director, and Speech Language Clinicians

Endorsement - Licensed subject area

Master Teacher Certification - The master teacher/educational specialist certificate is a five-year professional certificate issued to indicate that the holder is an especially capable and knowledgeable teacher or educational specialist. Master teacher/educational specialists are continually growing professionally. They participate in activities such as conferences, seminars, workshops and study committees. Master teacher/educational specialists take courses to increase their skills in new areas or to work on advanced degrees. Master teacher/educational specialists author papers and books, write grant proposals, conduct research and give talks at professional meetings. Master teacher/educational specialists are committed to continually improving their own teaching abilities. Master teacher/educational specialists serve actively on support teams, as mentors, and on master teacher/educational specialist selection committees. Master teacher/educational specialists are actively involved in curriculum review and development in their subject, in their departments, and in interfacing departments; their involvement is school-wide and union-wide. Master teacher/educational specialists are broadened through travel, community involvement, extracurricular advisorships, and additional work experiences related to their profession. Master teacher/educational specialists are open to new ideas and are continually trying new strategies to accomplish tasks in more effective ways.

MTCAP – Master Teacher Certification Action Plan: the document used by professional teachers for listing improvement goals for gaining master teacher certification

MDOE - *Maine Department of Education*

Mentor - The person selected by the PLCSS to support the provisional or conditional teacher and to act as an advocate and be a resource.

NBPTS - *National Board for Professional Teaching Standards Certification*: While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced standards for experienced teachers. The NBPTS assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

PLCSS - *Professional Learning Community Support System*: committee that oversees certification

PCAP – *Professional Certification Action Plan*: the document used by probationary teachers for listing improvement goals to achieve professional certification

PCRP – *Professional Certification Renewal Plan*: the document used by professional teachers for listing improvement goals for renewing certification

Professional Certificate - The professional certificate is the standard 5-year certificate issued to teachers and educational specialists. The criteria for obtaining and maintaining a professional certificate are the National Board of Professional Teaching Standards. A professional certificate may be renewed for successive five-year periods. To renew a professional certificate, the teacher/educational specialist shall submit proof of six (6) credits, or the corresponding contact hours/CEUs, which are germane to the applicant’s area of certification and previously approved by PLCSS through the PCRP.

Provisional Certificate - A provisional certificate is the initial two-year certificate issued to teachers and educational specialists. The provisional certificate is the prerequisite for the professional certificate regardless of the candidate’s prior experience, academic preparation, or certification status in another state. The provisional certificate is issued for a two-year period and is not renewable except (1) for unemployed teachers/educational specialists who have been employed for less than two consecutive school years; (2) if the superintendent and the PLCSS both recommend the renewal of the provisional certificate; or (3) if unforeseeable and extenuating circumstances of genuine hardship documented to the satisfaction of the Commissioner of Education prevent the teacher/educational specialist from demonstrating competency during the provisional certification period.

Targeted Need Certificate - The targeted need certificate is a one-year certificate issued to teachers and educational specialists who are employed in a shortage area and not eligible for another certificate. The MDOE will notify the candidate of the coursework and/or professional requirements of the certificate. The candidate must receive prior approval from the MDOE for all coursework. The targeted need certificate must be renewed annually and cannot be issued for more than three years. A PCAP must be developed each year that the targeted need certificate is sought and presented to the PLCSS by the November meeting. The PCAP must reflect progress towards the coursework or assessments required by the MDOE.

The PLCSS will provide a mentor to targeted need teachers/educational specialists. The approved mentor will meet with the targeted need teacher/educational specialist to develop a PCAP that will cover the time frame of November to May. All PCAPS shall be based on the Maine’s Ten Teacher Certification Standards and must focus on the requirements as set by the MDOE.

The applicant must:

- Obtain approval by the PLCSS of a PCAP
- Demonstrate to the support system (PLCSS) that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the MDOE gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.
- Be observed at least three times by mentor
- Obtain a recommendation of the support system (PLCSS) for the targeted need certificate to be renewed

Transitional Endorsement - A transitional endorsement is an endorsement issued to a certified teacher who does not meet all of the requirements for the endorsement. A transitional endorsement may only be issued if the

candidate has been assigned to teach the subject for which the transitional endorsement is sought. The MDOE will notify the candidate by letter of the coursework and/or professional requirements of the endorsement. The transitional endorsement is issued for one-year at a time and cannot be issued for more than five years.

Responsibilities of the Professional Learning Community Support System

The PLCSS is responsible for the governance and the implementation of Chapter 118: Purposes, Standards and Procedures for Educational Personnel Support Systems (dated 12/12/07). The PLCSS will:

- Supervise the development and approval plans for provisional and conditional candidates, professional teachers, targeted need, and master teachers
- Assign a mentor teacher to each provisional, conditional or master level teacher
- Maintain, for each teacher and educational specialist, a confidential cumulative *Certification File* (different from the *Supervision and Evaluation File*) containing the PCAP/PCRP/MTCAP and official documentation of professional achievement. These files will be located in a file room adjacent to the curriculum coordinator's office
- Inform all new staff supported by this plan of their certification responsibilities and provide each with a copy of the PLCSS plan and associated documents/forms
- Provide a process for approving authorization renewal plans for educational technicians

The PLCSS membership will consist of the following people who must have a professional certificate and at least three (3) years of experience in the district and have participated in Department of Education approved PLCSS training provided by the chairperson of the committee. Members will serve for a two-year term. Previous to the end of the term, a member can opt to continue in the position or resign by written notification. Members may be reelected for an unlimited number of terms.

- One elementary teacher, even year nomination
- One middle school teacher, even year nomination
- One high school teacher, odd year nomination
- One open seat, odd year nomination
- District administrator (may not participate in discussions concerning candidates under their supervision)

In the event that a member must vacate their term, the vacancy will be posted and a new member will be appointed to fulfill the term.

Teachers and educational specialists who are interested in serving on this committee should submit a letter of intent to the PLCSS chairperson. There will be an election and then the nominee's name will be brought to the Superintendent of Schools for appointment.

Each member will receive a contract (except district administrator) and will forfeit his/her appointment if he/she fails to return the signed contract to the Office of the Superintendent within two weeks. The MSAD 55 PLCSS may not include members from the MSAD 55 Board of Directors.

Meeting Procedures

- Regular meetings shall be held monthly during the school year. Special meetings shall be called when necessary
- PLCSS meetings will not exceed two hours, unless a motion to extend the meeting is approved by the committee
- A quorum for conducting business shall be three members and a majority vote of the members present shall be required for passage of a motion
- All members have equal voting power. The chairperson shall vote only to break a tie or make a quorum
- A permanent record of all meeting minutes will be kept on file in the Superintendent's Office.
- Initial approval for courses and projects, final approval for courses, projects, and certification plans will be on the agenda for each regularly scheduled meeting

PLCSS Chairperson Duties

The Chairperson for the PLCSS will be selected by the committee members and have the responsibility to lead the committee in the administration and supervision of the recertification process.

The Chairperson will:

- Convene and chair PLCSS meetings
- Prepare agenda and see that minutes are kept for each meeting
- Communicate PLCSS recommendations to the MDOE Certification Office
- Provide orientation and training to new PLCSS members
- Respond to applications for certification action, with the advisement of the PLCSS
- Delegate responsibilities to committee members
- See that provisions are made and orientations are given to mentors and new staff
- Ensure staff access (electronically and one hard copy in each school) to this PLCSS plan and associated documents and forms
- See that appropriate records are kept and maintained in a safe place on all candidates
- Act as liaison to the Board of Directors and administrative team
- Give tentative approval to amendments in renewal plans which must be made between PLCSS meetings
- Give tentative approval to changes of mentors' membership if changes must be made between PLCSS meetings
- Carry on committee work such as approving renewal plans and signing certification forms in the summer
- Advise Superintendent on completion of mentor duties and with the advisement of the PLCSS
- Advise Superintendent on completion of PLCSS member duties for the purpose of stipend payment.

Handbook Amendment Procedures

Any proposed change in the Certification Handbook will be submitted to the PLCSS for review. If the change is due to a change in the certification law, the PLCSS will draft the necessary language. Otherwise, the PLCSS and the person(s) proposing a change will draft the appropriate language.

The PLCSS will publish and circulate the proposed change(s) to:

- The Tri-County Teacher's Association for review and comment
- The administrative team for review and comment
- The general teacher population for review and comment

The PLCSS will review and make any needed changes to the new language. The proposed change(s) will be brought before the School Board to take a vote of acceptance or rejection. If accepted, the change will be submitted to the MDOE. A copy will be distributed to all new teachers. The handbook and forms are available online at <http://www.sad55.org>

If an amendment impacts an active PCAP or PCR, consideration will be given by the PLCSS.

Appeals Process

All decisions made by the PLCSS will be made in a professional, fair, and equitable manner. In the event that staff members do not follow procedures for recertification, the issue will be brought to the PLCSS for consideration. A staff member who feels that a PLCSS' decision is not correct should address this concern to the PLCSS chairperson or administrative representative. The concern will then be presented to the PLCSS, as a whole, for reconsideration. If the staff member still does not deem the decision satisfactory, he or she may address the PLCSS in person. For each decision, consensus will be utilized.

Upon notification from the Commissioner that the issuance, extension, or renewal of a certificate has been tentatively denied, a teacher will have thirty (30) days from the date of the notice to file a written petition for an adjudicatory proceeding (appeal).

MAINE'S TEN TEACHING STANDARDS

STANDARD ONE: Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

The ability to:

- Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
- Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- Model the use of the tools of the discipline through the inclusion of technology and create opportunities for students to practice the use of these tools.
- Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
- Explain important principles and concepts delineated within their discipline and link them with professional, state and unit standards.

STANDARD TWO: Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

The ability to:

- Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
- Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
- Pursue and acquire material and human resources in various disciplines for classroom use.

STANDARD THREE: Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.

The ability to:

- Discern individual, student and group differences (e.g., intellectual, cultural, social).
- Support individual student's physical, social, emotional, cognitive, and moral development.
- Observe how students learn and thus ascertain different learning styles.
- Identify when and how to access appropriate services or resources to meet learner's needs.
- Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.
- Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.
- Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

STANDARD FOUR: Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

The ability to:

- Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- Develop daily, weekly, and long-range lesson plans that are linked to student needs and performance, and adapt them to ensure that the plans capitalize on student progress and motivation.
- Demonstrate originality in lesson development within the parameters of the existing school curriculum.

- Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.
- Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

STANDARD FIVE: Understands and uses a variety of instructional strategies and appropriate technologies.

The ability to:

- Choose effective teaching strategies and materials to meet different learning goals and student needs.
- Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- Monitor and adjust strategies in response to learner feedback.
- Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- Use educational technology to broaden student knowledge about technology as well as to deliver instruction.
- Encourage all students to use technology and help them to access that technology.
- Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, etc).

STANDARD SIX: Creates and maintains a classroom environment which supports and encourages learning.

The ability to:

- Create a comfortable, well-organized physical environment.
- Establish a classroom climate of openness, mutual respect, support, and inquiry.
- Work with students to manage their own behaviors and assume responsibility for their own learning.
- Use principles of effective classroom organization.
- Use a variety of strategies to increase students' desire and opportunity to learn.
- Create an environment in which students work both cooperatively and independently.

STANDARD SEVEN: Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.

The ability to:

- Advocate for students while respecting their privacy and right to confidentiality.
- Identify strategies to link school, home, and community to enhance student performance and well being.
- Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well being.
- Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health.
- Describe ways to work with community agencies to foster student growth.
- Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well being.

STANDARD EIGHT: Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

The ability to:

- Describe the purposes of assessment.
- Use a variety of formal and informal strategies to assess student outcomes.
- Match assessment strategies and instruments to Learning Results and program objectives.
- Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
- Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
- Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.

- Involve learners in self-assessment and goal setting for learning.
- Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

STANDARD NINE: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

The ability to:

- Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- Demonstrate knowledge of situations which make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance and follow appropriate school and district procedures to avoid liability.
- Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- Adhere to affirmative action policies pertaining to school and classroom settings, interact with all students in an equitable manner. He/she does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin; and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of sex, or physical or mental disability.
- Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious diversity into account when planning and implementing lessons and activities.
- Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
- Treat others with respect, and honor the dignity of all people.
- Document incidents which may have legal or ethical implications.
- Take appropriate steps to obtain and maintain professional certification/licensure.
- Recognize and demonstrate appropriate use of language in the classroom (i.e., avoid profanity, etc.)

STANDARD TEN: Demonstrates a strong professional ethic and a desire to contribute to the education profession.

The ability to:

- Be an active, contributing member of work teams and committees.
- Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- Utilize information gained from reading professional journals.
- Apply information gathered during attendance at professional conferences.
- Develop associations with organizations dedicated to learning.
- Reflect upon and strengthens his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- Stay abreast of and employ new teaching strategies and technologies.
- Develop and implement a personal development plan to enhance his/her professional growth.
- Maintain a professional demeanor and recognize the teacher's role as a model for students.
- Work with colleagues to achieve school and district goals and to address problems in the school.

National Board for Professional Teaching Standards

The foundation for the TEPG program are the following National Board's Five Core Propositions and 16 standards that specify the knowledge, skills, abilities, and commitments required for accomplished teaching.

Core Proposition #1: Teachers are committed to students and their learning.

- **1.1 Understanding of Students** The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and uses this information to differentiate his/her approaches to students and instruction.
- **1.2 Application of Learning Theory** The teacher demonstrates an understanding of how students develop and learn.
- **1.3 Classroom Climate** The teacher creates a respectful environment that provides opportunities for equitable participation in developing positive dispositions toward learning.

Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

- **2.1 Subject Knowledge** The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines as appropriate.
- **2.2 Pedagogical Content Knowledge** The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **2.3 Goal-Focused Planning** The teacher plans instruction rich in higher-order thinking to meet clearly identified goals and objectives for student learning.

Core Proposition #3: Teachers are responsible for managing and monitoring student learning.

- **3.1 Managing Classroom Routines and Expectations** The teacher creates an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.
- **3.2 Student Engagement** The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.
- **3.3 Assessment of Student Progress** The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision-making.

Core Proposition #4: Teachers think systematically about their practice and learn from experience.

- **4.1 Reflective Practice** The teacher analyzes sources of evidence as he/she continually reflects professional practice, using information about the needs of students to make decisions about goals for professional growth.
- **4.2 Continuous Professional Growth** The teacher uses research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition #5: Teachers are members of learning communities.

- **5.1 Professional Collaboration and Leadership** Teacher contributes to school effectiveness by collaborating with other professionals on activities contributing to school improvement and student learning.
- **5.2 Engagement with Caregivers and Community** Teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Competencies

A provisional or conditional teacher must demonstrate competency in all of the previously mentioned standards. Competency in any one area will be defined as demonstrating a majority of the listed behaviors consistently within the first two (2) years of teaching.

Certificates Requiring a Mentor

Teachers in the following categories will need a Mentor:

- Provisional certificate holders working towards a professional certificate
- Conditional certificate holders seeking a professional certificate
- Targeted needs certificate holders seeking a professional certificate
- Transitional endorsements do not need a mentor, but one may be requested
- Professional certificate holders working towards a master teacher certificate
- Master teacher certificate holders seeking renewal of a master level certificate

Provisional, Conditional, or Targeted Need Certificate

The provisional, conditional, or targeted need teacher will use the expertise of a mentor for two years to achieve a higher level of certification. The mentor will use a peer coaching process to provide support and assistance for the improvement of the provisional or conditional teacher. The PLCSS will choose a mentor to support the teacher. The names of the mentors will be recommended to the Superintendent for appointment.

Mentor's Requirements and Role

- The mentor shall have at least three (3) years of teaching experience in the district and a working knowledge of a peer coaching process and have participated in the formal mentor training that has been approved by the Maine Department of Education.
- The mentor will commit to serving two years
- The mentor and the teacher will attend an informational committee meeting in August
- The mentor will support the provisional, conditional, or targeted need teacher as an advocate and a resource
- The mentor, in conjunction with the teacher, will oversee the development of the provisional or conditional teacher's certification plan and adhere to the specified data collections, time lines and procedures
- The mentor and the teacher will meet a minimum of ten times each school year for at least ½ hour per meeting
- Each observation will be for at least one period of instructional activity
- Mentors will coordinate time for the three observations per year with the teacher for observations,

- conferences, etc., which are beneficial to the teacher and his/her students
- Mentors will provide three summaries of the data collections:
 - These summaries will indicate if the teacher is progressing toward his/her goals or if there are concerns
 - **First observation due before November 15th**
 - **Second observation due before February 28th**
 - **Third observation due before May 15th**
- Each mentor will receive a contract and will forfeit his/her appointment if he/she fails to return the signed contract to the Office of the Superintendent within two weeks
- In the event of a resignation or incompatibility, the PLCSS will assign another mentor for the duration of the PCAP
- If a mentor does not fulfill all the responsibilities, he/she may receive a partial stipend
- Mentors must use the district forms for mentoring. These forms will be provided to mentors before school begins and are also available online at www.sad55.org

Development of the Provisional, Conditional, or Targeted Need Teacher Certification Action Plan

The provisional, conditional, or targeted need teacher and his/her mentor will prepare a Professional Certification Action Plan (PCAP). The PCAP will specify:

- Standards which must be met to acquire the desired certification
- Skills deemed necessary to receive a positive recommendation for the certification
- Means and resources to achieve improvement goals

Data Collection

Data about performance can be collected as follows:

- Three mandatory self-assessments
- Direct observation of teaching (mandatory three per year)
- Analysis of video of teaching
- Analysis of lesson plans, work assigned, assessment strategies, and/or portfolios, etc.
- Conference with the provisional, conditional, or targeted need teacher

Data Collection Approaches

The data collection will determine if the Maine's Ten Initial Teacher Certification Standards have been demonstrated (Demonstrated-Satisfactory), have not been demonstrated (Not Demonstrated), or are not applicable (Not Applicable).

Summary of all data collection materials along with the teacher action plan will be given to the chairperson of the PLCSS to be placed in the provisional or conditional teacher's file. A copy will also be given to the provisional, conditional, or targeted need teacher.

Timeline

The mentor and the provisional, conditional, or targeted need teacher will meet a minimum of ten times.

First Year

- Teacher will meet with mentor in August or September
- Mentor and teacher formulate the PCAP by October 1st
- Mentee completes Self-Assessment I by October 1st
- **First Observation**
 - Mentor pre-conferences with mentee before October 15th
 - Mentor post-conferences with mentee before October 31st
 - **First Pre-Observation due to PLCSS on November 15th**
- Mentee completes Self-Assessment II by January 1st
- **Second Observation**

- Mentor pre-conferences with mentee before January 31st
- Mentor post-conferences with mentee before February 15th
- **Second Pre-Observation due to PLCSS on February 28th**
- **Third Observation**
 - Mentor pre-conferences with mentee before April 15th
 - Mentor post-conferences with mentee before April 30th
 - **Third Pre-Observation due to PLCSS on May 15th**

Second Year

- Mentor and teacher review and update the PCAP by October 1st
- Mentee completes Self-Assessment III by October 1st
- **First Observation**
 - Mentor pre-conferences with mentee before October 15th
 - Mentor post-conferences with mentee before October 31st
 - **First Pre-Observation due to PLCSS on November 15th**
- **Second Observation**
 - Mentor pre-conferences with mentee before January 31st
 - Mentor post-conferences with mentee before February 15th
 - **Second Pre-Observation due to PLCSS on February 28th**
- **Third Observation**
 - Mentor pre-conferences with mentee before April 15th
 - Mentor post-conferences with mentee before April 30th
 - **Third Pre-Observation due to PLCSS on May 15th**
- Mentor makes recommendation to PLCSS for professional certification

Procedures

The PLCSS shall select a mentor by the second week of August. The mentor and the provisional, conditional, or targeted need teacher will meet to:

- Review the handbook, noting timelines, and member's responsibilities

Professional Certification Application

The mentor will decide whether the teacher has demonstrated competency in all of the Maine's Ten Teaching Standards. The decision will be based on the accomplishments of the PCAP. The mentor will submit a letter stating whether the provisional, conditional, or targeted need teacher has demonstrated competency and **is recommended for professional certification**. Documentation will be forwarded to the PLCSS to be filed.

Recertification of Professional Staff

Professional Certification Renewal Plan (PCRP)

A candidate for renewal of a teaching certificate must prepare and submit for approval, to the PLCSS a renewal plan (PCRP) which:

- Lists professional development goal(s)
- Describes how the candidate will acquire six credits of approved study which lead to the accomplishment of the goal(s) and relate to the endorsement for which the candidate is seeking renewal

Renewal plans must be submitted for approval and approved before they are to be implemented. Under extenuating circumstances this requirement may be waived by the committee. Renewal plans should be submitted to the PLCSS immediately after receiving renewed certification. Modified plans may be submitted at any time but must be submitted prior to implementation.

Tips for PCRP Success

- Current job expectations and program/classroom goals should not be included as professional growth activities/goals
- Maintenance activities (*ex. Entering grades into Infinite Campus, maintaining classroom discipline,*

- *communicating with parents, etc.*) should not be included as growth activities/goals
- Participation as an officer in a teachers' association or being a mentor on a voluntary basis to another faculty member (not assigned by the building administrator) should not be included as a growth activities/goals
- Develop goals that reflect an area of your professional need – where would you like to be professionally in 5 years?
- Write goals that provide flexibility
- Goals should reflect enough growth to accumulate 90 contact hours or six (6) credits

Procedure

Teacher must submit a renewal plan to the PLCSS at least two years before certificate expires. It is strongly suggested that a teacher submit a plan five years before their certificate expires. No contact hours count until your plan has been approved. Contact hours cannot be counted retroactively.

- Renewal plans can be modified or updated by submitting modifications or updates to the PLCSS
- Activities requiring additional documentation for approval (e.g., individual projects, travel, work experience, etc.) should be attached to the renewal plan when submitted
- When activities are completed each teacher will submit his/her documentation to the PLCSS
 - The PLCSS will meet with the teacher if his/her documentation is incomplete, ambiguous, and/or if there is a possibility that the request for submission will be denied
- It is the responsibility of the teacher to provide the PLCSS
 - with a renewal plan
 - seek approval of all modifications to the renewal plan
 - submit documentation for approval of activities
- The teacher is encouraged to keep copies of information submitted to the PLCSS
- Recommendations for renewal can only be made if all required documentation is submitted and if the renewal plan is implemented
- Teachers who have transferred from other schools must hand in copies of all materials for recertification from their previous school to the PLCSS

Approved Study

Approved study may consist of:

- Six credit hours of academic study or professional education from an accredited institution in the field for which the teacher holds an endorsement or designed to improve the performance of the teacher
- Credit hours or equivalence (e.g. CEU's) in an inservice training program approved by the PLCSS which is designed to improve the performance of the teacher
- An individual professional development plan which may include work experience, travel, curriculum development, etc., but which must be approved by the PLCSS and designed to improve the performance of the teacher

Methods of Earning Credit

The following is a description of ways in which a teacher can earn six credits toward renewal of his/her teaching certificate. All methods for renewal **must** be approved in advance by the support system, be listed as part of the renewal plan, and be consistent with the stated goals.

Methods of Earning Credit

College/University Courses/Inservice Coursework: Copy of grade transcript or certificate of completion must be submitted and course must be passed with a B grade or better for undergraduate or graduate courses. **(No Maximum Hours in a 5-year period).**

Workshops/Conferences/Seminars/In-service programs: Please attach program/agenda/outlines. Highlight sessions attended or provide description of sessions. Detail how the knowledge you gained will be useful to you in the classroom. Provide verification of participation, including contact hours, on a certificate or letterhead of the sponsoring organization. **(No Maximum Contact Hours in a 5-year period).**

Independent Studies: (*Professional reading, adult education courses, video courses, online courses, self-teaching activities*): Please submit a description of the activity. For professional reading, attach a bibliography. Detail how the knowledge you gained will be useful to you in the classroom. Provide documentation of clock hours spent on your independent study. **(Maximum of 20 Contact Hours Credit in a 5-year period)**

Workshops or Courses Conducted by the Candidate for Other Professionals: Please attach copy of agenda(s), handouts, evaluation/feedback, preparation requirements, etc. Provide a detailed statement of the knowledge you gained through this activity and how it will improve your professional practice in your classroom. Experience that is not directly related to your teaching assignment does not qualify for portfolio credit. **(Maximum of 30 Contact Hours in a 5-year period)**

SAD 55 Professional Development: (May be used for recertification if applicable to the individual's PTAP and with documentation provided by the Curriculum Coordinator.) Please submit a description of the activity. Detail how the knowledge you gained will be useful to you in the classroom. This may include grade level meetings or consultants hired to train during the school day. This would not include teacher workshop days or late start days. **(Maximum of 9 Contact Hours per year with a Maximum of 45 Contact Hours in a 5-year period)**

Participation/Active Involvement On Study Committees or Task Forces: Please attach a description of the focus of this committee/task force. Provide a statement of your involvement and how your participation in this activity relates to your PTAP/MTAP, teaching position, or extends your professional knowledge. The committee chairperson must document your hours of participation. **(Maximum of 45 Contact Hours may be accumulated for all committee work in a 5-year period)**

Educational Research Related to Classroom Practice: Please provide topic(s) outline, bibliography, and an explanation of how the information will be used in your classroom or curriculum. Provide documentation of the clock hours spent researching. **(Maximum of 20 Contact Hours in a 5-year period)**

Travel Resulting in Projects and Activities Applied in the Classroom: Please provide a description of the trip and several classroom activities/projects developed for classroom use based on your travel experience/information gained while traveling. **(Maximum of 10 Contact Hours in a 5-year period)**

Publication in Professional Journals: Please provide a copy of the article submitted for publication and documentation of clock hours. **(Maximum of 30 Contact Hours in a 5-year period)**

Innovative Programs, Projects, and Teaching Units Developed Independently or With Others Beyond

The Regular Teaching Responsibilities: Please provide a copy of the program, project, or teaching unit with documentation of clock hours spent preparing it. Include goals, objectives, sample activities, and evaluation strategies. **(Maximum of 30 Contact Hours in a 5-year period)**

Experiences Outside the School Setting Which Provide Professional Growth: Please provide a detailed description of the experience. Attach a statement of the knowledge you gained through this activity and how it will be useful in your classroom. Experience that is not directly related to your teaching assignment does not qualify for portfolio credit. **(Maximum of 20 Contact Hours in a 5-year period)**

Master Teacher

The master teacher certificate indicates that the holder is an especially capable and knowledgeable teacher or educational specialist. The master certificate is awarded for a five-year period. To obtain a master certificate, the teacher must hold a valid professional certificate. In addition, the teacher must also:

- Demonstrate exemplary professional skills in classroom teaching or an educational specialty in the standards (see National Board for Professional Teaching Standards)
- Be knowledgeable in the current theories of effective instruction
- Have made outstanding contributions to the teaching profession in one or more of the following areas:
 - Curriculum design
 - Teacher in-service training and staff development
 - Clinical supervision of student teachers or peer observation of teachers, including instructional methodology
 - Educational leadership
- Receive a favorable recommendation from his/her mentor and the PLCSS

Procedure for Application for Master Teacher Certification

The decision to apply for master teacher/educational specialist certification must be made known to the administration by a letter of intent prior to January 1 of the year he/she will begin.

- Write a letter of intent to the PLCSS. At this point, the applicant may begin the reflective process of gathering evidence to support the Master Teacher criteria
- The PLCSS will appoint a mentor for the candidate, taking into account the candidate's suggestions for the mentor
- The mentor and master teacher applicant convene to review the Master Teacher process, which should include:
 - Discussion of portfolio development
 - Setting up observation dates in a variety of settings (six classroom observations)
 - Determination of MCAP (Master Certification Action Plan) based on National Board of Professional Teaching Standards must also include areas of growth
 - If no areas of growth, the mentor facilitates the applicant's completion of the Master Teacher portfolio in preparation for the selection process.

Mentor Responsibility

The teacher will use the expertise of a mentor for two years to achieve the higher level of certification. Therefore, the teacher must let the administration know in writing of his/her intent to pursue the master certificate prior to January 1 of the year he/she will begin. The mentor will use a collaborative peer coaching process to provide support and assistance to the teacher in trying to attain this certificate. The teacher may also use an additional three (3) years for the completion of the coursework needed for your MTCAP. In any event, the teacher must complete the classroom assessment portion of your MTCAP within the first two (2) years while under the guidance of his/her mentor.

Mentor Governance:

- The PLCSS will assign a mutually agreed to mentor
- The mentor will commit to serve two years
- The mentor shall have at least five (5) years of teaching experience and a working knowledge of the peer coaching process
- Mentors' names will be given to the Superintendent for appointment and approval by the School Board

- Each mentor will receive a contract by October 15th and must have it signed and returned by October 30th; in the event of a resignation, the PLCSS will assign another mentor for the duration of the mentor plan
- At the end of the second year, the mentor will make a written recommendation to the PLCSS

Master Teacher Certification Action Plan (MTCAP)

The Master Teacher Certification Action Plan (MTCAP) shall be based on the National Board for Professional Teaching Standards and will be developed by the teacher in consultation with his/her mentor. The MTCAP will include six (6) observations and specify:

- Standard(s) which must be met to acquire the master certificate (see National Board for Professional Teaching Standards)
- Skills which need improvement
- Means to achieve improvement goals
- Please note, the teacher must make provisions in the MTCAP for meeting the renewal requirements of his/her professional certificate (six credit hours or the equivalent)
- Additional study and/or inservice deemed necessary to receive a positive recommendation for the certification.

The MTCAP shall be based on the initial observation and assessments of the teacher by the mentor relative to the standards for professional level certification which follow. The initial observation shall be for at least one (1) period of instructional activity, preceded and followed by a conference.

Renewal

The Master Teacher Certificate may be renewed for successive five-year periods with the standards and procedures being the same as the initial issuance of the certificate.