Certification Handbook

RSU 16
Minot, Mechanic Falls &
Poland

2017-18

RSU 16 Certification Handbook

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RSU 16 Certification Handbook

Introduction

The RSU 16 certification process has been designated to offer specific procedures to follow for those seeking certification. This handbook was designed to assist new teachers in their first and second years of teaching and to inform current veteran staff about the certification procedures and ways for professional growth. It is our goal to provide support services within a professional learning community model with collegial mentorships and partnerships as the primary means of professional development and of achieving action plan goals.

The process begins when a teacher candidate holding a Provisional Certificate, Conditional, or Targeted need endorsement begins working toward a Professional Certificate. These teacher candidates will obtain direction, support, and information for the duration of the period taken to reach the goal of certification. National Board Certification is not handled by this committee but instead that is a process taken upon individually by teachers pursuing that certification.

It is our hope that – while recognizing that maintenance of your certification is mandatory – the opportunity to learn and grow professionally will be openly embraced.   Let us know how we can help.

Certification Team

Michelle Smith, Chairperson, Poland Regional High School
Amy Hediger, RSU 16 Asst Superintendent
Sheryl Walters, Bruce M. Whittier School
Janice Rawson, Minot Consolidated School
Anne Printup, Poland Community School
Amy Robinson, Mechanic Fall Elementary School

Certification Steering Committee

The Professional Learning Community Support System (PLCSS)

PLCSS Definition

Function:
>A governing body to oversee certification process and to make final certification recommendations to Commissioner of DECS.

Composition:
- Each PLCSS Steering Committee member must have at least 3 years of experience in education and hold a professional certificate in education.
- One (1) teacher representative from each school in RSU 16 (Poland Community School, Elm St. School, Minot Consolidated School, Bruce M. Whittier Middle School, Poland Regional High School). They will be nominated by the Superintendent and approved by the School Committee.
- Superintendent or a designated administrator
- A Chairperson shall be responsible for the functioning of the Committee.
- All steering committee members must complete the PLCSS training.
- Appointment shall be made from our pool of qualified staff members.

Appointment:
>The faculty of each school elects a representative and the Superintendent will take nominations to the school committee for approval.

Term:
- Each member will serve on a staggered basis as needed to insure continuity –year goes from July 1st to June 30th.
- Every third year of a member's term, that member has the option to continue or resign. If they resign, they will ask for any interested teachers at a staff meeting at the end of the year. A vote will be taken.
- The Superintendent or designated administrator serves indefinitely.
- In the event of a vacancy, the remainder of the person's term shall be filled, upon recommendation of the faculty of the represented school, by the Superintendent with School Committee approval.

Publication of the Plan:

- PLCSS members will:
    1. Provide plan to applicable staff. It will be posted on the website.
    2. Provide information regarding professional development and training to staff by
        - noting college courses available
        - posting in teacher areas notices for workshops, conferences etc.
        - providing certification updates to all employees in the RSU16 monthly newsletter
        - conduct local in-services
        - promote the use of local staff members providing workshops for RSU16 employees

Responsibilities of Steering Committee (PLCSS)

- Discuss and submit budget proposal by December 1
- Select chairperson who is responsible for facilitating meetings and managing procedures in the RSU.
- Provide for orientation and training of PLCSS members.
- Update handbook, as needed
- Facilitate the induction process for new teachers
- Submit region wide mentor survey for attainment of mentors
- Organize and train mentors with PLCSS mentor program.
- The PLCSS steering committee members in each school will make a presentation at the 1st staff meeting of the year. During this presentation, the members will review responsibilities, roles, and procedures, services, trainings, professional development opportunities and the process of achieving professional certification.
- Building representatives will meet with new teachers to review the induction process and how to achieve professional goals.
- Review and approve PCAP for those seeking higher level of certification, including preparation for an Educational Specialist Plan
- Building Steering Committee members are responsible for updating staff on current handbook issues, reminding mentors on following standard timelines, and assisting with the certification process.
- Review applicants progress reports (suggest changes if needed).
- Make final decision for those changing levels taking into account the mentor's recommendation, progress reports and Maine's 10 Initial Teacher Standards.
- Provide mentors for teachers/educational specialists involving all levels of certification (conditional, provisional to professional, professional to master, and renewals).
- Review and approve professional growth plan from professional teachers and educational specialists and make final decisions on certification.
- Approve authorizations of educational technicians by February 1.
- Provide NCLB documentation of teachers to administrators
- Review support system procedure at least annually. Make and submit such changes as needed to commissioner for approval.
- Obtain renewal of support system plan every 5 years.
- Keep documents for provisional staff in a safe location.

Goals of the PLCSS

· Provide guidance, support, and assistance to all teachers at all levels including educational specialists and to make recommendations for certification.
· Encourage professional growth of teachers and work with the Central Office to determine areas of need.
· Develop a Handbook that…
    · meets the intent of the law and regulations.
    · meets the needs of the teachers going through the process.
· Assist Mentors by…
    · providing Department of Education approved training
    · establishing guidelines, forms, etc., as needed.
· Provide the Commissioner with recommendations for the renewal of all certificates.
· Identify and deliver services and technical assistance to teachers based on strategies needed for the professional renewal plan or PCAP (in accordance with Chapter 118, sections 4, 5, and 6.)

Management of PLCSS
Decision Making/Conflict Resolution

• Decisions made by the PLCSS will be made in a fair and equitable manner.
• If staff members do not follow the certification procedures, the issue will go to the Steering Committee. The building representative and teachers will meet to inform them of noncompliance of State requirements, and what is needed in order for compliance to be achieved.
• If staff members remain out of compliance after 3 months and are not attempting to achieve compliance, the superintendent will be notified and s/he will determine a change of status for that staff member until recertification requirements are completed.
• If a problem exists between a provisional teacher and their mentor, the teacher, building representative and mentor will attempt to resolve the issue.
• If, after a trial period of 2 months, the conflict is not resolved, the administrator will assign a new mentor to provide support.
• If resolved, the process will continue with support as indicated.

Teacher Applicant Procedures

A. Teachers and educational specialists holding a <u>Provisional</u> <u>Certificate</u> working to attain a Professional Certificate:

      Requirements:
- Certification Process
- Mentor
- The following will be completed in conjunction with the Mentor:
    - 3 classroom observations in the first year
    - 3 classroom observations in the second year
    - PrePCAP Observation due November 1 of first year
    - PCAP (Professional Certification Action Plan) due January 1 of first year
    - PCAP Progress Reports; Due March 1st and May 1st for first year and November 1st for second year
    - Final PCAP Report due April 1st of second year

B. Teachers and educational specialists holding a Professional Certificate wishing to renew this level:

      Requirements:
- Develop a Professional Renewal Plan at least two years before expiration of certification (Appendix A)
- Successful completion of six (6) credit hours or 90 contact hours every five (5) years. (A *prior course/workshop, etc. approval* form shall be submitted prior to implementation.)

<div align="center">

OR

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- Other Options leading to professional growth (up to 45 hours per activity) with a written summary of what was learned and how this knowledge might be applied the teacher's professional growth.
    - Submit to the Steering Committee (see Appendix B)
    - Prior approval of plan and final approval upon completion to be submitted to the Steering Committee

C. Teachers and educational specialists holding a <u>Conditional</u> <u>Certificate</u> wishing to obtain a <u>Professional</u> <u>Level Certificate</u>:

      Requirements:
- Have a mentor to assess your professional skills using the teacher certification standards of competency (Follow guideline for <u>Provisional to Professional</u>)
- Develop a Professional Certification Action Plan (PCAP) that defines your goals for professional development and are based on the requirements by Maine Department of Education (MDECS)
- Have 3 classroom observations per year by your Mentor
- Be recommended for the Professional Certificate or an extension of the Conditional Certificate by the Steering Committee upon completion of your PCAP
- If candidate has a professional certification from another state, their conditional certification can be fast-tracked after one year.

Timeline for Provisional Teacher & Educational Specialist seeking Certification as Professional

2 year process

First Year

_____ September/October   PCAP Meeting @ your school

_____ November 1   Pre PCAP Observations complete & submitted

_____ January 1   PCAP submitted

_____ March 1   First Progress Report submitted

_____ May 1   Second Progress Report submitted

Second Year

_____ November 1   Third Progress Report submitted

_____ April 1   Final PCAP Report submitted

Teacher Mentor Pool

A primary group of individuals who will assist a teacher applicant for initial certification.

Composition:
- Teachers – Professional
- Administrators optional
- Steering Committee Members
- Other educational specialists as desired
- Membership in the pool is voluntary
- Member may be a recently active practitioner

Criteria for Membership:
- Minimum three (3) years teaching experience
- **Maine's Mentor Training** – Maine's Model of Mentor Training: 3 day sequence of training introducing mentors to the needs of beginning teachers or educational specialists and the knowledge and skills necessary to best mentor/coach them toward Maine's Professional Educator Certification, using Maine's 10 Standards for Teacher Certification.

No person can be a mentor for more than two (2) first- year applicants at one time.

Mentor Requirements

Function:

Provisional Teacher or Educational Specialist working toward professional certification:

- Mentor appointed by the Principal from the mentor pool, with assistance from the Steering Committee
- Remain with the teacher for approximately 2 years
- Provide orientation to school operating procedure
- Do Pre PCAP observation and conference
- Formulate PCAP following 10 teacher standards.
- Observe teacher 6 times in a two year process
- Provide the bulk of support, coaching and guidance
- Meet on a regular basis for collaborations and progress
- Contact person between Teacher and Steering Committee
- Assist in collating cumulative portfolio, progress reports, etc.
- Assist in identifying and obtaining services specified in PCAP
- Provide for provisions or extensions as needed
- Written recommendation stating whether the candidate met the requirements for higher level certification

Administrative Roles

Principals

- Assigns mentors to new teachers along with consultation from PLCSS as needed
- Matches mentors based on location, grade levels, and subject impact areas
- If a match is not successful, changes can be discussed with the PLCSS
- Provides administrative support for Mentors
- Give feedback to Steering Committee on certification issues

Superintendent/Administrative Representative

- Serves on Steering Committee
- Assists Steering Committee in budget formulation
- Provides information from external sources, as appropriate
- Types minutes of the meetings and distributes the minutes to the appropriate members
- Assists with the development of professional growth programs as needed

Action Plan Preparation

Process for preparation of initial professional certification action plan and transitional endorsements

A. Provisional, Conditional, Targeted Need to Professional Certification for both Professional Certification Action Plans (PCAP):

The purpose of this is to identify general goals for the teachers with specific objectives, timelines and evaluation components.

- The plan will be developed by the candidate and mentor.
- The PCAP will be developed and submitted to the Steering Committee for approval by each teacher who is a candidate for a professional level certificate in consultation with the mentor by January 1st of the initial year of teaching.
- Based Maine's Teacher Certification Standards (Appendix I).
- Each PCAP must identify skills which need improvement (goals) and must specify the strategy to be used consistent with certificate level or endorsement.
- The PCAP may be amended at any time in consultation with the mentor. The PLCSS shall receive a copy of the amended PCAP.
- Completion of the PCAP and submission to the Steering Committee for approval must be by April 1 of the second year.
- Each PCAP must include at least 6 observations by the mentor over 2 years.
- Approval or denial of certification or recommendation for extension of PCAP period shall be forwarded to commissioner of DECS by Steering Committee by June 1st of the second year.

B. Renewal of Professional Certificate/Educational Specialist Certificate

The Steering Committee will distribute a Two- Year Plan (Appendix A) in March. By May 1, *two years prior* to the expiration of your certificate, a plan of study will be given to you. The plan is for you to use to track your own progress and see how many hours you have left to do.

Requirements:

- Show proof of 6 credits or equivalents or 90 hours of professional development over the next 5 years.

    > 1.5 CEUs = 1 credit = 15 hours;
    > 3.0 CEUs = 2 credits = 30 hours;
    > 4.5 CEUs = 3 credits = 45 hours

- **The important thing is that the PD focus on new learning, or new practice.**
- **Everything must be documented:** contact hour certificates, rosters from team meetings, etc. with reflections of new learning included.
- For PD that does not give you a certificate you should complete a Teacher Local Hours Recording Form (Appendix J).

Some ways to get your credits, CEUs or local hours:

- Attending Workshop out of district. One hour = 1 contact hour (workshop must be directed at teacher goals)
- Workshop in district given by staff. One hour = 1 contact hour.
- Working on committee – e.g., SAC, vertical teams, district grade level teams – give 1 contact hour per hour of service. This is for up to 30 hours.
- Working on leadership committee – Leadership team, grade level chair, certification – give 3 credits (45 hours) for 2 years of service.
- Independent Projects: must address teacher goals. Must be proposed in advance, with both the plan and the measure of how success will be documented *before* the project begins. 1 contact hour given per hour of work on project.
- Other … please propose.

C. Procedures for Renewal of Authorization for Educational Technicians

- Educational technicians for RSU 16 will renew through this certification process.
    - Renewals run for a 5 year period starting on February 1st.
    - New educational technicians will have documentation of fingerprinting through the state and complete the state application form.
    - Candidates will pursue 45 hours of work in a five year period through conferences, workshops, in-services, classes, etc.
    - Document this on the authorization form developed by this committee and signed by a designee from each school unit. After the five year period they are responsible for sending in the renewal form with the appropriate fees to the state.
        - Be responsible for updating their certification files as needed.

Requirements:

- Show proof of 3 credits or equivalents or 45hours of professional development over the next 5 years.

    1.5 CEUs = 1 credit = 15 hours;
    3.0 CEUs = 2 credits = 30 hours;
    4.5 CEUs = 3 credits = 45 hours

- **The important thing is that the PD focus on new learning, or new practice.**
- **Everything must be documented:** contact hour certificates, rosters from team meetings, etc. with reflections of new learning included.
- All hours should be recorded on the Ed Tech Local Hours Recording Form (Appendix K) and turned in to your local representative for a signature.

Progress Reports

A. Progress Reports for Provisional Level Certification:

These reports will be given to the Steering Committee. They should reflect:

- the progress that the teacher is making towards completing the PCAP
- how the process is working with recommendations for change, reinforcement, modification, etc.
- anything else that would be helpful in improving the process or in assessing the teacher applicant

1st Year:

Report #1	Keep a narrative log: include thoughts, feelings, suggestions from mentor as well as mentee due November 1st for provisional levels (see Appendix B).
Report #2	PCAP created by Mentor and provisional teacher to include any thoughts and reactions – due January 1st for provisional levels (see Appendix C)
Report #3	Progress Report (see Appendix D): review and discuss Progress Report and PCAP by March 1th for provisional levels.
Report #4	Progress Report (see Appendix D); review and discuss Progress Report and PCAP by May1st for provisional levels.

2nd Year:

Report #5	Progress Report (see Appendix D); review and discuss Progress Report and PCAP by November 1 for provisional levels
Report #6	Final PCAP Report (see Appendix E) by April 1

Record Keeping/Confidential Files

Confidential files and records will be kept on file in a secured location. Records will only be kept for the provisional teachers. When teachers advance to professional certification their records will be returned to them. The certification records will be kept separate from the personnel files.

What is included in the files:

- Initial Professional Certification Action Plan
- Teacher Renewal Plans/Educational Specialist Renewal Plans
- Documentation of progress by mentors
- Certification documentation
- Portfolio contents you may want to include
- Formal letter of recommendation to the Commissioner
- Letter from the Commissioner on action taken
- Correspondence relative to certification
- NCLB paperwork
- Documents towards meeting the Maine Initial Teacher Certification Standards or National Board of Standards.

- Teacher applicants/educational technicians are responsible for maintaining/updating their professional development portfolio and keeping duplicate copies.
- These files will be kept confidential for each staff member, with the following exceptions:
    - Each teacher has access to his/her own file.
    - The PLCSS (as a working group).
    - The Teacher's Mentor.
    - The Superintendent.
    - The Commissioner of Education.

Other Options for Professional Certification Renewal Activities

Below is a list of activities which may be considered singularly or in combination for certification renewal. This list will remain incomplete. We welcome inquiries and suggestions which will expand the various options for professional development and certification. This renewal activity **must** further the applicant's professional development in the classroom. The committee will require **evidence** that the activity, or activities, is relevant to their professional development. **The committee will grant no more than 45 hours for the renewal, per activity.**

- Independent studies
- Workshops/training you have attended
- Workshops or classes you have taught or planned which have been designed to reach other professionals
- Participation and active involvement on study committees or task forces which implemented a program in your school (**signed off by each chairperson of the committee.**)
- Planned travel which is intended and designed to enhance your instructional role in the classroom
- Publication of articles, books and activities of an educational nature
- Other experiences outside the teaching role which provided growth for you professionally

Teachers/Ed Techs need to fill out a Local Hours Form after completion of the activity (see Appendix F or G).

PCAP Teacher Evidence

All teachers and educational specialists are encouraged to begin compiling evidence to have in place for the Final PCAP Report. All evidence should directly correlate to the PCAP goals and should provide evidence of the goals being met.

Steering Committee Recommendation for Certification

The Steering Committee shall make recommendations to the Commissioner of the Department of Education regarding the eligibility of the teacher for issuance of proper certification.

- **Recommend** the provisional, professional, educational technician, conditional, targeted need, and transitional have satisfied the requirements for professional certification, full endorsement or authorization.
- **Recommend** that the provisional, professional, educational technician, conditional, targeted need, or transitional be denied the professional certification, full endorsement or authorization along with the reasons for denial.
- **Recommend** that the provisional certificate be extended if PLCSS determines that the teacher needs additional time under the provisional certificate.

Appeals Process

The teacher shall be notified in writing by the Steering Committee as to the recommendation that is being forwarded to the Commissioner. If a recommendation for extension or denial is made, the reasons shall be stated. This may not be appealed.

The Department of Education and Cultural Services shall notify in writing any person whose extension or denial is tentatively denied by the Commissioner. Essentially the teacher must file an appeal with the Commissioner within 30 days of the notice from the department. The burden of proof is on the person filing the appeal. Specific procedures and requirements are stated in Chapter 119.

RSU 16
2 YEAR RENEWAL OF PROESSIONAL CERTIFICATE

(Teachers and Educational Specialists choosing to complete approved course work or other options)

Complete in the spring 2 years before you are due for renewal. This form is for your own personal recording and does not need to be turned in.

Name: _____School:_____Date:_____

Grade or subject taught:_____

Date of Expiration of Professional Certificate:_____

Endorsements on Professional Certificate: _____

A. Contact Hours Completed

Name of course/ In-service program/ workshop/conference, Locally Approved Credits*	Date of completion	Hours

*Please attach copies of transcript for college/university credits, certificates, and conferences/workshops. If you use the local recording form, reflections MUST be present. Remember all valid hours MUST represent NEW LEARNING and be signed by facilitor or administration.

B. Plan of Action for Completion of 90 Hours:

Please describe you plan of action:

<u>Application for Renewal of Professional Certificate</u>

A.   Other options that relate to your need description.

Description of activity (Get local approval form from Steering Committee)

Date of activity:_____   Hours of study to complete activity_____

RSU 16
Pre PCAP Observations
Due November 1st of the first year

Name: School: Date:

Grade/Subject: Mentor:

Number of Observations Completed:

Please provide a brief narrative of observations/conferences during this Pre-PCAP period.

RSU 16
Professional Certification Action Plan (PCAP)
Due January 1st of first year

(For Teachers Changing Level of Certification)
(Provisional to Professional, Professional to Master, Conditional to Professional)

Name:	Date:	Mentor:
School:	Grade Level:	Subject Taught:
Level Applying For:	PCAP Proposed Completion Date:	

Your Goals and Strategies should reflect achievement of Maine's Initial Ten Teacher Certification Standards. The following are key words to describe the standards. See your certification handbook for more information on the ten standards.

1. Knowledge of Content
2. Integration of Multiple Disciplines
3. Diverse Learners
4. Planning
5. Strategies of Teaching
6. Classroom Environment
7. Collaboration
8. Assessment
9. Legal & Ethical Responsibilities
10. Professional Involvement/Stewardship

Goals *(Aim for 3-5 goals)*	Connection to Maine's 10 Teaching Standards	Strategies *(How will you reach your goals?)*	Timeline
1.			
2.			
3.			
4.			
5.			

RSU 16
PCAP Progress Report

Due March 1st and May 1st for year one
Due November 1st for year two

Mentee: Mentor: Date:

Your Goals and Strategies should reflect achievement of Maine's Initial Ten Teacher Certification Standards. The following are key words to describe the standards. See your certification handbook for more information on the ten standards.

1. Knowledge of Content	2. Integration of Multiple Disciplines
3. Diverse Learners	4. Planning
5. Strategies of Teaching	6. Classroom Environment
7. Collaboration	8. Assessment
9. Legal & Ethical Responsibilities	10. Professional Involvement

Goal #1:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence of Progress:

Goal #2:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence of Progress:

Goal #3:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence of Progress:

Goal #4:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence of Progress:

Goal #5:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence of Progress:

RSU 16
FINAL PCAP Report
Due April 1st of 2nd year

Mentee: Mentor: Date:

Your Goals and Strategies should reflect achievement of Maine's Initial Ten Teacher Certification Standards. The following are key words to describe the standards. See your certification handbook for more information on the ten standards.

1. Knowledge of Content	2. Integration of Multiple Disciplines
3. Diverse Learners	4. Planning
5. Strategies of Teaching	6. Classroom Environment
7. Collaboration	8. Assessment
9. Legal & Ethical Responsibilities	10. Professional Involvement

Goal #1:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence:

☐   **Met**   ☐   **Needs more time**

Goal #2:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence:

☐   **Met**   ☐   **Needs more time**

Goal #3:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence:

☐ **Met** ☐ **Needs more time**

Goal #4:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence:

☐ **Met** ☐ **Needs more time**

Goal #5:

Connection to Maine's Initial Ten Teaching Certification Standards:

Evidence:

☐ **Met** ☐ **Needs more time**

Final Narrative Reflection:

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RSU 16
Teacher Local Hours Recording Form

Teachers should use this form to record local contact hours for which they do not receive a certificate.

Name: _____

Date(s)	Title of Inservice/ Workshop	Hours	Signature of Facilitator
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Total Hours:			

RSU 16
Ed Tech Local Hours Recording Form

Ed Tech's should use this form to record **ALL** contact hours, even if they have a certificate or transcript. These hours must demonstrate **NEW** Learning that pertains to their position and must be signed by their building certification representative. Incomplete records and records that do not demonstrate new learning will not be accepted for credit.

Name: _____

Date(s)	Title of Inservice/ Workshop	Hours	Signature of Facilitator
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Total hours on this side:			

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Date(s)	Title of Inservice/ Workshop	Hours	Signature of Facilitator
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Reflection on New Learning:			
Total hours on this side:			
TOTAL HOURS, verified by building rep:			

Authorized Signature of Certification Building Representative for Education Technicians:

_____   _____   _____
Printed Name   Signature   Date

RSU 16
Locally Approved Independent Professional Development

Independent professional development activities may be used for renewal of your certificate. The steering committee can award a maximum of 45 hours for locally approved independent hours. Approval should be sought **prior** to the PD being undertaken. Please follow the guidelines described below.

Guidelines:
1. Professional Development activities MUST be tied to your professional certification in order for you to receive contact hours.
2. You have to write an initial description of the professional development activities you are seeking credit for and then a narrative once completed, see below for details on what your narrative should include.

Initial Approval Description should include:

1. Your complete name

2. School/place of employment

3. Grade level/subject taught/specialty area

4. Proposed timeline, number of hours of credit requested

5. Narrative description on what you will do and how it will influence your professional growth.

Once Completed a Final Narrative should include:
a. Describe how or why you became involved in the activity or program

b. Write a full description of your involvement in the activity emphasizing what happened, method of learning (listening to lectures, etc.)

c. Describe how the activity influenced your professional and personal growth. (Identify the specific learnings from the activity)

d. Describe how you have used your new information to improve the learning in your classroom or school.

e. Describe how you have informed your administrators and/or co-workers about how you are using the results of your activity. (sharing)

f. Describe how your activity relates to the area for which you are certified and seeking renewal.

* Please keep duplicate copies for your own reference and turn copies in to your local certification representative. Remember local hours must be approved in advance.

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Terms for Certification Purposes

Educational specialist: athletic director, school counselor, library specialist, literacy. Specialist, school psychological provider, school nurse, special education consultant, speech and hearing clinician, or career and technical education evaluator.

1. Educator: teachers and educational specialists who hold certification in one or more areas (endorsements.).

2. Initial Professional Certification Action Plan: (PCAP): prepared by teacher with assistance from the mentor detailing professional activities.

3. Maine's Initial Teacher Certification Standards- Maine's 10 standards

4. Maine's mentor training: 3 day department of Education training for mentors

5. Mentor: experienced professional certified educator who has been formally trained in mentoring skills.

6. National Board for Professional Teaching Standards Certification: (NBPTS): advanced standards for professional teachers

7. Professional Learning Community Support System: (PLCSS): provides support for educational personnel seeking renewal and/ or higher level certification.

8. Recently Active Practitioner: educators who have worked in the PK-16 schools in an official capacity in recent years.

Maine's Initial Teacher Certification Standards

The following standards for professional growth leading to competency shall be the basis upon which a Professional Certification Action Plan is drafted, observations and needs assessments made, and recommendations adopted for purposes of professional level certification. The indicators accompanying each standard are meant to be used holistically to inform the assessment of the standard, each indicator need not be met:

5.2.1   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. Mastery of this standard can be demonstrated by the ability to:

    (a) Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
    (b) Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
    (c) Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
    (d) 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.
    (e) Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
    (f) Explain important principles and concepts delineated within their discipline and link them with professional, state and unit standards.

5.2.2   Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Mastery of this standard can be demonstrated by the ability to:

    (a) 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.
    (b) Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
    (c) Pursue and acquire material and human resources in various disciplines for classroom use.

5.2.3   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. Mastery of this standard can be demonstrated by the ability to:

    (a) Discern individual, student and group differences (e.g., intellectual, cultural, social).
    (b) Support individual student's physical, social, emotional, cognitive, and moral development.
    (c) Observe how students learn and thus ascertain different learning styles.
    (d) Identify when and how to access appropriate services or resources to meet learner's needs.
    (e) Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
    (f) Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.

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(g) Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.

(h) Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

5.2.4 Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Mastery of this standard can be demonstrated by the ability to:

(a) Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.

(b) 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.

(c) Demonstrate originality in lesson development within the parameters of the existing school curriculum.

(d) Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.

(e) Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

5.2.5 Understands and uses a variety of instructional strategies and appropriate technologies. Mastery of this standard can be demonstrated by the ability to:

(a) Choose effective teaching strategies and materials to meet different learning goals and student needs.

(b) Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.

(c) Monitor and adjust strategies in response to learner feedback.

(d) Vary her or his role in the instructional process depending on the content, purposes, and student needs.

(e) 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.

(f) Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.

(g) Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.

(h) Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, listservs).

5.2.6 Creates and maintains a classroom environment which supports and encourages learning. Mastery of this standard can be demonstrated by the ability to:

(a) Create a comfortable, well-organized physical environment.

(b) Establish a classroom climate of openness, mutual respect, support, and inquiry.

(c) Work with students to manage their own behaviors and assume responsibility for their own learning.

(d) Use principles of effective classroom organization.

(e) Use a variety of strategies to address individual learners' needs in order to increase student performance.   32

(f) Create an environment in which students work both cooperatively and independently.

5.2.7   Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community. Mastery of this standard can be demonstrated by the ability to:

(a) Advocate for students while respecting their privacy and right to confidentiality.
(b) Identify strategies to link school, home, and community to enhance student performance and well-being.
(c) Describe ways to develop partnerships with parents and guardians in support of students' learning and well being.
(d) 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.

5.2.8   Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Mastery of this standard can be demonstrated by the ability to:

(a) Describe the purposes of assessment.
(b) Use a variety of formal and informal strategies to assess student outcomes.
(c) Match assessment strategies and instruments to Maine's Learning Results and program objectives.
(d) Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
(e) Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
(f) Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
(g) Interpret, understand, and utilize education data.
(h) Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
(i) Involve learners in self-assessment and goal setting for learning.
(j) Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

5.2.9   Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Mastery of this standard can be demonstrated by the ability to:

(a) Treat others with respect, and honor the dignity of all people.
(b) Maintain confidentiality, as legally and ethically appropriate concerning all dealings with students, parents, teachers, and school personnel.
(c) Adhere to a code of ethics that demonstrates an understanding of students' rights and teacher rights and responsibilities.
(d) Demonstrate knowledge of legal responsibility.
(e) Comply with all school policies including health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
(f) 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,

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housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, sexual orientation, 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.

(g) 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 and cultural diversity into account when planning and implementing lessons and activities.

(h) 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.

(i) Document incidents which may have legal or ethical implications.

(j) Understand the processes to obtain and maintain professional certification/licensure.

(k) Recognize and demonstrate appropriate use of language in the classroom (i.e., avoid profanity, name-calling, racial slurs, etc).

5.2.10 Demonstrates a strong professional ethic and a desire to contribute to the education profession. Mastery of the standard can be demonstrated by the ability to:

(a) Be an active, contributing member of work teams and committees.

(b) 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.

(c) Utilize information gained from reading professional journals.

(d) Apply information gathered during attendance at professional conferences.

(e) Develop associations with organizations dedicated to learning.

(f) Reflect upon and strengthens his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.

(g) Stay abreast of and employ new teaching strategies and technologies.

(h) Develop and implement a personal development plan to enhance his/her professional growth.

(i) Maintain a professional demeanor and recognize the teacher's role as a model for students.

(j) Work with colleagues to achieve school and district goals and to address problems in the school.