

AVENUES TOWARD RECERTIFICATION

The professional development activity description for renewal of the teaching certificate may include a myriad of things that closely reflect professional growth. If you wish to use professional development activities involving independent study projects (activities other than university coursework, in-service courses, etc.) to renew your certificate, you must submit a PRP that includes a narrative.

Credits for Recertification

The Maine Department of Education (MDOE) requires six (6) credits (equal to 90 contact hours) of approved study every five (5) years for the purpose of recertification/renewal of a five-year professional certificate. Credits are in the following categories:

- **Semester Hours (not necessarily credit hours)** – hours of academic study received at an accredited institution of higher education or from an approved preparation program – the number of class hours required for one university or college credit vary depending on the institution. **The Department of Education considers one (1) semester hour to consist of 15 contact hours equal to one (1) credit.**
- **Continuing Education Units (CEUs)** – hours of study at an accredited institution of higher education or in an in-service training program approved by the Council on Continuing Education Unit. **The Department of Education considers one (1) CEU to consist of ten Contact hours. 1.5 CEUs are equal to one (1) credit.**
- **Contact hours** – hours of participation in an in-service training program or individual study program approved by the PLCSS that is designed to improve the performance of the teacher/educational specialist. **The Department of Education considers one (1) contact hour to consist of one (1) clock hour of participation. 15 contact hours are equal to one (1) credit.**

Professional Growth Activities

The PLCSS will consider the following points when discussing professional growth activities (both formal study/coursework and portfolio activities):

1. How does the activity relate to the individual's teaching certificate?
2. How does the activity connect to the ten Teacher Certification Standards?
3. How does the activity relate to the individual's PRP?
4. How does the activity extend the individual's professional knowledge?

Formal Study/Coursework

The MDOE defines a course as “an organized subject offering by an educational institution in which instruction is offered within a period of time and for which credit is usually granted toward graduation or license.” The PLCSS is not allowed to assign either semester hours or CEUs to activities. The PLCSS does accept activities that have had semester hours, CEUs or contact hours assigned by the sponsoring institution or preparation program.

Professional and teacher or educational specialists wishing to receive credit for study taken at an institution of higher learning or state approved credit awarding institution must complete a **PLCSS approval form prior** to taking the course or beginning the project and submit it to the PLCSS building representative. Attach a course description or outline if available. A copy of the official transcript is documentation of course completion.

Workshops/Conferences/Seminars/In-Service Programs

Conferences/workshops/seminars or any activity that provides more than 15 hours of professional growth will be discussed at PLCSS meetings. Submit a PRP for **prior approval** and attach a copy of the program/outline. Upon completion, provide verification of participation to include contact hours on a certificate or letterhead of the sponsoring organization. Additionally, highlight the sessions attended or provide description of sessions and detail how the knowledge you gained will be useful in the classroom. **There are no maximum contact hours in a five-year period.**

Independent Studies

These activities include professional reading, adult education courses, video courses, Internet course, and self-study. Please submit a description of the activity. For professional reading attach a bibliography while following the specific data set forth by the PLCSS team. Detail how the knowledge gained will be useful to you in the classroom. Provide an estimate of the contact hours.

Workshops or Courses Conducted by the Candidate for Other Professionals

Attach a 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.

RSU#11 Professional Development Days

May be used for recertification if applicable to the individual's PRP and with documentation provided by the Director of Curriculum and Staff Development. Please submit a description of the activity. Detail how the knowledge you gained will be useful to you in the classroom. **A maximum of 45 contact hours in a five-year period can be used.**

Participation/Active Involvement on Study Committees or Task Forces

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 PRP, teaching position, or extends your professional knowledge. The committee chairperson must document hours of participation. Recertification hours cannot be approved for work that the teacher or educational specialist receives compensation. **A maximum of 15 contact hours may be accumulated for all committee work in a five-Year period, with the exception of participation on an NEASC visitation committee. One NEASC visit can be used in a five-year period and can receive a maximum of 30 contact hours.**

Education Research Related to Classroom Practice

Provide a topic(s) outline, bibliography, and an explanation of how the information will be used in your classroom or curriculum. Estimate the clock hours spent in research. **A maximum of 20 contact hours in a five-year period can be used.**

Extended Mentoring of a Student Teacher/Intern Practicum Student

Provide documentation of clock hours of extended mentoring beyond the school day. **A maximum of 30 contact hours in a five-year period can be used.**

Travel Resulting in Projects and Activities Applied in the Classroom

Provide documentation of the knowledge gained and how the travel will be used in the classroom and documentation of clock hours. **A maximum of 45 contact hours in a five-year period can be used.**

Publication of Educational Articles or Books

Provide a copy of the published article/book, or draft submitted for publication, and an estimate of clock hours. **A maximum of 30 contact hours in a five-year period can be used.**

Innovative Programs, Projects, and Teaching Units Developed Independently or with Others Beyond the Regular Teaching Responsibilities

Provide a copy of the program, project, or teaching unit with an estimate of clock hours spent preparing it. Include goals, objectives, sample activities and evaluation strategies. **A maximum of 20 contact hours in a five-year period can be used.**

Professional Reading

Teachers may choose to earn recertification credits by reading professional books and using them to improve their teaching. These guidelines explain how you can earn up to 45 contact hours by participating in a study group or by reading independently.

The book you choose must be within your certified field and pertain to the subjects(s) you are teaching (**content**) **OR** may be about professional practices, which will improve your teaching (**process**).

Each individual seeking contact hours through professional reading must submit a PRP and have it pre-approved by the PLCSS prior to the start of the reading.

A maximum of 45 contact hours may be awarded during any five-year cycle for professional reading meeting the following requirements.

30 Hours/Group

1. Read a professional book and meet with others to discuss each chapter/section.
2. Monthly hour-long meetings must be held. If a group is meeting virtually, the expectation for online discussions should reflect the same amount of rigor as a monthly meeting. A schedule outlining the readings and responses should contain the same criteria for group meetings.
3. Develop and implement **four lesson plans** based on your readings. Depending on the book chosen, the focus of the lessons may be either **content** or **process** (see above).
4. Documentation to the Certification Committee (PLCSS) will be:
 - a. Cover letter listing the book's title, author, publisher, and copyright date
 - b. Paper work from your group meetings:
 - i. Agenda for each meeting
 - ii. Attendance
 - iii. Minutes that show evidence of exploring ideas from your reading and developing those ideas into classroom lessons. For virtual groups, this would include copies of online posts to the discussion
 - c. Four lesson plans
 - d. A few paragraphs reflecting on how the four lessons worked

30 Hours/Independent

1. Read a professional book.
2. Keep a journal and make a journal entry after each chapter or section.
3. Develop and implement **four lesson plans** based on your readings. Depending on the book chosen, the focus of the lessons may be either **content** or **process**.
4. Documentation to the Certification Committee (PLCSS) will be:
 - a. Cover letter listing the book's title author, publisher, and copyright date
 - b. Your journal entries
 - c. Four lesson plans
 - d. A few paragraphs reflecting on how the four lessons worked.

45 Hours/Group Is set this up the same way as for 30 hours except for #3

1. Read a professional book and meet with others to discuss each chapter/section.
2. Monthly hour-long meetings must be held. If a group is meeting virtually, the expectation for online discussions should reflect the same amount of rigor as a monthly meeting. A schedule outlining the readings and responses should contain the same criteria for group meetings.
3. Develop and implement **an instructional unit** based on your readings using the district unit template, or another similar template. Depending on the book chosen, the focus of the unit may be either **content** or **process** (see above).
4. Documentation to the Certification Committee (PLCSS) will be:
 - a. Cover letter listing the book's title, author, publisher, and copyright date.
 - b. Paper work from your group meetings:
 - i. Agenda for each meeting
 - ii. Attendance
 - iii. Minutes that show evidence of exploring ideas from your reading and developing those ideas into classroom lessons. For virtual groups, this would include copies of online posts to the discussion
 - c. An instructional unit
 - d. A few paragraphs reflecting on how the unit worked

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1. Read a professional book.
2. Keep a journal and make a journal entry after each chapter or section.
3. Develop and implement **an instructional unit** based on your readings using the district unit template, or another similar template. Depending on the book chosen, the focus of the lessons may be either **content** or **process**.
4. Documentation to the Certification Committee (PLCSS) will be:
 - a. Cover letter listing the book's title, author, publisher, and copyright date
 - b. Your journal entries
 - c. An instructional unit
 - d. A few paragraphs reflecting on how the unit worked

Forms can be found on-line at <http://www.msad11.org/certification>