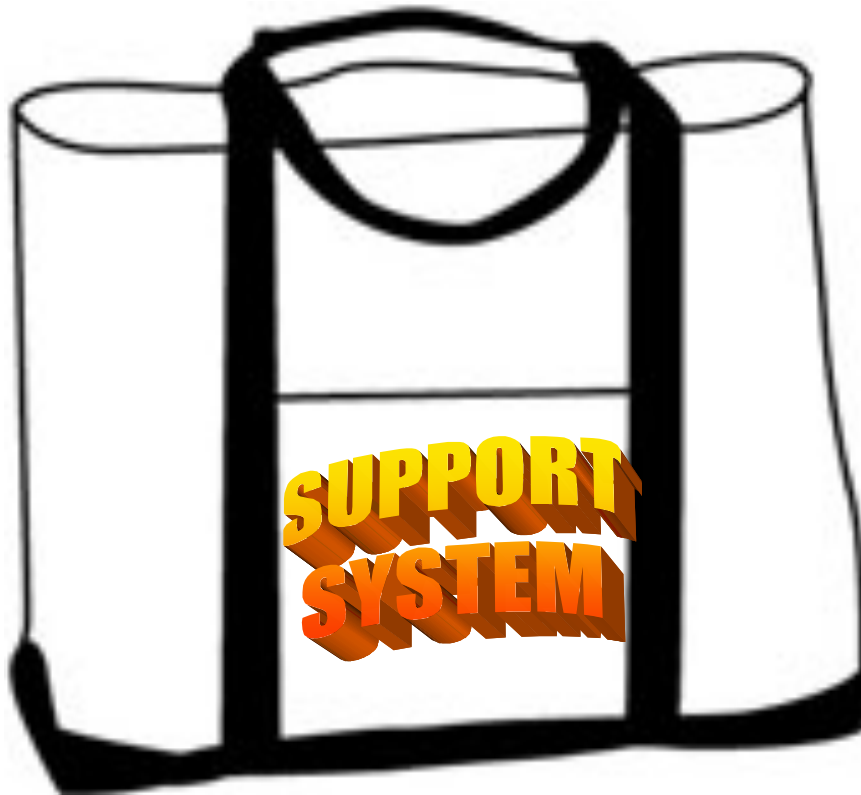


RSU # 11



Certification Handbook

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All forms can be found both on-line at <http://www.msad11.org/node/701>

Type the word certification in the search box.

You can also find all forms in the Appendix of this manual.

PURPOSE

This handbook explains the function of the Professional Learning Community Support System (PLCSS), as well as the process by which each of the levels of certification is granted. Based on state law, the PLCSS has developed procedures and guidelines that teachers and education specialists employed in RSU#11 schools work to obtain and retain their professional teacher certification. A process is also included for which educational technicians employed in RSU #11 schools work to obtain or renew their certification.

Due to changes in federal and state teacher certification requirements and revisions to RSU#11 Teacher Supervision & Evaluation process, the PLCSS committee has revised the previous certification handbook and clarified the procedures necessary for maintaining certification. The PLCSS team is hopeful this model for professional development and certification will be used as an exemplar for other school districts in Maine.

RULES GOVERNING HANDBOOK GUIDELINES

RSU #11 has in place a procedure that complies with Chapter 118 of the Maine State Law. Any deviation from the state approved plan (Chapter 118) is in violation of state certification laws. Chapter 118 was passed in 2007 and must be fully implemented by August 1, 2010.

Evaluation of these guidelines will be an ongoing process. Please forward suggestions for changes/revisions to the PLCSS and these suggestions will be considered during regular PLCSS meetings.



TEACHER CERTIFICATION STANDARDS

STANDARD 1: Knowledge of Content/Subject Area

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. Candidate performance demonstrating the following capabilities informs this standard. 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 their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- d. Models the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.
- e. Incorporates 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.

STANDARD 2: Integration of Disciplines

Demonstrate the ability to integrate the concepts, tools of inquiry and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard. 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.

STANDARD 3: Differentiating for the Learner

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. Candidate performance demonstrating the following capabilities informs this standard. 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 learners' 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.
- 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.

STANDARD 4: Planning of Instruction

Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard. 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 and capitalize on student progress and motivation.
- c. Demonstrate originality in lesson development within the parameter of the existing school curriculum.
- d. Articulate lesson goals and provides 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.

STANDARD 5: Instructional Strategies/Technologies

Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.

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. Use educational technology to broaden student knowledge about technology as well as deliver instruction.
- h. Encourage all students to use technology and help them to access that technology.
- i. Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, list-serves).

STANDARD 6: Positive Classroom Environment

Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard. 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 increase students' desire and opportunity to learn.
- f. Create an environment in which students work both cooperatively and independently.

STANDARD 7: Communication/Engagement

Demonstrate the ability to support students' learning and well being by engaging students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard the ability to:

- a. Advocate for students while respecting their privacy and rights to confidentiality.
- b. Identify strategies to link school, home, and community to enhance student performance and well-being.
- c. Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well-being.
- d. Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health.
- e. Describe ways to work with community agencies to foster student growth.
- f. 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 8: Assessment/Evaluation

Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard. 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 Learning Results and program objectives.

- d. Use concepts of reliability, validity, and generalize to design while improving 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. Communicate responsibly and knowledgeably to students, parents, communities and agencies about student achievement and program outcomes.
- h. Involve learners in self-assessment and goal setting for learning.
- i. Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

STANDARD 9: Legal/Ethical Responsibilities

Demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard. The ability to:

- a. Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- c. Demonstrate knowledge of situations, which make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance, and follows appropriate school and district procedures to avoid liability.
- d. Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- e. 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.
- f. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance 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.
- g. 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.
- h. Treat others with respect and honor the dignity of all people.
- i. Document incidents, which may have legal or ethical implications.
- j. Take appropriate steps to obtain and maintain professional certification/licensure.
- k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.)

STANDARD 10: Professional Contribution/Involvement

Demonstrate a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard. The ability to:

- a. Be an active, contributing member of RSU#11 work teams and committees.
- b. Participate in RSU#11 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 and share 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 strengthen 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 RSU#11 goals and to address problems in the school.

A quick reference sheet for the standards is available with the RSU #11 certification materials at <http://www.msad11.org/node/701>.



TYPES OF CERTIFICATION

Master Teacher Certificate

Teachers seeking the Master Teacher Certificate, or its renewal, will work closely with a mentor and in consultation with the building PLCSS member, to develop a Professional Certification Action Plan (PCAP) that supports the applicant in meeting the requirements established in Chapter 118, Section 7.1. This includes meeting the National Board of Professional Teaching Standards (NBPTS). Information about this process and the NBPTS standards can be found at <http://www.nbpts.org/>. The Master Teacher is a 5-year certificate, however the applicant must keep their regularly scheduled Maine State Certification every 5 years. You **MUST** submit a Professional Certification Action Plan (see PCAP form) upon receipt of current certificate to the PLCSS at least two years prior to the expiration date of current Maine certificate. To renew the National Board Master Teacher certificate, the mentoring process will occur and a new PCAP will be submitted to the PLCSS. All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

Professional Certificate

The professional certificate is the standard 5-year certificate issued to teachers and educational specialists. You **MUST** submit a Professional Renewal Plan (see PRP form) upon receipt of current certificate to the PLCSS at least two years prior to the expiration date of current Maine certificate. The criteria for obtaining and maintaining a professional certificate are the ten Teacher Certification Standards developed by Maine's Department of Education (MDOE). 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 90 contact hours/CEUs, which are relevant to the applicant's area of certification as previously approved by PLCSS. All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

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.

A mentor will be selected prior to the new teacher orientation day held before the school year starts by the PLCSS chair and the building representative in the provisional teacher/educational specialist's school. This mentor is presented to the PLCSS for final approval at the September meeting.

The approved mentor will meet with the provisional teacher/educational specialist to address the items on the Orientation Checklist and develop a Professional Certification Action Plan (PCAP) for November through May. All PCAPs must be based on the ten Teacher Certification Standards. For year two, the PCAP can be continued or revised and must include any remaining standards. By the end of year two, all ten Teacher Certification Standards must be addressed. The PCAP is due by November 1st of each year.

The applicant must:

- Obtain approval of PCAP by the PLCSS.
- Demonstrate to the PLCSS annual completion the PCAP.
- Be observed at least three times per year by mentor.
- Obtain a recommendation of the PLCSS to continue the mentor support process for year two.
- At the end of year two, obtain a recommendation of the PLCSS to apply for a professional certificate.
- All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

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 minimum of six (6) semester hours must be completed annually. 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 the six (6) semester hours of coursework required by the MDOE. Documentation of completion of the six (6) semester hours must be presented to the PLCSS. Upon completion of all requirements for the conditional certificate, the candidate will receive either a provisional or a professional certificate.

The teacher with a conditional certificate would follow the same process as the new candidate for the initial two years. A mentor will be selected prior to the new teacher orientation day held before the school year starts by the PLCSS chair and the building representative in the conditional teacher/educational specialist's school. This mentor is presented to the PLCSS for final approval at the September meeting.

The approved mentor will meet with the conditional teacher or educational specialist to address the items on the Orientation Checklist and develop a PCAP for November to May. **All PCAPs shall** be based on the ten Teacher Certification Standards. **All PCAPs must focus** on completing the requirements as set by the MDOE. For each year with a conditional certificate, support will be provided in accordance with state law. The candidate will develop

a PCAP with the mentor and submit a status report in May. After the initial two years, the mentor will complete one observation.

Conditional certificates will only be issued to those working under the following circumstances:

- No Praxis scores
- Lapsed certificates
- Current coursework does not meet MDOE certificate requirements

The applicant must:

- Obtain approval of PCAP by the PLCSS.
- Demonstrate to the PLCSS annual completion of the required amount of approved study as indicated by the MDOE.
- Be observed at least three times each year by mentor during the first two years and one observation during the third year.
- Obtain a recommendation of the PLCSS for the conditional certificate to be renewed (may be renewed twice).
- All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

Transitional Endorsement

A transitional endorsement is issued to a certified teacher who does not meet all of the certification requirements for a teaching assignment. The MDOE will notify the candidate by letter of the coursework and/or professional requirements for professional certification. The candidate must receive prior approval from the MDOE for all coursework. The transitional endorsement is issued one year at a time and cannot be issued for more than three years. A minimum of six (6) semester hours must be completed annually. A PCAP or revised PCAP must be developed each year of the transitional endorsement and presented to the PLCSS by the November meeting. The PCAP must reflect the six (6) semester hours required by the MDOE. Documentation of completion of the six (6) semester hours must be presented. Upon completion of all requirements of the transitional endorsement, the candidate will receive a full endorsement.

The transitional candidate may elect to have a mentor. If so, a mentor will be selected prior to the new teacher orientation day held before the school year starts by the PLCSS chair and the building representative in the transitional teacher/educational specialist's school. This mentor is presented to the PLCSS for final approval at the September meeting.

The approved mentor will meet with the teacher holding a transitional endorsement to develop a PCAP for November to May. All PCAPs must focus on completing the requirements as set by the MDOE.

The applicant must:

- Obtain approval of PCAP by the PLCSS.
- Demonstrate to the PLCSS annual completion of the required amount of approved study as indicated by the MDOE.
- Obtain a recommendation of the PLCSS for the transitional endorsement to be renewed (may be renewed twice).
- All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

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 minimum of six (6) semester hours must be completed annually. A PCAP or revised PCAP must be developed each year of the targeted need certificate and presented to the PLCSS by the November meeting. The PCAP must reflect the six (6) semester hours of coursework required by the MDOE. Documentation of completion of the six (6) semester hours must be presented to the PLCSS.

A mentor will be selected prior to the new teacher orientation day held before the school year starts by the PLCSS chair and the building representative in the transitional teacher/educational specialist's school. This mentor is presented to the PLCSS for final approval at the September meeting.

The approved mentor will confer with the targeted need teacher/educational specialist to address the items on the Orientation Checklist and develop a PCAP for November to May. All PCAPs shall be based on the ten Teacher Certification Standards and must focus on the requirements as set by the MDOE and are due by November 1st each year.

The applicant must:

- Obtain approval of PCAP by the PLCSS.
- Meet qualifying scores for reading, writing and math on the Pre-Professional Skills Test (PPST) or the Computer-Based Exam prior to issuing a second certificate.
- Demonstrate to the PLCSS annual completion of the required amount of approved study as indicated by the MDOE.
- Be observed at least three times each year by mentor.
- Obtain a recommendation of the PLCSS for the targeted need certificate to be renewed. It may be renewed twice.
- All renewal materials are due to the PLCSS no later than **May 1st** of the renewal year.

Educational Specialist

The Educational Specialist as defined by Chapter 118, 1.3c include personnel such as Library Media, Speech and Language, Nurses, English as a Second Language, Guidance Counselors, etc. Each of these professionals shall go through the same process for certification as a teacher for the purpose of this plan. The timelines, procedures, etc., shall apply. The RSU #11 support system shall serve Educationist Specialists employed in the district.

Educational Technician

For the first time, Educational Technician's re-certification will come under the umbrella of the PLCSS. During the five-year certification cycle, all Educational Technicians will forward certificates of completion from classes or workshops to the PLCSS secretary. Each Educational Technician must document a minimum of 45 contact hours, the equivalent of 3 college credits. At the end of the cycle, the PLCSS will confirm each Educational Technicians successful completion of the required hours for re-certification. The brown renewal application and fee is submitted to the PLCSS by the individual will be signed by the PLCSS chairperson and forwarded to the State. All required materials are due to the PLCSS no later than **January 1st** of the renewal year.

Fast Track

Fast track refers to a certification process for candidates who are certified and have taught for at least two years outside the State of Maine, or who hold a provisional, conditional, or targeted needs certificate to fulfill State requirements. This recommendation may be made at the end of year 1 only after serious consideration is given to the impact of discontinuing the mentor process for the teacher.

The mentor must submit a letter of recommendation for fast tracking to the PLCSS. Documentation of classroom observations, completed forms addressing the teaching competencies, and minutes of support team/mentor meetings must be attached to the letter.



CERTIFICATION PLANS

Professional Certification Action Plan (PCAP)

The PCAP maps out the professional growth necessary to achieve the next level of certification. It is developed and agreed to by both the candidate and the assigned mentor. In the unlikely event that a plan cannot be developed the PLCSS Chairperson will be notified. This plan shall describe any general or specific requirements for professional growth required by the staff for certification and may specify professional study or other activity needed for a positive recommendation. Observation is a critical component of the process for assessment and measurement of goals. All observations are scripted. The candidate teacher and the mentor will retain scripts. The teacher and the mentor reflect on the current skills of the candidate using the Ten Standards for Maine Certification to develop the PCAP. The PCAP must be submitted to the PLCSS by the second week in November of each year.

For **provisional certificate holders**, the PCAP will be based upon targeted skills identified through the district's supervision and evaluation process. It must be based on the ten Maine Teacher Certification Standards and initial assessment of the teacher or educational specialist.

Conditional, Transitional, and Targeted Needs certificate holders MUST focus on the recommendations articulated in the Transcript Analysis Report from the MDOE. For those working toward a **Master Teacher Certificate**, the PCAP will focus on the necessary requirements for meets the standard of the National Board of Professional Teaching Standards (NBPTS).

A BLANK PCAP and a model can be found in the appendix. The PCAP states the current goals of the applicant teacher, strategies for meeting these goals and a means of measurement.

Professional Recertification Plan (PRP)

The purpose of the PRP is to reflect the teacher or educational specialist's projected professional goals for the next five (5) years. This plan must be based on the ten Maine Teacher Certification Standards and submitted on PLCSS forms. The PRP must have **prior approval** before starting coursework or educational activities. **If prior approval is not obtained, work may not be accepted.** This plan can be submitted for approval at any time after July 1st of the new certificate cycle but **must** be submitted no later than two years prior to the expiration date of current Maine Certificate. The teacher or educational specialist should be as specific as possible in projecting goals and methods for implementation leading to professional growth.

Approved study will be defined as course work in the area that the teacher is certified or a directly related area at an accredited institution of higher learning. Course work offered by RSU #11 will also be accepted. In addition to course work, attendance at workshops, independent study, professional reading, and participation in some committee work, dependent on pre-approval of the PLCSS committee work that leads directly to

implementation of a curriculum or development of a product will be accepted. Travel may be accepted if it will have direct bearing on the nature and type of instruction provided by the teacher. Developing and presenting in-service workshops in the teacher's area of expertise or directly related areas may be accepted. Recertification hours cannot be approved for work that the teacher or educational specialist receives compensation.

The PRP shall reflect credits, CEUs, or contact hours that satisfy the full requirement of renewal. One university course generally equals forty-five hours of class instruction in a course. As a general rule 45 hours of work plus preparation is considered the equivalent of 4.5 CEUs. **A maximum of 45 contact hours may be awarded per each individual goal statement. A minimum of two (2) goals is required during each five-year recertification cycle.** When the plan has been completed the teacher/candidate should submit grade reports or other documentation as noted on his/her PRP plan to demonstrate that the work has been successfully completed.

A BLANK professional renewal plan form (PRP) and a model can be found in the appendix. The PRP states the current goals of the applicant teacher, strategies for meeting these goals and a means of measurement. This form must have for prior approval.

School Nurses in non-instructional positions holding professional educational specialist certificates must maintain valid Maine Licenses as an RN and follow the same renewal criteria as all holders of professional certificates.

For the professional teacher or educational specialist new to RSU#11, a system of support will be established within the local school. The teacher/educational specialist will be provided with guidance in the writing of a PRP on RSU#11 forms. A PRP must be submitted for approval at least two years prior to the expiration date of current Maine Certificate. Professional goals accepted by other school districts may need to be revised to reflect employment/position in RSU#11. It is the responsibility of the PLCSS Chair with the support of the PLSCC building representative to ensure that is accomplished

Guidelines for Submitting a Professional Recertification Plan

1. Recertification packets must be submitted on established PLCSS forms available on-line at <http://www.msad11.org/node/701>. Required documents include:
 - Professional Recertification Plan (PRP) indicating the specific number of hours and the classroom evidence that will be collected
 - Documented proof of completion for activities
2. Your written plan must include general areas of study from the ten Certification Standards that you wish to pursue for your new certification. You must list specific courses you plan to take and the standard. These should total up to six (6) credits, or its equivalent – nine (9) CEUs or 90 contact hours. **All PRPs must have prior approval and endorsement of the PLCSS.** All recertification packets shall be considered on their own merits, their suitability to the individual's certificate, and the individual's previously approved PRP.

3. As course work is completed, send copies of documentation including an activity developed for the classroom to the PLCSS Secretary. A certificate for conferences or workshops is to be signed by the instructor or his/her designee. **REMEMBER:** Never send originals; only send photocopies of all materials for your file to the secretary.
4. Candidates for recertification must demonstrate to the PLCSS that they have successfully completed their PRP. If a change is necessary, an **ADDENDUM** to a previously approved PRP must be submitted to the PLCSS. **Do not simply assume approval of changes in plans.**
5. If you have taken any courses and simply wish to have them placed in your file as part of your professional portfolio, you may send the documentation to the PLCSS. No action will be taken; your documentation will simply be placed in your file.
6. Completed certification materials must be submitted to the PLCSS no later than **May 1st** of the renewal year for teachers/educational specialists.
7. By spring of the year your certificate expires, you will receive a blue and white “Application for Certification Renewal” **from the Maine Department of Education.** You should **check all information for accuracy, sign the form if you approve, and forward it along with the required fee to the PLCSS Secretary no later than May 1st.** After checking your file, the PLCSS Chairperson will sign and mail it to the Department of Education. Upon receipt of your new certificate, make a photocopy of your new certificate and send it to the PLCSS secretary. As of July 1st of the first year of your new certificate, you may start the recertification process.
8. If you have additional certificates/endorsements, you must pay the required additional fees to have the certificates/endorsements remain active.



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.
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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

Appeal Process for Certification Issues

1. The PLCSS will give written approval or disapproval of a proposal. Should a proposal not be approved, the PLCSS will state the reasons for disapproval and offer suggestions to improve the proposal for re-submission.
2. Should a proposal not be approved by the PLCSS, the teacher or educational specialist shall have the right to submit and defend an amended proposal at the next regular meeting of the PLCSS.
3. The amended proposal will be acted upon by the PLCSS within ten (10) school days of that meeting.
4. If an agreement cannot be reached, an appeals board will be established to settle the matter. The appeals board will consist of three (3) persons: a person selected by the presenter, a person selected by the PLCSS, and a mutually agreed upon third person.

*All forms can be found both on-line at
<http://www.msad11.org/node/701>
Type the word certification in the search box.
You can also find all forms in the appendix of this manual.*



RSU # 11



Certification Handbook

TEACHER INDUCTION PROGRAM

Rationale and Overview

Each year RSU #11 welcomes new teachers into the teaching profession in this district's schools. Teachers come with many talents, skills and dreams of positively impacting the lives of students. Providing all teachers with the support needed to assure all children a high quality education is critical. In order to support our new teachers and contribute to the enhancement of our students' learning the PLCSS has developed this comprehensive induction program that engages new and veteran teachers in collegial, professional growth around mentoring and Maine's Initial Teacher Certification Standards.

The PLCSS mentor program is designed to help acclimate a new teacher to the district, to provide mentoring for the teacher, and to assist the teacher in the development of a Professional Certification Action Plan (PCAP). The mentor is responsible for reviewing the ten Standards of Maine Certification with the candidate at the beginning of each school year. After review of the ten Standards of Maine Certification, the candidate must propose a PCAP-I. The mentor must make certain that the goals, established in the PCAP-I, are reasonable and realistic for the candidate. The PLCSS committee has the responsibility to determine whether the goals established in the PCAP have been met. **The PCAP-I is due by the second week in November.**

The mentor will observe the candidate no less than three times during the school year each year of the process. Each observation will be scripted using the techniques included in the mentors training offered by the district. Arrangements may be made by the mentor for the candidate to visit experienced teachers within and outside the district as necessary and will arrange special experiences if these are appropriate to the goals established in the PCAP.

It is the responsibility of the mentors to confide in the PLCSS chairperson if there is a situation that might pose danger to students or the school. The PLCSS chairperson will then inform the administrator. Mentors should encourage the candidate to share administrative observations and evaluations with the team so that any perceived weaknesses may be addressed with appropriate support.

Goals of the Teacher Induction Program

- To integrate new teachers into the culture and climate of our schools and school system
- To assist beginning teachers as they manage the challenges of starting out in this profession, such as making a positive impact on students while recognizing the professional responsibilities of working in a school with colleagues
- To improve teaching performance and student achievement
- To guide the professional development of beginning teachers through reflection on their practices and on student learning, help them find and refine teaching styles
- To increase and improve recruitment, retention, and success of beginning teachers
- To encourage teacher leadership

Mission Statement

The purpose of the RSU #11 Teacher Induction Program is to provide support for teachers who do not possess Maine Professional Certification as they transition into the profession. As a result of this program, RSU #11 will enhance the collegial environment in our schools and facilitate on-going professional growth for new and veteran teachers in order to facilitate enhanced student learning through more effective teaching.

The RSU #11 Teacher Induction Program requires structured and regular support for beginning teachers in the areas of content knowledge and classroom effectiveness, integration of disciplines, differentiating for the learner, instructional planning, positive classroom environment, professional communication and engagement, assessment and evaluation, legal and ethical responsibilities, and professional contribution and involvement.

Trained RSU #11 mentors are at the heart of the program. All mentors have been trained in district or by Maine Department of Education certified trainers and are well versed in the needs of:

- Beginning teachers
- Maine's Initial Teacher Certification Standards
- Active listening and questioning skills
- Cognitive coaching
- Techniques for collecting data in the classroom
- Teachers' developmental stages and
- The nature of the mentoring relationship

MENTOR and MENTEES

Mentor Mentee Assignments

Who DOES NOT Receive a Mentor?

Teachers who hold Maine Professional Certification at the time of hire will not receive a mentor, but may opt to receive support from the RSU #11 administrators. Professionally certified teachers new to RSU #11 schools will be guided through the recertification process by their PLCSS building representative.

Who DOES Receive a Mentor?

Teachers pursuing a higher level of certification are required by state law to have a mentor and work with the Teacher Induction Program. This would include teachers with a Provisional, Targeted Needs, Conditional or Transitional certificates and teachers working toward or renewing a Master Teacher Certificate. District mentors will be provided for those working toward professional certification. The trained mentor will complete at least three classroom observations annually.

A teacher seeking Master Teacher Certification or a renewal of that certificate can acquire a mentor outside of the school district with approval of the PLCSS. The PLCSS can assist

with finding a mentor if necessary. The mentor chosen will need to complete at least six classroom observations.

Matching Mentors with Beginning Teachers

Mentors and beginning teachers will be matched thoughtfully to take into account subject area, grade level, building, and philosophy as much as possible.

Role of the PLCSS Chairperson

- Select a mentor in consultation with PLCSS building representative
- Notify mentor and beginning teacher of orientation meetings/training sessions
- Schedule a meeting with the beginning teacher, mentor and PLCSS building representative to determine certificate needs and level of mentor support
- Promote training for new mentors

The Mentee

Guide to a Career in Teaching in School RSU #11

Welcome to RSU #11 and to a new position as one of our highly valued professional educators. The teaching profession can be both challenging and rewarding. The PLCSS support team wish you all the best as you begin your journey in this school system.

The teacher induction program is designed to support new teachers during their first and second years in the profession. This handbook provides an overview of the induction program process and provides a framework for the mentoring requirements. Please read it carefully to assure that the mentor and the mentee understand the contents.

Shortly after being hired new teachers will be assigned a mentor. The mentor will provide support and guidance through weekly meetings as the new teacher is introduced to school and all its nuances: the people, the students, as well as RSU#11 goals and mission. Think of this as a teaching/learning team, one that will share challenges and successes throughout the year. Most mentoring teams find that the year working together is a mutually powerful experience leading to professional learning and an improvement in teaching practice.

Take special care to plan the first few days and weeks in the classroom. Research tells us the first days of school are crucial to a successful school year. The planning can be an exciting opportunity to get to know colleagues and the school in general. Reach out to others in school for guidance during this important period. The goal of wanting all beginning teachers to be high quality requires that mentors observe and provide the teacher with feedback that will help improve performance. Observations are designed to support the teacher in becoming a highly qualified professional.

Role of Beginning Teacher

Communication

- Express needs to mentor.
- Meet weekly with mentor with a predetermined agenda.

- Read e-mail daily.

Documentation

- Begin to compile evidence of Maine’s Initial Teacher Certification Standards in a professional portfolio.
- With assistance from mentor, write a Professional Certification Action Plan (PCAP) based on Maine’s Initial Teacher Certification Standards.
- Assist mentor in completing documentation of weekly meetings (ex. Sign as reasonable and accurate summary and/or comments).

Professional Development

- Develop knowledge and familiarity with Maine’s Initial Teacher Certification Standards.
- Participate in three (3) formal observations by the mentor (including pre and post conferences).

State Expectations

A common issue is the omission of the Exceptionality requirement for a Professional Certification Action Plan. **It is solely the individual’s responsibility to see that this State mandate is fulfilled.** This course must be taken prior to the second professional recertification. Most new teachers have fulfilled this requirement while in college. (See the list of accepted courses) If you are not certain of your status in regards to Exceptionality course contact a PLCSS representative as soon as possible.

Fingerprinting is required for all new staff. It is the teacher’s responsibility to set up an appointment to be fingerprinted. Visit www.informe.org/cgi-bin/doe/fingerprint.pl to register and find out more details about fingerprinting.

Professional Support

Principal’s Role as Evaluator

The first two years as a teacher in one of RSU #11’s schools are the probationary period. During this time the new teacher must demonstrate that he/she can be part of a teaching team. The new teacher must demonstrate the ability to engage and inspire students to learn and grow. In addition, each teacher must show that he/she is a valuable member of the school team/community. The principal is required to use the Supervision and Evaluation process to make several observations in the classroom during the first two years. For the most part, it is these observations, the evaluative feedback, and your resulting response that will give the principal evidence needed in order to recommend said teacher for a continuing contract after the probationary period.

Mentor’s Role (for New Teachers in District RSU #11)

In response to Maine’s Teacher Certification laws, the PLCSS assigns mentors to all new teachers who do not hold a professional certificate. During that time, a mentor is required to meet with the new teacher each week to assist the teacher in getting acclimated with school

and assist the teacher in getting grounded in the work of the profession which is articulated in Maine’s Ten Teaching Standards. The mentor is also required to make 3 yearly formal observations of the instructional performance and give objective feedback that will help the teacher to improve and grow professionally. As part of the process, the mentor is responsible for presenting strengths and weaknesses to RSU #11 PLCSS Teacher Certification Committee for a Maine Professional Teaching Certificate.

Support Person	Principal	Mentor
Formally Observes?	Yes	Yes
Outcome?	Continuing Contract	Summary of Professional Strengths for Professional Certificate
Provides Instructional Feedback and support?	Yes Required	Yes Required
Framework for Feedback and Support?	Maine’s Initial Teacher Standards	Maine’s Initial Teaching Standards
Reports To?	Superintendent	Certification Committee

The Mentor

The role of the mentor is a very important role in supporting new teachers to the profession. Research says that without a good support system, many teachers leave the profession within the first five years. The New Teacher Induction program is designed to provide this support through the assignment of a practicing teacher as a Mentor.

Role of Mentor

Communication

- Meet weekly with a predetermined agenda.
- Familiarize beginning teacher with both the school and RSU #11 cultures and goals.
- Familiarize yourself and your beginning teacher with this Certification Handbook.
- Provide emotional support.
- Problem solve with beginning teacher.
- Read e-mail daily.

Documentation

- Use Weekly Contact Log to complete documentation of meeting agenda and activities.
- Perform at least (3) formal observations offering written data as feedback.
- Write and share 1st year progress sheets with year-end recommendation report.
- Guide beginning teacher through PCAP (Professional Certification Action Plan) and certification process.
- Submit requested documentation to PLCSS secretary.

Professional Development

- Attend mentor refresher training and district new teacher orientation.
- Coordinate network of support and resources for beginning teacher.
- Meet with Mentor Support Group as necessary.

Confidentiality Between Mentor and Candidate

The relationship between the candidate and the mentor is characterized by support and trust. Evaluation is formative in nature. The mentor should remember that the role does not involve evaluation for the purpose of retaining the candidate in RSU #11 but is an attempt to move the candidate teacher toward successful completion of requirements for professional certification. Consequently, information shared in the mentoring relationship is not to be shared with anyone without the explicit knowledge and consent of the candidate.

A mentor may believe that an administrator should know about certain challenges that the candidate is facing, and may believe that the candidate would benefit from certain resources, or even increased support from an administrator. The candidate may actually be better served when the three discuss issues related to instructional practice. The candidate must give consent for this kind of request to be made. The only exception to the confidentiality agreement is when the mentor is given information that violates Maine law that they are legally obligated to report to their supervisor.

Mentor Pay

During the month of May you will be sent a form summarizing your hours. This form is to be signed by you, the mentor, and the PLCSS Chair. It should be returned to the PLCSS Secretary to submit to Central Office. Your pay will be included in your last paycheck before summer vacation.

THE MENTORING PROCESS

Important Topics to Discuss

- Curriculum
- Power-school
- RSU #11 Assessments (schedule, analysis)
- Classroom management/climate and related resources
- School Discipline Code
- Student and Faculty Dress Code
- Faculty Absence (sick and personal leave forms), Preparation for subs
- Faculty duties
- Homework policies/procedures/expectations
- Non-instructional time supervision: hallway, bathroom, outside, busses, etc.
- Early release/late arrival, and full day workshops
- Use of copy machines/laminator/phones, etc.
- Dates, timelines, deadlines, certification, course approval/payment
- Teacher's contract
- Stress
- Meals-students and faculty
- Recess/Study Hall/Advisory Time

- Student Attendance
- Assemblies
- Special Services
- Field Trips
- Encourage conversations/communication between new teacher and administration

Weekly Mentoring Meeting Tips

Recommended Materials:

- Maine’s Initial Teacher Certification Standards
- RSU #11 Teacher Certification Handbook
- Teacher Induction Program Handbook
- Maine’s Learning Results
- Weekly Meeting Log
- Curriculum resources
- School Handbook
- Calendars and planners
- Current team/department/content work

Important Reminders:

- Meet weekly, or more often when necessary
- Regularly scheduled meetings are more effective, and show “intentionality”.
- Model professionalism
- Focus on one teaching standard for each meeting, or even several in a row
- Use your communication/listening/questioning skills
- Begin your meetings with a check in of emotions and health
- Use your Weekly Contact Logs to review where you have been and to decide where you are going. Listen to and help problem solve complaints for a short period of time, but don’t encourage “venting” at each meeting
- Take responsibility to move the meetings to a higher level (use the Standards)
- Try to avoid personal stories and personal biases
- Share professional readings and professional development information
- Always end your meetings with closure, a review of progress, and your next meeting time
- Provide hope, perspective, and encouragement
- Document your meeting. It is as important as any official meeting.

Requirements For Final Recommendation and Report To PLCSS

The final recommendation to the PLCSS should include the following:

- A narrative overview
- Complete observation certification
- Checklist of Ten Standards for Initial Certification
- Written recommendation for or against Maine Certification

The mentor shall retain a copy of all documentation.

Protocol for Changing Mentors

If the Mentor Match Survey or other evidence indicates that a problem exists, the PLCSS Chair will facilitate a meeting between the beginning teacher and the mentor to attempt to resolve issues between them and to improve their effectiveness as a team. This may be followed by a trial period of over two months during which they continue to work together.

Another meeting will then be held with the above parties to determine the success of any adjustments during this period of time and the parties may, at this point, choose to continue on as a team, or to end the formal beginning teacher/mentor relationship.

If the match is ended at this point, a replacement mentor will be chosen in order to give the beginning teacher continued support during this critical period. PLCSS committee members are trained and may be recruited to serve as reserve mentors.



MENTORING PROGRAM TIMELINE

AUGUST

PLCSS

- In consultation with building PLCSS chairperson will select mentors for beginning teachers
- Arrange and facilitate meeting with beginning teacher, mentor, building PLCSS representation to review beginning teacher's certification and mentoring needs
- Coordinate and communicate revisions for New Teacher Induction Program Handbook

Building Representative, Mentor, Beginning Teacher

- Meet during orientation to determine beginning teacher certification needs
- Review beginning teacher PCAP forms together
- Identify and document any circumstances that may necessitate fewer meetings
- Complete Mentor Appointment agreement and send to PLCSS office

Suggested Discussion Topics

- Running the copier
- Mailbox
- Phone system
- Attendance
- Lunch count
- Seating Plans
- Crisis management
- Safety/fire drills
- Routine duties
- Teacher's Room
- Student illness during class/Nurses Office
- Dealing with interruptions, celebrations, field trips, awareness of special days
- Introduction to support staff
- Daily routine
- Homework routines
- Study hall
- Classroom environment
- Pedagogy
- Standards
- Content/materials
- Syllabus

SEPTEMBER

PLCSS

- Hold Professional Certification Action Plan Workshop for mentor/beginning teacher
- Document individual weekly mentor appointments in PLCSS monthly minutes.

Mentor and Beginning Teacher

- Begin weekly meetings with agenda
- Document meetings on Weekly Mentor Time Record and send to PLCSS Secretary
- Complete Mentor/Beginning Teacher Match Survey (optional)

Suggested Discussion Topics

- First day of School
- Protocols/Classroom Rules
- Grading
- Student Success Teams
- RSU #11 priorities
- School Goals
- Open House
- Conferences
- Athletics/early release
- NWEA Testing

- Power School Data Entry
- Budget
- PCAP
- Weekly Meetings
- Protocols/Schedule
- Guidance Department

OCTOBER

PLCSS

- Check in with mentors and beginning teachers
- Collect and review Weekly Mentor Time Record from Mentors
- Meet with teams (mentor/new teacher) as needed to mediate any mismatch issues

Mentor and Beginning Teacher

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn in to PLCSS office)
- Mentor makes first formal observation documenting on Observation Form, file with your mentoring documents
- Complete PCAP Orientation Checklist (part of PCAP forms given to beginning teacher in August orientation meeting with PLCSS Chair)

Suggested Discussion Topics

- Dealing with Holidays
- Picture Day/Fund Raising
- Data gathering for Conferences
- Progress Reports
- Student Success
- RTI
- 504
- Complete Mentor/Beginning Teacher Match Survey
- IEP's
- Curriculum
- Progress reports
- Grading
- NWEA Analysis/student plans
- NECAP
- 1st formal observation

NOVEMBER

PLCSS

- Check in with mentors and beginning teachers
- Collect and review Weekly Mentor Time Record from Mentors
- Meet with teams (mentor/new teacher) as needed to mediate any mismatch issues

Mentor and Beginning Teacher

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn in to PLCSS office)
- Send Weekly Mentor Time Record to PLCSS Office

Beginning Teacher

- Submit Professional Certification Action Plan, Orientation Checklist to PLCSS by 2nd week

Suggested Discussion Topics

- Grading
- Teacher Conferences
- Applying for Professional Days
- Personal/Sick Days

DECEMBER

PLCSS

- Check in with mentors and beginning teachers
- Collect and review Weekly Mentor Time Record from Mentors
- Meet with teams (mentor/new teacher) as needed to mediate any mismatch issues

Mentor and Beginning Teacher

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn in to PLCSS office)
- Send Weekly Mentor Time Records to PLCSS Office

Beginning Teacher

- Continue weekly meetings with mentor

Suggested Discussion Topics

- Progress reports
- Snow days
- Dealing with the impact of the holidays on learning
- Vacation
- Data gathering for January grades

JANUARY

PLCSS

- Check in with mentors and beginning teachers
- Review Weekly Mentor Time Records

Mentor and Beginning Teacher

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn copy in to PLCSS office)
- Mentor makes 2nd formal observation of beginning teacher
- Beginning Teacher completes Mid-Year Survey (in appendix) and returns it to PLCSS office

Suggested Discussion Topics

- 2nd formal observation completed
- Reflection on first ½ of school year
- Grading 2nd quarter/elementary schools are on trimester
- Projection of second ½ of school year

FEBRUARY

PLCSS

- Check in with mentors and beginning teachers

Mentors and Beginning Teachers

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (send to PLCSS office)

Suggested Discussion Topics

- Tournament fever
- Vacation
- Progress Reports
- Talking to Parents

MARCH

PLCSS

- Check in with mentors and beginning teachers
- Confirm and review Weekly Mentoring Records Sheets from mentors

Mentors and Beginning Teachers

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn copy in to PLCSS office).
- 2nd Year - Make sure the beginning teacher has received their blue certification form from the state.

Suggested Discussion Topics

- Progress reports
- MEA
- Conferences

APRIL

PLCSS

- Check in with mentors and beginning teachers

Mentors and Beginning Teachers

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn in to PLCSS office)
- Mentor makes 3rd formal observation of beginning teacher
- Document successful completion of 1st PCAP
- Begin developing 2nd PCAP

Suggested Discussion Topics

- Time Change
- 3rd quarter grading/elementary schools are on trimester
- 3rd formal observation

MAY

PLCSS

- Check in with mentors and beginning teachers

Mentors and Beginning Teachers

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (turn copy into PLCSS office)
- 1st year mentors submit draft Summary of Teacher Competencies, Annotated PCAP and new PCAP to Certification Committee (more details to follow)
- 2nd year Mentors submit Summary of Teacher Competencies, Annotated PCAP and new 5-year Professional Recertification Plan to PLCSS office. (When writing the

Summary of Competencies for beginning teachers, the mentor must write at least 3 competencies; 2 of the 3 summaries must address Standard 4 and Standard 6 of Maine's Initial Teacher Standards.)

Suggested Discussion Topics

- Pass/fail/end of course issues
- Paperwork
- Inventories
- Third formal observation completed
- End of year reports
- Writing Prompt
- NWEA Testing
- Complete end of year survey
- Preparation for Finals

JUNE

PLCSS

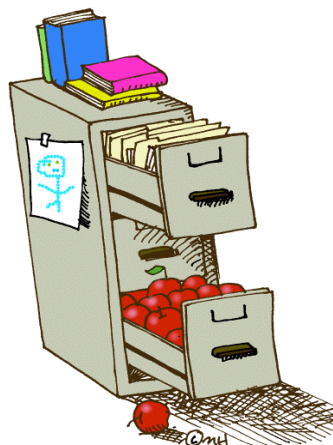
- Check in with mentors and beginning teachers
- Review files to assure all Weekly Mentor Time Records are collated and on file in the PLCSS office
- Sign mentor's Extracurricular Pay Request
- Send both to Director of Curriculum

Mentors and Beginning Teachers

- Weekly meetings
- Document meetings on Weekly Mentor Time Record (Turn copy in to PLCSS office)
- Complete End of Year Survey and send to Director of Curriculum
- 2nd Year - Fill out blue state form and submit to PLCSS with payment.

Suggested Discussion Topics

- End of course issues
- Leaving your room for summer
- End of year reports



RSU # 11



Certification Handbook

PROFESSIONAL LEARNING COMMUNITY CERTIFICATION SUPPORT SYSTEM (PLCSS)

The support system for RSU#11 faculty is the Professional Learning Community Support System (PLCSS). The PLCSS is the governing committee responsible for assisting teachers and educational specialists in meeting the requirements of 20-A MRSA, Chapter 502.

Committee Members

Composition

- Administrator (1 member)
- Chairperson (1 member)
- Gardiner Area High School (2 faculty)
- Gardiner Area Middle School (2 faculty)
- Laura E. Richards Elementary (2 faculty)
- Pittston (1 faculty)
- Hamlin (1 faculty)
- River View (1 faculty)
- Helen Thompson (1 faculty)
- Educational Technician (1 member) - optional

Election

Past practice has allowed teachers and educational specialists interested in serving on this committee every opportunity to participate as members. Teachers and educational technicians interested in being appointed to the PLCSS should contact the PLCSS chairperson in the spring prior to the year in which they wish to serve in order to facilitate an election. Representatives will serve a minimum of one full year and will be on a rotating basis for re-election. All committee members must have at least five years experience in education. Voting power of new members begin at the first regular meeting of the PLCSS in September. School Board members are not eligible for membership on this committee.

Building Representative

Each School's PLCSS Building Representative will communicate to the faculty the work completed by the PLCSS on a regular basis. The Superintendent will receive communication updates annually or as necessary throughout the school year.

Role of PLCSS

- Provide specific written guidance in a handbook.
- Facilitate mentor support group meetings.
- Mediate conflicts between mentor and beginning teacher.

Meeting Procedures

- a. Regular meetings shall be held monthly during the school year. Special meetings shall be called when necessary.
- b. All members have equal voting power. The chairperson shall vote only to break a tie or make a quorum.

- c. Copies of meeting minutes shall be sent to all committee members and posted on-line each month. A permanent record of all meeting minutes will be kept on file in the certification office.
- d. Initial approval for courses and projects included in certification plans will be on the agenda of each regularly scheduled meeting.

Responsibilities of the PLCSS

- a. Arrange mentor refresher training in the summer as needed.
- b. Mentors for teachers with provisional, conditional, and/or targeted need certificates or with transitional endorsements will be determined at the **time of hire** or no later than the New Teacher Orientation Meeting in **August**.
- c. To approve the mentors for teachers/educational specialists who hold provisional, conditional, and targeted need certificates, candidates for educational specialist's certification at the **September** meeting.
- d. To provide formal orientation to the process of achieving higher-level certification.
- e. To coordinate PLCSS information, requirements and resources to mentors and candidates for certification.
- f. Approval of all September to May PCAPs will be finalized at the **November** meeting each year.
- g. To review and approve all professional recertification plans (PRPs) before and after implementation.
- h. To make recommendations concerning renewal of educational technicians will be made by the **January** meeting each year.
- i. To make recommendations concerning renewal and upgrade of any certificates and transitional endorsements will be made by the **May** meeting each year. These recommendations will be submitted to the PLCSS Chair and then to the Commissioner of the Maine Department of Education (MDOE).
- j. To submit recommendations for all levels of certificates and proof of completion of the PCAPs and PRPs to the Commissioner of Education using the required format and timeline.
- k. To facilitate the training and orientation of mentors.
- l. To support RSU#11 long-range professional development goals and opportunities.
- m. To provide examples of exemplary certification plans and competencies.
- n. To communicate information pertaining to certification to members in each school building.
- o. To maintain a certification file for each teacher, educational specialist, and educational technician. This is a confidential cumulative **Certification File** (different from a **Supervision and Evaluation** file) containing the PCAP or PRP and official documentation of professional achievement.
- p. To provide faculty members access to their own files and to provide state certification officials with access to all files described above.
- q. To evaluate the certification process in **April**. Based on feedback, make improvements within state law boundaries.

ADMINISTRATIVE DETAILS

Certification Records

Certification/Recertification records will be kept at the District Chairperson's Office. Copies of all PRPs, addendums, and PLCSS minutes will be maintained. Forms are provided for use in submitting a standardized action plan. Any teacher shall have access to his/her record by requesting access from the PLCSS Secretary.

Mentor Training

The PLCSS will annually sponsor the course "Mentor Training" presented by staff trained by the Maine Department of Education. This three-day course provides mentors with the skills necessary to be a successful mentor for new staff. The training includes how to script and label observations based on the Ten Standards of Maine Certification. A refresher course for previously trained mentors will be provided by the PLCSS on an as needed basis.

Review Procedure For PLCSS Mentors/Candidate Issues

1. The PLCSS Chairperson will meet with the individual (person A) asking for a review to gather the facts. The PLCSS Chair may encourage this individual to meet and discuss the issue with the mentor/candidate.
2. The PLCSS Chairperson will meet with the other individual (person B) to gather information and review the issue as stated by person A. The PLCSS Chairperson will encourage this individual to meet and discuss with person A.
3. Upon request, the PLCSS Chairperson will meet with both person A and B. A joint decision will then be rendered as to the continuance of the mentor or a new mentor being assigned. If this does not resolve the issue to the satisfaction of all parties the PLCSS Chairperson will render the final decision.

Evaluation of PLCSS

The PLCSS will gather feedback from the candidates about the success of the mentors. This information will be used by the PLCSS to determine the effectiveness of mentor training. In addition, the PLCSS will need to determine if the program is an excessive burden on staff and how difficult or easy it is to use.

A periodic evaluation of the certification program will occur. This can include but is not limited to:

- a. A staff survey to determine if they understand the PLCSS, have access to the PLCSS, and the ease of working with the PLCSS.
- b. During **April** each year, interviews with PLCSS mentors will be completed. Suggestions for additional training or activities that would benefit the process will be sought from all mentors.
- c. Surveys of candidate teachers. They can be in written form or through interviews when necessary. Suggestions for improving the process will be sought from all successful candidates for certification.

RSU # 11



Certification Handbook

Important Contacts:

Certification Questions:

Division of Certification and Placement
Maine Department of Education
23 State House Station
Augusta, Maine 04033
(207) 624 - 6603

For copies of grade reports from USM (CEUs)

Office of Public Service
USM
(207) 780-5921 or 780-4141

UMO
(207) 581-1110

UMA
(207) 621-3000

UMF
(207) 778-7000

UNE Biddeford/Portland
(207) 283-0171

Praxis: Google Maine Praxis

**All forms can be found both on-line at
<http://www.msad11.org/node/701>.**

**Type the word certification in the search box. You can also find
all forms in the Appendix of this manual.**

RSU #11
PCAP – I
 Initial Professional Certification Action Plan
 Maine Professional Teaching Certification

Name: _____ Position/Building: _____ Mentor: _____ Date: _____

Current Certificate: _____ Expiration Date: _____ Certification/Renewal Sought: _____

GOAL (one goal per sheet):

A maximum of 45 hours may be awarded for any one goal.

Maine’s Teacher Standards (circle one):

1. Content/Subject Area Knowledge 2. Integration of Disciplines 3. Differentiating for the Learner 4. Planning of Instruction 5. Instructional strategies/Technologies
 6. Positive Classroom Environment 7. Communication/Engagement with Community 8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Contribution/Involvement

Indicator	Date	Activities/Strategies – Major activities to accomplish the goal.	Resources – Examples include courses, workshops, texts, support team, other teachers	Evidence – Please indicate all artifacts to be submitted	Hours Requested Mentors Initials	Date Completed

Signatures:

Beginning Teacher _____ Mentor _____

Please attach a copy of current certificate and the targeted needs letter as appropriate (only need to submit once).

(To Be Completed by the Support System Steering Committee)

Date of Prior Approval by PLCSS: _____ PLCSS Chairperson Signature: _____

RSU #11
PCAP – I
 Initial Professional Certification Action Plan SAMPLE
 Maine Professional Teaching Certification

Name: Nancy Newbe Position/Building: Grade One/Pittston Mentor: Emily Experienced Date: 2010 - 2011
 Current Certificate: Provisional Expiration Date: July 2012 Certification/Renewal Sought: Professional

GOAL (one goal per sheet):
 Develop a management system that maximizes every student’s ability to learn in the classroom.

A maximum of 45 hours may be awarded for any one goal.

Maine’s Teacher Standards (circle one):

1. Content/Subject Area Knowledge 2. Integration of Disciplines 3. Differentiating for the Learner 4. Planning of Instruction 5. Instructional strategies/Technologies
 6. **Positive Classroom Environment** 7. Communication/Engagement with Community 8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Contribution/Involvement

Indicator	Date	Activities/Strategies – Major activities to accomplish the goal.	Resources – Examples include courses, workshops, texts, support team, other teachers	Evidence – Please indicate all artifacts to be submitted	Hours Requested Mentors Initials	Date Completed
a - f	09/10	Develop class constitution together with the students Observe and confer with other teachers	Class Other teachers	Copy of class constitution Reflection of observations	10 hours EME	

Signatures:

Beginning Teacher _____ Mentor _____

Please attach a copy of current certificate and the targeted needs letter as appropriate (only need to submit once).

(To Be Completed by the Support System Steering Committee)
 Date of Prior Approval by PLCSS: _____ PLCSS Chairperson Signature: _____

RSU #11
PRP
 Professional Renewal Plan
 Maine Professional Teaching Certification

Name: _____ Position/Building: _____ Date: _____

Current Certificate: _____ Expiration Date: _____ Certification/Renewal Sought: _____

GOAL (one goal per sheet):

A maximum of 45 hours may be awarded for any one goal.

Maine's Teacher Standards (circle one):

1. Content/Subject Area Knowledge 2. Integration of Disciplines 3. Differentiating for the Learner 4. Planning of Instruction 5. Instructional strategies/Technologies
 6. Positive Classroom Environment 7. Communication/Engagement with Community 8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Contribution/Involvement

Indicator	Date	Activities/Strategies – Major activities to accomplish the goal.	Resources – Examples include courses, workshops, texts, support team, other teachers	Evidence – Please indicate all artifacts to be submitted	Hours Requested	Date Completed

Teacher Signature: _____

(To Be Completed by the Support System Steering Committee)

Date of Prior Approval by PLCSS: _____ PLCSS Chairperson Signature: _____

RSU #11
PRP
 Professional Renewal Plan SAMPLE
 Maine Professional Teaching Certification

Name: Susie School Teacher

Position/Building: Grade One/XYZ Elementary School

Date: 11/25/2009

Current Certificate: Professional

Expiration Date: July 2012

Certification/Renewal Sought: Professional Renewal

GOAL (one goal per sheet):

Implement the Responsive Classroom Management system to enable student learning.

A maximum of 45 hours may be awarded for any one goal.

Maine's Teacher Standards (circle one):

1. Content/Subject Area Knowledge 2. Integration of Disciplines 3. Differentiating for the Learner 4. Planning of Instruction 5. Instructional strategies/Technologies
 6. Positive Classroom Environment 7. Communication/Engagement with Community 8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Contribution/Involvement

Indicator	Date	Activities/Strategies – Major activities to accomplish the goal.	Resources – Examples include courses, workshops, texts, support team, other teachers	Evidence – Please indicate all artifacts to be submitted	Hours Requested	Date Completed
b, c, e, f	Summer 2010	Attend a week long Responsive Classroom Institute	Availability of Workshop	Certificate of Attendance	45 hours	
	Spring 2011	Complete a graduate level course on Responsive Classroom	Course Reimbursement	Grade Report		
	Summer 2011	Read “ The Morning Meeting” Book	“Morning Meeting” book	Reading log Classroom Strategies		

Teacher Signature: _____

(To Be Completed by the Support System Steering Committee)

Date of Prior Approval by PLCSS: _____

PLCSS Chairperson Signature: _____

**RSU #11
EDUCATIONAL TECHNICIAN
AUTHORIZATION RENEWAL PLAN**

Please complete this form upon your hiring. Copy and attach current certificate

NAME: _____

ASSIGNMENT: _____

SCHOOL: _____

HIRED AS:
(circle one)

ED TECH I

ED TECH II

ED TECH III

To Renew A Certificate

To renew a certificate at least three credits, 4.5 CEUs, or 45 contact hours must be acquired within each five-year period of time.

This may be achieved through workshops dealing with special education issues, computer technology class, etc. Upon completing, provide verification of participation to include contact hours on a certificate or letterhead of the sponsoring organization.

Documentation may occur at any time throughout the year. Keep the original and send updated copies to the certification office.

PLCSS Chairperson's signature _____

PLCSS Approval Date: _____

MENTOR APPLICATION- INTENT TO SPONSOR

Date:

Name:

School:

Year of Mentor Training:

Location of Mentor Training:

- I am willing and able to mentor a new teacher in my building during the ____/____ school year.
- I can attend the mentor orientation and refresher on the RSU #11 Teacher Orientation day on August ____, 20__
- My professional certificate expires on June 30, 20__

Special things you would like to share with the PLCSS Committee before assigning you to mentor a beginning teacher.

Signature-----

Date-----

Signature PLCSS Chair-----

Date-----

**BEGINNING TEACHER AND MENTOR
Match Survey**

Beginning teachers complete this survey in September and return it to the PLCSS Chair. This information is confidential and will only be shared with permission of the beginning teacher. Circle the rating that best represents the support you have received from your mentor.

1. Indicate the support you have received in **content**. [Standards 1,2,4,5,8]

1 (low) 2 3 4 5 (high)

Please briefly explain your response:

2. Indicate the support you have received in **classroom management**. [Standards 3,5,6,7]

1 (low) 2 3 4 5 (high)

Please briefly explain your response:

3. Indicate the support you have received in **professional growth**. [Standards 9,10]

1 (low) 2 3 4 5 (high)

Please briefly explain your response:

4. Indicate the degree of **match between you and your mentor**. [Standards 9,10]

1 (low) 2 3 4 5 (high)

Please briefly explain your response:

Please indicate your name only if there is a need for a confidential conference on your mentoring relationship

Name: _____ Date: _____

ORIENTATION CHECKLIST

Operational	Curriculum/Program
<ul style="list-style-type: none"> <input type="checkbox"/> Staff Manual/School Improvement Plan <input type="checkbox"/> School Tour/Staff Introductions <input type="checkbox"/> Duty Areas/Playground Tour <input type="checkbox"/> School Crisis/Safety Plan <input type="checkbox"/> First Aid (epi - pens, student concerns) <input type="checkbox"/> Tragic Events Response Team Information <input type="checkbox"/> Network Etiquette <input type="checkbox"/> Library Protocol/ Audio-Visual Resources <input type="checkbox"/> School Resource Personnel/Ed Techs <input type="checkbox"/> Photocopiers (paper allocation) <input type="checkbox"/> Supplies/Storage/Textbook Distribution <input type="checkbox"/> Personal Emergency Card Information <input type="checkbox"/> Keys/Security/Building Access <input type="checkbox"/> Student Information/Emergency Contacts <input type="checkbox"/> School Calendar <input type="checkbox"/> Booking Media/AV/Laptops <input type="checkbox"/> Building Request: Rooms, Theater, Gym 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentoring Support <input type="checkbox"/> Curriculum Guidelines <input type="checkbox"/> Common Planning/Collaboration <input type="checkbox"/> New Teacher Orientation/Opportunities <input type="checkbox"/> Schedules/Class Lists <input type="checkbox"/> Classroom Management/Behavior Intervention <input type="checkbox"/> Profiles of High Need/Risk Students <input type="checkbox"/> Field Trip Procedures <input type="checkbox"/> Progress Reports/Report Cards <input type="checkbox"/> Homework Policies – Wiki’s – Powerschool <input type="checkbox"/> Budget Process <input type="checkbox"/> Teaching Resources <input type="checkbox"/> School Initiatives <input type="checkbox"/> Special Education Policies/Procedures <input type="checkbox"/> Response to Education <input type="checkbox"/> Testing – Assessment <input type="checkbox"/> Teacher Evaluation
Communication	Other
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance Procedures <input type="checkbox"/> Release of Information/Parental Custody <input type="checkbox"/> Student Referrals To Outside Agencies <input type="checkbox"/> First Class / School Website <input type="checkbox"/> Staffings, RTI’s, 504’s, IEP’s <input type="checkbox"/> Phone, Fax, PA, Walkie-Talkie <input type="checkbox"/> Mailboxes, phone messages <input type="checkbox"/> Medical Procedures, Administering Medication <input type="checkbox"/> Accident Forms <input type="checkbox"/> Fire Drills/Emergency Procedures <input type="checkbox"/> Media Issues <input type="checkbox"/> Locks/Lockers <input type="checkbox"/> Code of Conduct/Student Handbook <input type="checkbox"/> Daily Announcements/Bulletin <input type="checkbox"/> Communicating with Administration <input type="checkbox"/> Extra Curricular Activities/Coaching <input type="checkbox"/> Web Pages; Wikis: Powerschool <input type="checkbox"/> Contacting Parents/Letters Home <input type="checkbox"/> Meetings-Interviews with Parents <input type="checkbox"/> Open House 	<ul style="list-style-type: none"> <input type="checkbox"/> Community Access to Building <input type="checkbox"/> Newsletters <input type="checkbox"/> School Board, NEA, MEA, GTA <input type="checkbox"/> Bulletin Board Displays <input type="checkbox"/> Parent Associations/Volunteers <input type="checkbox"/> Staff Room Expectations <input type="checkbox"/> Detention, Suspension, Expulsion <input type="checkbox"/> Bus Routes <input type="checkbox"/> Sense For Kids <input type="checkbox"/> Professionalism/ Teacher Dress Code

PLCSS OBSERVATION FORM

This form is to be used for the three formal observations that the candidate and mentor complete during the school year. It serves as a cover sheet for the scripted observations. (Please copy as needed or see on-line forms)

Candidate _____

Mentor _____

Grade and Subject Observed _____

Date of Pre-Conference _____

Date of Observation _____

Date of Post-Conference _____

Focus of Observation: (Include Standards and Performance Indicators)

Format of Data Collection:

Standards and Performance Indicators observed during the observation:

Observation Data is attached: Yes No (circle one)

Candidate and Mentor Follow-up: (optional)

Signatures:

_____ (Candidate)

_____ (Mentor)

Date: _____

SAMPLE MONTHLY LOG

	Essence of Discussion	Other Discussion Points
9/01/10 Time: 7:00- 7:30am Standards 1,2,3,6	We are planning to integrate classroom rules and management into our getting acquainted unit <ul style="list-style-type: none"> • Students are quiet when teacher is instructing • Icebreaker: rules at home • Leaving the classroom 	First day of school, seating plans, class lists, ground rules
9/08/10 3:15-3:30 Standards 1,2,3,4	Met after school but, we are too exhausted from trying to adjust from summer break. I will watch an introductory multiplication unit See attached notes Student XXX needs to have a great deal of direction	Guidance Office, Nurse, Athletics, early release Student/teacher acclimation
9/15/10 Time: 12: -12:30 Standards 1,3,6	Jane and I met during lunch today. We discussed the above-mentioned student who is giving her fits staying on task. We brainstormed ways that might help him work at his best potential. She is going to have another student read directions to him.	Open House Parent Teacher Conferences Staff Room Protocol
9/22/10 Time: 3:15-3:30 Standards 1,2,6	We met after school. Still struggling with being tired. Not unusual for young beginning teachers or me either. We began collecting resources for the next unit on multiplication	Classroom environment, content, and materials needed
Time Spent out of regular Meetings	Our classrooms are in close proximity. I will frequently check on Jane in the hallway or pop into her room when asked.	
	Jane is beginning to relax. She truly enjoys her preparation time for teaching and demonstrates confidence by asking questions when uncertain. She has shared some new techniques/lessons with other teachers.	

Mentor Signature

Date

Beginning Teacher Signature

Date

(Include documentation, observations, phone consultations etc.)

August/September Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/>		Orientation: <ul style="list-style-type: none"> • Running the copier • Mailbox • Phone system • Attendance • Lunch count • Student illness during class • Crisis management • Safety/fire drills • Routine duties • Introduce support staff • Daily routine • Homework routines • Study hall • Dealing with interruptions • Celebrations • Field trips • Awareness of special days • First day of school • Seating plans • Class Lists, forms • Guidance Dept. • Ground rules • Syllabus/goals • Open House • Parent-Teacher Conferences • Athletics/Early Release • Staff Room Protocol • Seating Plan • Teacher's Room
Date: Begin Time: End Time: Standards: <hr/>		
Date: Begin Time: End Time: Standards: <hr/>		
Date: Time: End Time: Standards: <hr/>		Other _____
Date: Begin Time: End Time: Standards: <hr/>		<p align="center">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials Other: _____

Beginning Teacher

Mentor

Date

October Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Dealing with holidays • Picture day/fund raisers • Data gathering for conferences • Progress reports • Student Success • RTI • 504 • IEP's • Curriculum • Progress Reports • Grading • NEWEA • NECAP • Classroom Environment • Pedagogy • Standards • Content/Materials • Complete Mentor/Beginning Teacher Match Survey • 1st formal observation <p>Other _____</p> <p style="text-align: center;">Areas Discussed (circle all that apply)</p> <ul style="list-style-type: none"> • Classroom environment • Pedagogy • Standards • Content/Materials <p>Other _____</p>

Beginning Teacher

Mentor

Date

November Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr style="border: 1px solid black;"/> Date: Begin Time: End Time: Standards: <hr style="border: 1px solid black;"/> Date: Begin Time: End Time: Standards: <hr style="border: 1px solid black;"/> Date: Begin Time: End Time: Standards: <hr style="border: 1px solid black;"/> Date: Begin Time: End Time: Standards: <hr style="border: 1px solid black;"/>		<ul style="list-style-type: none"> Grading Parent/Teacher Conferences Parent teacher conferences Applying for professional days Personal/Sick Days Other _____ <p style="text-align: center;">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> Classroom Environment Pedagogy Standards Content/Materials Other _____

Beginning Teacher

Mentor

Date

January Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Reflection on first ½ of school year • Projection on 2nd ½ of school year • Grading 2nd quarter/ or Trimester • 2nd formal observation completed <p>Other: _____</p> <p style="text-align: center;">Areas Discussed (Circle all that Apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials <p>Other _____</p>

Beginning Teacher

Mentor

Date

February Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Tournament fever • Vacation • Progress Reports • Standardized Testing • Talking with parents Other _____ <p style="text-align: center;">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials Other _____

Beginning Teacher

Mentor

Date

March Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Progress reports • Possible conferences • Standardized testing Other _____ <p style="text-align: center;">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials Other _____ 2 nd Year – Make sure the beginning teacher has received a blue form from the state.

Beginning Teacher

Mentor

Date

April Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Grading 3rd quarter • Time change • Standardized testing • 3rd Formal Observation Other _____ <hr/>
Date: Begin Time: End Time: Standards: <hr/>		<p align="center">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials Other _____ <hr/>
Date: Begin Time: End Time: Standards: <hr/>		
Date: Begin Time: End Time: Standards: <hr/>		
Date: Begin Time: End Time: Standards: <hr/>		

_____ **Beginning Teacher**

_____ **Mentor**

_____ **Date**

May Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards: <hr/> Date: Begin Time: End Time: Standards:		<ul style="list-style-type: none"> • Pass/fail, end of course issues • Preparation for finals • Paperwork • Inventories • End of the year reports • Final Exams Other _____ <p style="text-align: center;">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials Other _____

Beginning Teacher

Mentor

Date

June Monthly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin Time: End Time: Standards: <hr/>		<ul style="list-style-type: none"> • Pass/fail, end of course issues • Paperwork • Inventories • End of the year reports Other _____
Date: Begin Time: End Time: Standards: <hr/>		
Date: Begin Time: End Time: Standards: <hr/>		<p align="center">Areas Discussed (Circle all that apply)</p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials
Date: Begin Time: End Time: Standards: <hr/>		Other _____ 2 nd Year – Turn in blue form from the state and submit to PLCSS with payment.
Date: Begin Time: End Time: Standards: <hr/>		

Beginning Teacher

Mentor

Date

MENTOR MID-YEAR SURVEY

Name: _____

Please answer the following questions with as much detail as possible. Your responses will be used to improve the RSU #11 Mentoring/Induction Program and will not be attributed to you personally. Thank you for your time and commitment. **Please return to PLCSS Chairperson.**

1. Approximately how much time do you spend each week in mentoring responsibilities?

10 minutes _____ 15 minutes _____ 20 minutes _____ 30 minutes _____
40-minutes _____ 50-minutes _____ 60 minutes _____ other _____

2. Was the mentor training effective for you? _____

3. How do you think it could be improved or revised, now that you have mentored?

4. What are your needs? What can we do to help you feel more supported? Please list any ideas that you feel might improve the experience of participants.

5. What are some of the positive aspects of your role as mentor this year?

(This sheet will be attached to the January log sheet for mentors)

BEGINNING TEACHER MID-YEAR SURVEY

Name: _____ School _____

Date: _____

Please answer the following questions with as much detail as possible. Your responses will be used to improve RSU #11's PLCSS. Your responses will be kept confidential.

1. What are some of the positive aspects of the mentoring that you have received this year?
2. What are your needs? What can we do to help you feel more supported? Please list any ideas that you feel might make your program more responsive to the needs of teachers new to the district.
3. How many times have you been observed by your mentor this year? _____
4. How many times have you met with your Mentor? _____
5. Please **rate** the value of the mentoring process on the scale below by circling the number.

1	2	3	4
Not	Somewhat	Very	Extremely
Valuable	Valuable	Valuable	Valuable

Please return this survey directly to PLCSS Chairperson
Thank you very much for your input

SUMMARY OF TEN TEACHER COMPETENCIES
(Focused on 10 Teacher Certification Standards)

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) taught and can create learning experiences that make these aspects of subject matter meaningful to students. Candidate performance demonstrating the following capabilities informs this standard.

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 their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- d. Models the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.
- e. Incorporates 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.

Strengths
Evidence

2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.

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.

Strengths

Evidence

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. Candidate performance demonstrating the following capabilities informs this standard.

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 learners' 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.
- 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.

Strengths

Evidence

4. Plan instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard.

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 and 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 provides 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.

Strengths

Evidence

5. Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.

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. Use educational technology to broaden student knowledge about technology as well as deliver instruction.
- h. Encourage all students to use technology and help them to access that technology.
- i. Provide students with strategies for evaluation the content encountered via technology (i.e., Internet, list-serves).

Strengths
Evidence

6. Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard.

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 increase students' desire and opportunity to learn.
- f. Create an environment in which students work both cooperatively and independently.

Strengths

Evidence

7. Demonstrate the ability to support students' learning and well being by engaging the students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

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

Strengths

Evidence

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard.

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 Learning Results and program objectives.
- d. Use concepts of reliability, validity, and generalize to design while improving 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. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
- h. Involve learners in self-assessment and goal setting for learning.
- i. Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

Strengths
Evidence

9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- c. Demonstrate knowledge of situations that make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance, and follows appropriate school and district procedures to avoid liability.
- d. Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- e. 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.
- f. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance 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.
- g. 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.
- h. Treat others with respect and honor the dignity of all people.
- i. Document incidents that may have legal or ethical implications.
- j. Take appropriate steps to obtain and maintain professional certification/licensure.
- k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.) and, in education, does not discriminate on account of sex, or physical or mental disability.

Strengths
Evidence

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.

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 strengthen 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.

Strengths
Evidence

COMPLETION OF MENTORING PROCESS

I submit that beginning teacher, _____, has successfully completed the mentoring process and is ready to

Proceed to Year Two

OR

Receive a Professional Certificate

Other (specify)

He/She has demonstrated competency with Maine's Initial Teaching Standards. Documented evidence was gathered during formal and informal observations.

Mentor Signature: _____

Date: _____

REQUEST FOR MENTOR COMPENSATION
 (REQUEST MUST BE SUBMITTED TO THE PLCSS SECRETARY BY MAY 15)

I respectfully request payment of the support team stipend for my support and mentoring of:

Candidate's Name

School Year

I understand that the following documentation must be submitted as evidence of my participation.

(Documentation Check List)	Enclosed	Previously Submitted
Minutes of support Team Meetings		
Notes of Observations (at least three)		
Time log of monthly Support Team contact		
Progress Report (Completion of 1st. Year) Or Letter of Recommendation (End of 2nd Year)		

 Support Team Member's Name (Please Print)

 Support Team Member's Name (Please Sign)

Date _____

To be completed by the support System Steering Committee Approved by the Support System Steering Committee on (Date): _____ PLCSS Chair Signature: _____
--

YEAR-END MENTOR SURVEY

Mentor: _____ Date: _____

Year in Program: 1 2

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Induction Program. It will be treated in strict confidentiality for program planning only.

1. Was your beginning teacher in the same:

Building	Team/Department	Grade Level
-----------------	------------------------	--------------------

2. How helpful do you think you were to your beginning teacher regarding each of the following? Please indicate by placing the appropriate number in front.

1 = not at all 2 = somewhat 3 = quite a bit 4 = very helpful

- a. _____ Building Policies
- b. _____ District Policies
- c. _____ Identifying Resources
- d. _____ Teaching Practices
- e. _____ Goal Setting (i.e. PCAP)
- f. _____ Goal Completion
- g. _____ Content Support
- h. _____ Classroom Management
- I. _____ Classroom Observations
- j. _____ Professional Growth
- k. _____ Instructional Planning
- L. _____ Introduction to Staff

3. What are the areas from above in which your beginning teacher needed the most help this year? Check all that apply.

a. ___ b. ___ c. ___ d. ___ e. ___ f. ___ g. ___ h. ___ i. ___ j. ___ k. ___ l. ___

Other?

4. What positive impact has this year's work with your beginning teacher had in your teaching practice, and student achievement?

5. From your perspective, what are some ongoing challenges to supporting new teachers in our system?

6. What improvements to our Induction Program would help you support new teachers more effectively?

MENTOR APPOINTMENT

RSU # 11 School _____

Teacher's Name _____

You are hereby notified of your appointment as Mentor with duties to perform requirements as stated in the current RSU #11 Teacher Induction Program Handbook.

This appointment will begin on _____ and end on _____.

Your compensation will be _____

This appointment is subject to termination by the PLCSS chairperson at his/her discretion on 14 calendar days' notice or payment in lieu thereof.

Signature of Appointee

Date:

Signature of PLCSS Chairperson

Date:

FIRST YEAR PROGRESS REPORT
Status Report

Candidate _____

Mentor _____

Status of Mentor: Continuing Replacement needed

Goals from PCAP-I (summarize if lengthy.)

Competencies not demonstrated or training required for services (list)

Issues encountered by Mentor (List only if significant)

Items for PLCSS Action or Assistance (list)

**GUIDELINES FOR WRITING THE SECOND YEAR RECOMMENDATION
For Initial Certification Candidates**

The recommendation should be written in narrative form. The recommendation should include:

- Background information about the candidate
- Review of PCAP goals
- Progress made toward reaching PCAP goals
- Recommendation for Professional certification

The recommendation **must** include one of these statements:

“_____ Has fulfilled all the requirements set forth by the PLCSS of RSU #11 and is recommended for Professional Certification.”

OR

“_____ Has not fulfilled all the requirements set forth by the PLCSS of RSU #11 and is not recommended for Professional Certification.”

OR

“RSU#11 PLCSS requests a third year of mentorship to complete the requirements for _____’s Professional Certification.”

This recommendation must be signed and dated by the mentor of the candidate

TEACHER EFFECTIVENESS SURVEY
GRADES PRE-K-2

(Can be completed by student with parent's assistance)

Please answer the following questions about your teacher by circling Yes, No, or Sometimes

Classroom Atmosphere

- | | | | |
|---|-----|----|-----------|
| 1. Do you think your teacher cares about you? | Yes | No | Sometimes |
| 2. Is your teacher interested in hearing about things?
You do outside of school? | Yes | No | Sometimes |
| 3. Does your teacher want you to be kind to others? | Yes | No | Sometimes |
| 4. Do you feel happy and safe in your classroom? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | |
|---|-----|----|-----------|
| 5. Does your teacher provide a quiet classroom for?
You to do your schoolwork? | Yes | No | Sometimes |
| 6. Do you help make the classroom rules? | Yes | No | Sometimes |
| 7. Do you follow the classroom rules? | Yes | No | Sometimes |
| 8. Does your teacher have to use his/her loud voice often? | Yes | No | Sometimes |

Delivery of Instruction

- | | | | | | | |
|---|-----|----|-----------|-----|----|-----------|
| 9. Do you understand your teacher's directions?
If NO do you ask for help? | Yes | No | Sometimes | Yes | No | Sometimes |
| 10. Does your teacher try to help you understand? | Yes | No | Sometimes | | | |
| 11. Does your teacher expect you to do your best at?
All times? | Yes | No | Sometimes | | | |
| 12. Does your teacher check or correct all your papers? | Yes | No | Sometimes | | | |

Evaluation

- | | | | | | | |
|--|-----|----|-----------|--|--|--|
| 13. Does your teacher tell you how you can do a better job? | Yes | No | Sometimes | | | |
| 14. Do you feel you are learning new things this year? | Yes | No | Sometimes | | | |
| 15. Name something that you like about your teacher. | | | | | | |
| 16. If you could change one thing about your teacher what would it be? | | | | | | |

TEACHER EFFECTIVENESS SURVEY
GRADES 3-5

Please answer the following questions about your teacher by circling Yes, No, or Sometimes

Classroom Atmosphere

- | | | | |
|--|-----|----|-----------|
| 1. Does your teacher listen to what you say? | Yes | No | Sometimes |
| 2. Does your teacher say hello to you when you come come to school each morning? | Yes | No | Sometimes |
| 3. Do you feel happy and safe in your classroom? | Yes | No | Sometimes |
| 4. Is your teacher interested in the things you do outside of school? | Yes | No | Sometimes |
| 5. Do you feel comfortable reading out loud in your classroom when asked? | Yes | No | Sometimes |
| 6. Do you think your teacher cares about you? | Yes | No | Sometimes |
| 7. Does your teacher provide a quiet classroom for you to do your schoolwork? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | |
|---|-----|----|-----------|
| 8. Do you follow the rules of the classroom? | Yes | No | Sometimes |
| 9. Did you help make the classroom rules? | Yes | No | Sometimes |
| 10. Do you think the classroom rules are fair? | Yes | No | Sometimes |
| 11. Does your teacher have to use his/her loud voice often? | Yes | No | Sometimes |
| 12. Do you think your teacher is fair to all? | Yes | No | Sometimes |

Delivery of Instruction

- | | | | |
|--|-----|----|-----------|
| 13. Does your teacher assign work you can do on your own? | Yes | No | Sometimes |
| 14. Do you understand the directions the teacher gives? | Yes | No | Sometimes |
| 15. Does your teacher give you enough time to finish your work? | Yes | No | Sometimes |
| 16. Is your teacher's handwritten work clear? | Yes | No | Sometimes |
| 17. When you don't understand something do you feel comfortable asking for help? | Yes | No | Sometimes |
| 18. Does your teacher speak clearly? | Yes | No | Sometimes |

Grades 3-5 Effectiveness Survey

- | | | | |
|--|-----|----|-----------|
| 19. Does your teacher usually return corrected papers to you within a few days? | Yes | No | Sometimes |
| 20. Does your teacher help you with your work when you need it? | Yes | No | Sometimes |
| 21. Does your teacher give homework? | Yes | No | Sometimes |
| 22. Do you have enough time to complete your homework? | Yes | No | Sometimes |
| 23. Does your teacher expect you to always do your best? | Yes | No | Sometimes |
| 24. Does your teacher present lessons in interesting ways? | Yes | No | Sometimes |
| 25. If you do not understand a lesson, does your teacher try to explain it again or teach it in a different way? | Yes | No | Sometimes |
| <i>Evaluation</i> | | | |
| 26. Does your teacher tell you how you can do better? | Yes | No | Sometimes |
| 27. Would you recommend your teacher to a friend? | Yes | No | Sometimes |
| 28. Name something that you like about your teacher. | | | |
| 29. If you could change one thing about your teacher what would it be? | | | |

**TEACHER EFFECTIVENESS SURVEY
GRADES 6-12**

Please answer the following questions about your teacher by circling YES, NO, or Sometimes

Classroom Atmosphere

- | | | | | |
|--------|---|-----|----|-----------|
| ___ 1. | Does your teacher value student opinions? | Yes | No | Sometimes |
| ___ 2. | Does your teacher encourage you to think for yourself? | Yes | No | Sometimes |
| ___ 3. | Is your teacher very patient with students who do not understand information as presented? | Yes | No | Sometimes |
| ___ 4. | Does your teacher appreciate having mistakes called to his/her attention? | Yes | No | Sometimes |
| ___ 5. | Does your teacher treat students with respect? | Yes | No | Sometimes |
| ___ 6. | Does your teacher maintain a safe classroom? | Yes | No | Sometimes |
| ___ 7. | Is your teacher interested in or involved with student/community activities beyond the classroom? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | | |
|---------|--|-----|----|-----------|
| ___ 8. | Does your teacher have class work well organized? | Yes | No | Sometimes |
| ___ 9. | Does your teacher treat you fairly? | Yes | No | Sometimes |
| ___ 10. | Does your teacher maintain order in the classroom? | Yes | No | Sometimes |
| ___ 11. | Does your teacher make you feel at ease? | Yes | No | Sometimes |
| ___ 12. | Does your teacher follow school rules? | Yes | No | Sometimes |

Delivery of Instruction

- | | | | | |
|---------|--|-----|----|-----------|
| ___ 13. | Does your teacher use words that you can understand? | Yes | No | Sometimes |
| ___ 14. | Is your teacher knowledgeable about the subject taught? | Yes | No | Sometimes |
| ___ 15. | Does your teacher explain how the subject may be used outside the classroom? | Yes | No | Sometimes |
| ___ 16. | Does your teacher make good use of technology? | Yes | No | Sometimes |
| ___ 17. | Does your teacher make schoolwork interesting? | Yes | No | Sometimes |
| ___ 18. | Does your teacher return work with feedback within a few days? | Yes | No | Sometimes |

Grades 6-12 Effectiveness Survey

- ___ 19. Does your teacher assign homework that is purposeful? Yes No Sometimes
- ___ 20. Does your teacher establish clear due dates and expects work to be completed on time? Yes No Sometimes

Evaluation

- ___ 21. Does your teacher evaluate your work fairly? Yes No Sometimes
- ___ 22. Does your teacher prepare tests that adequately measure what has been taught? Yes No Sometimes
- ___ 23. Does your teacher provide a variety of activities and assessment? Yes No Sometimes

24. If you could change one thing about your teacher what would it be?

**GUIDANCE EFFECTIVENESS SURVEY
GRADES PRE-K-12**

Please answer by circling the best answer next to the following questions that best describe how you feel when visiting the guidance office. You do not need to sign your name to this questionnaire.

(This survey may be read to students as appropriate)

- | | | | |
|--|-----|----|-----------|
| 1. Are you comfortable meeting with your counselor? | Yes | No | Sometimes |
| 2. Does your counselor listen carefully to what you say? | Yes | No | Sometimes |
| 3. Does your counselor understand your problem(s)? | Yes | No | Sometimes |
| 4. Does your counselor make you feel better? | Yes | No | Sometimes |
| 5. Do you trust your counselor? | Yes | No | Sometimes |
| 6. Does your counselor help you find ways to solve problems? | Yes | No | Sometimes |
| 7. Does your counselor ask questions that help you think about issues? | Yes | No | Sometimes |
| 8. Are you able to see your counselor when needed? | Yes | No | Sometimes |
| 9. Do you have enough time when talking with your counselor? | Yes | No | Sometimes |
| 10. Does your counselor talk to your parents or teachers if needed? | Yes | No | Sometimes |

PHYSICAL EDUCATION TEACHER EFFECTIVENESS SURVEY

Answer the following questions about your Physical Education teacher by circling the answer Yes, No, or Sometimes

(This survey may be read to students as appropriate)

Classroom Atmosphere

- | | | | |
|--|-----|----|-----------|
| 1. Do you feel happy and safe during physical education class? | Yes | No | Sometimes |
| 2. Is your teacher interested in the things you do outside of school such as home, sports, etc.? | Yes | No | Sometimes |
| 3. Do you like to participate in the class activities? | Yes | No | Sometimes |
| 4. Do you think your teacher cares about you? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | |
|---|-----|----|-----------|
| 5. Does your teacher have specific rules for you to follow? | Yes | No | Sometimes |
| 6. Does the teacher have to use a loud voice often? | Yes | No | Sometimes |
| 7. Do you think your teacher is fair with all students? | Yes | No | Sometimes |
| 8. Does the teacher have all the materials ready for class? | Yes | No | Sometimes |

Delivery of Instruction

- | | | | |
|---|-----|----|-----------|
| 9. Do you understand the directions when given? | Yes | No | Sometimes |
| If no, do you ask questions? | Yes | No | Sometimes |
| 10. Does the teacher try to help you understand? | Yes | No | Sometimes |
| 11. Does the teacher expect you to try your best? | Yes | No | Sometimes |

Evaluation

- | | | | |
|---|-----|----|-----------|
| 12. Does your teacher help you when you need it? | Yes | No | Sometimes |
| 13. Are your physical education classes interesting? | Yes | No | Sometimes |
| 14. Do you feel you are learning new things this year? | Yes | No | Sometimes |
| 15. Name something that you like about your Physical Education Teacher. | | | |

16. If you could change one thing about your Physical Education Teacher what would that be?

MUSIC TEACHER EFFECTIVENESS SURVEY

Answer the following questions about your MUSIC teacher by circling the answer Yes, No, or Sometimes
(This survey may be read to students as appropriate)

Classroom Atmosphere

- | | | | |
|---|-----|----|-----------|
| 1. Do you feel happy and safe during music class? | Yes | No | Sometimes |
| 2. Is your music teacher interested in the things you do outside of school such as home, music lessons etc? | Yes | No | Sometimes |
| 3. Do you like to participate in the music class activities? | Yes | No | Sometimes |
| 4. Do you think your music teacher cares about you? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | |
|--|-----|----|-----------|
| 5. Does your music teacher have specific rules for you to follow during music class? | Yes | No | Sometimes |
| 6. Does the music teacher have to use a loud voice often? | Yes | No | Sometimes |
| 7. Do you think your music teacher is fair with all students? | Yes | No | Sometimes |
| 8. Does the music teacher have all the materials ready for your class? | | | |

Delivery of Instruction

- | | | | |
|---|-----|----|-----------|
| 9. Do you understand the directions when given by your teacher? | Yes | No | Sometimes |
| If no do you ask questions? | Yes | No | Sometimes |
| 10. Does the teacher help you to understand? | Yes | No | Sometimes |
| 11. Does the teacher expect you to try your best? | Yes | No | Sometimes |
| 12. Does your teacher help you when you need it? | Yes | No | Sometimes |

Evaluation

- | | | | |
|--|-----|----|-----------|
| 13. Are your music classes interesting? | Yes | No | Sometimes |
| 14. Do you feel you are learning new things this year about music? | Yes | No | Sometimes |
| 15. Name something that you like about your music teacher. | | | |
| 16. If you could change one thing about your music teacher what would it be? | | | |

ART TEACHER EFFECTIVENESS SURVEY

**Answer the following questions about your ART TEACHER by circling the answer Yes, No, or Sometimes
(This survey may be read to students as appropriate)**

Classroom Atmosphere

- | | | | |
|---|-----|----|-----------|
| 1. Do you feel happy and safe during art class? | Yes | No | Sometimes |
| 2. Is your art teacher interested in the things you do outside of school such as home, music lessons, etc.? | Yes | No | Sometimes |
| 3. Do you like to participate in the art class activities? | Yes | No | Sometimes |
| 4. Do you think your art teacher cares about you? | Yes | No | Sometimes |

Classroom Behavior and Management

- | | | | |
|--|-----|----|-----------|
| 5. Does your art teacher have specific rules for you to Follow during class? | Yes | No | Sometimes |
| 6. Does the art teacher have to use a loud voice often? | Yes | No | Sometimes |
| 7. Do you think your art teacher is fair with all students? | Yes | No | Sometimes |
| 8. Does the art teacher have all the materials ready for class? | Yes | No | Sometimes |

Delivery of Instruction

- | | | | |
|--|-----|----|-----------|
| 9. Do you understand the directions when given by your teacher? If No do you ask questions | Yes | No | Sometimes |
| | Yes | No | Sometimes |
| 10. Does the teacher try to help you understand? | Yes | No | Sometimes |
| 11. Does the teacher expect you to try your best? | Yes | No | Sometimes |
| 12. Does your teacher help you when you need it? | Yes | No | Sometimes |

Evaluation

- | | | | |
|---|-----|----|-----------|
| 13. Are your art classes interesting? | Yes | No | Sometimes |
| 14. Do you feel you are learning new things this year about art? | Yes | No | Sometimes |
| 15. Name something that you like about your art teacher. | | | |
| 16. If you could change one thing about your art teacher, what would it be? | | | |

APPLICATION FOR PLCSS TEAM

Application for (check the position for which you are applying)

_____ PLCSS Mentor

_____ PLCSS Building Representative

_____ PLCSS Chairperson/Co-Chairperson

Name: _____ Date: _____

Address: _____

School: _____

Phone: work _____ Cell _____ Home _____

Requirements:

1. Professional Teacher Certification with a minimum of five years experience (attach a copy of current certificate) or most current certificate if retired.

2. Statement of Teaching Experience:

3. What could you bring to the mentor/candidate/PLCSS experience?

PLEASE submit to PLCSS Chair or Curriculum Coordinator in case of application for PLCSS Chair.

RSU #11

Position Title: PLCSS Chairperson

Reports to: Superintendent

POSITION SUMMARY:

The PLCSS Chairperson oversees the work of the district support system. The Chairperson is the liaison with the MDOE with regard to certification.

ESSENTIAL DUTIES AND REPOSIBILITIES:

1. Maintains communication with the State Department.
2. Signs off on all certification forms and then forwards to the Department of Education.
3. Updates revisions to certification law with the district's support system manual.
4. Participates in the interviews for PLCSS mentors or designates someone.
5. Participates in the assignment of mentors to candidates.
6. Organizes training of mentors and schedules training with the curriculum coordinator.
7. Oversees orientation of new teachers.
8. Chairs monthly PLCSS meetings
9. Attends workshops at the State level on certification as appropriate.
10. Facilitates a five-year review of the PLCSS
11. Makes decisions with regards to mentor/candidate issues.
12. Maintains confidentiality.
13. Other duties as designated by the Superintendent.

QUALIFICATIONS/REQUIREMENTS:

1. Minimum of five years teaching experience
2. Most recent certification must be a professional teaching certificate
3. At least 2 years participation as a member of the PLCSS committee

EDUCATION AND/OR EXPERIENCE:

1. A Bachelor's degree with sufficient credits for state certification as a classroom teacher in the area assigned is the minimum requirement for education.
2. A Master's degree and specialized training for dealing with the age group you are teaching is highly desirable and preferred.

LANGUAGE SKILLS:

1. Ability to read and interpret documents such as state law and district policy, teacher handbooks, curriculum guidelines, state and national standards and all curriculum materials.
2. Ability to present information to PLCSS in such a manner that the committee will grasp the information to use in decision-making.

3. Ability to communicate clearly and effectively in speech and writing to Superintendent, Assistant Superintendent, Department of Education officials, candidates and support system committee members.
4. Ability to clearly articulate decisions with regard to mentor/candidate issues.

OTHER SKILLS AND ABILITIES:

1. Ability to analyze a variety of teaching and learning situations.
2. Ability to provide recommendations to ensure maximum candidate performance in his/her area of expertise.
3. Ability to perform in a collaborative work environment.
4. Technologically literate.
5. Ability to script and label observations.
6. Ability to meet deadlines with severe time constraints, interacting with candidate, colleagues and support system when necessary.
7. Ability to work irregular or extended hours and meet demands from several people when needed.

WORK ENVIRONMENT:

The work environment characteristics described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. The noise level in the work environment is usually moderate.
2. Work is generally performed indoors.
3. Office space is handicap accessible.

RSU #11

Position Title: PLCSS Building Representative
Reports to: PLCSS Chairperson

POSITION SUMMARY

A PLCSS Building Representative maintains communication with the staff concerning all recertification information.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Advises staff on all recertification information. "Go to" person for certification information.
2. *Attends* monthly PLCSS meetings
3. Participates in mentor/candidate matching.
4. Receives requests from new candidates for any mentor changes, modifications, and/or issues to forward to the PLCSS chairperson.
5. Participates in the New Candidate Orientation prior to the start of the school year.
6. Maintains confidentiality.
7. Other duties as assigned by the PLCSS Chairperson.

QUALIFICATIONS/REQUIREMENTS

1. Minimum of five year's teaching experience.
2. Most recent certification must be a professional teaching certificate.

EDUCATION and/or EXPERIENCE

A Bachelor's degree with a professional certificate is the minimum requirement. A Master's degree and specialized training for dealing with that age group are highly desirable.

LANGUAGE SKILLS

1. Ability to read and interpret documents such as state law and district policy, teacher handbooks, curriculum guidelines, state and national standards and all curriculum materials.
2. Ability to present the PLCSS information used in decision-making.
3. Ability to communicate clearly and effectively in speech and writing to candidates and PLCSS committee members.
4. Ability to clearly articulate decisions with regards to mentor/candidate issues.

ABILITIES:

1. Ability to analyze a variety of teaching and learning situations and to provide recommendations to ensure maximum candidate performance in his/her area of expertise.
2. Ability to perform in a collaborative work environment.
3. Technologically literate.
4. Ability to script and label observations.

RSU# 11

Position Title: PLCSS Mentor
Reports to: PLCSS Chairperson

POSITION SUMMARY:

A PLCSS mentor is responsible for the supervision of new teachers and staff in RSU #11 as assigned by the Support System. The supervision will include observations, pre and post conferences, scripting observations, and portfolio development.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Provides a variety of resources and information to assigned candidate as needed.
2. Completes three observations annually for each candidate.
3. Helps to develop and implement Professional Certification Action Plan (PCAP).
4. Maintains checklist of Ten Standards of Maine Certification for each candidate.
5. Oversees unit plan development of year one candidate.
6. Facilitates portfolio development of year two candidate.
7. Files status reports and recommendations for certification for candidates.
8. Facilitates the weekly candidate meetings.
9. Reports mentor/candidate issues to the PLCSS Chairperson.
10. Maintains confidentiality.
11. Other duties as assigned by the PLCSS Chairperson.

QUALIFICATIONS/REQUIREMENTS:

1. Minimum of five years' teaching experience
2. Most recent certification must be a professional teaching certificate.
3. Successfully completed "Mentor Training" presented by staff trained by the MDOE.

LANGUAGE SKILLS:

1. Ability to read and interpret documents such as state and district policy, teacher handbooks, curriculum guidelines, state and national standards and all curriculum materials.
2. Ability to present the PLCSS information used in decision-making.
3. Ability to clearly articulate decisions with regards to mentor/candidate issues.
4. Ability to communicate effectively with candidate and colleagues.

ABILITIES:

1. Ability to analyze a variety of teaching and learning situations and to provide recommendations to maximize candidate performance in his/her area of expertise.
2. Knowledgeable of RSU #11 district and its initiatives (Skillful Teacher, Maine Learning Results, Ten Support System standards and common local assessments).
3. Trained in observations, mentoring, scripting observations.
4. Available and flexible in meeting with the candidate.
5. Ability to perform in a collaborative work environment.
6. Technologically literate.