



***Certification, Mentoring
and Induction Handbook***

Brunswick School Department

Brunswick School Department
46 Federal Street
Brunswick, Maine 04011

**Professional Learning Community Support System
Certification Committee**

<http://www.brunswick.k12.me.us/certification/>

The Brunswick PLCSS Certification Committee will include professionally certified educators from each school and one administrator. Members of the PLCSS must have at least three years of experience as educators and have completed at least one five-year renewal cycle. Members must complete Department of Education approved training prior to participating in PLCSS decision-making. Positions on the committee will rotate on a two year, staggered basis. Openings will be posted within the district and applications made to the PLCSS committee. The committee will review applications and submit recommendations to the Superintendent. The Superintendent will make recommendations to the School Board for approval.

Earning the initial professional certificate will be based on the new teacher's demonstration of Maine's Initial Teacher Certification Standards with aid from the mentor and the local PLCSS certification committee.

This Induction/Mentoring handbook has been developed to meet the revised Chapter 118 standards.

Five Essential Activities of Effective Induction Programs include:

- Orientation
- Workshops and training designed for new teachers
- Observation of excellent teaching
- Peer support activities

Mentoring is the component of the induction of new teachers that is the most crucial for transforming the practice of teaching and is the shrewdest investment in teacher quality. (From Mentoring New Teachers Through Collaborative Coaching Facilitation and Training Guide by K. Dunne and S. Villani, 2006).

Many thanks to:

*The Brunswick School Department PLCSS Certification Committee
Dan Conley and the Lake Region School District for sharing ideas and templates.*

Brunswick's Support System: Standards and Procedures for Operation

SCOPE OF RULE

Local support systems, which are part of the state certification process for teachers, are governed through the Department of Education by Chapter 118. This rule establishes the standards of procedures to be followed by the Professional Learning Community support system (PLCSS) for operation of the system and support of teachers and education specialists. The requirements of this chapter apply to teachers and the following education specialists: guidance counselors, library-media specialists, special education consultants, speech and hearing clinicians, literary specialists, and school nurses.

THE ROLE OF SUPPORT SYSTEMS

A support system has several functions including a role in the State's licensing (certification) of educational personnel and ongoing development of effective practice. The roles of the support system are as follows:

- (a) To provide strong support services in order to facilitate good teaching and classroom management skills among teachers with conditional and provisional certificates;
- (b) To provide assistance to all persons who are candidates for higher level teacher certificates and renewal of master level certificates;
- (c) To provide the Commissioner with certification recommendations for teachers seeking conditional level certification, conditional certificate renewal, professional level certification, professional level renewal, master level certification and master level renewal;
- (d) To review and approve teacher action plans for conditional certificate holders, provisional certificate holders, holders of transitional endorsements (optional), professional certificate holders seeking the master level, and master certificate holders seeking renewal prior to implementation of the plan and completion of the plan;
- (e) To review and approve renewal plans for approved study for professional certificate holders prior to implementation of the renewal plan and upon completion of the plan;
- (f) To provide the Commissioner with recommendations as to the issuance and renewal of transitional endorsements and the conversion of transitional endorsements to full endorsements;
- (g) To provide the Commissioner with certification recommendations for educational specialists seeking conditional level certification, conditional level renewal, professional level certification, professional level renewal, master level certification and master level renewal;
- (h) To review and approve educational specialist action plans for conditional certificate holders, provisional certificate holders seeking the professional level, professional certificate holders seeking the master level, and master certificate holders seeking renewal prior to implementation of the plan and upon completion of the plan.
- (i) To review and approve renewal plans for approved study for holders of professional educational specialists certificates prior to implementation of the renewal plan and upon completion of the plan.

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Your Guide to a Career in Teaching in The Brunswick Schools

Welcome to Brunswick and to your new position as one of our highly valued professional educators. The profession of teaching can be both challenging and rewarding and we wish you all the best as you begin your journey in our school system.

Our New Teacher Induction Program is designed to support new teachers in their first and second years in the profession. This handbook provides an overview of our induction program process and a framework for the mentoring requirements. Please read it carefully to assure that you and your mentor understand the contents.

Shortly after being hired you will be assigned a mentor who will be meeting with you each week to support you and guide you as you are introduced to your school and all its nuances: the people, the students, its goals and mission. Think of yourself and your mentor as a teaching/learning team, one that will share challenges and successes during the year. Most mentoring teams find that the year working together is a mutually powerful learning experience, leading to greatly improved teaching practice and professional learning.

Take special care to plan the first few days and weeks in the classroom, which research tells us is crucial to the success of the rest of the year for you and your students. The planning can be an exciting opportunity to get to know your colleagues and school.

We have very high expectations for teachers here in the Brunswick schools. We expect great results for our students and know that achieving these results often hinges on whether or not we can provide them with superb teachers. Therefore, we place a high value on every staff member's continual professional growth. Beginning teachers, in particular, receive a great amount of support for professional growth in their first two years. We observe, evaluate and provide you with feedback that will help improve your performance. Sometimes it can be confusing and intimidating. These evaluations are designed to inform you about the areas in which you need to learn and grow.

Professional Support

The Principal's Role as Evaluator

Your first two years as a teacher in one of our schools is the probationary period in which you must demonstrate that you can be part of our teaching team. You must demonstrate that you are able to engage and inspire your students to learn and grow. In addition, you must show that you are a valuable member of your school team/community. Your principal is required to use the Supervision and Evaluation process which will also reflect Maine's Initial Teacher Certification standards to make several observations of you in your classroom in your first two years. For the most part, it is these observations, the evaluative feedback, and your resulting response that will give your principal the evidence need to recommend you for a continuing contract after your probationary period. Certification and evaluation procedures are separate, but the administrative staff of Brunswick has embraced Maine's standards as being reflective of excellent teaching practices.

The Mentor's Role

In response to Maine's Teacher Certification laws, Brunswick will assign (for up to two years) mentors to all new teachers who do not have professional teaching certificates. During that time, your mentor is required to meet with you each week to assist you in becoming familiar with our school and become grounded in the work of the profession which is articulated in Maine's Beginning Teacher Standards. Your mentor is required to make 3 formal observations, each year, on your instructional performance and give you feedback that will help you improve and grow as a teacher. Ultimately, your mentor is responsible for presenting your strengths to the Professional Learning Community Teacher Certification Committee for a Maine Professional Teaching Certificate.

Mentor Qualifications

A mentor has a minimum of 5 years of successful experience in teaching, holds a valid Maine Professional Teaching Certificate and has successfully completed the Department of Education approved Mentor Training. Brunswick provides the training for mentors who support and shape new teachers. Active mentors attend mentor refresher training during the workshop days prior to the opening of school. New mentors are trained, as needed, and refresher courses taught by certified DOE Mentor trainers. Using Maine's Model of Mentor Training 3-day sequence, training courses are offered during the summer months or after school for a number of weeks. This course introduces mentors to the needs of beginning teachers or education specialists and the knowledge and skills necessary to best mentor/coach them towards Maine's Professional Educator Certification, using Maine Initial Teacher Certification Standards. A list of trained mentors is kept by the PLCSS representatives in each school building. Mentors receive a stipend which is formulated based on an agreed upon number of hours and a reimbursement rate negotiated by the Brunswick Teacher's Association. Recently active practitioners, who may not currently be teaching, may be added to the list of mentors.

Teacher Induction Program Information and Overview

The Brunswick School Department is dedicated to the success of all members of our school community, students and teachers. In order to support our new teachers and contribute to the enhancement of our student's learning we have developed a comprehensive induction program that engages new and veteran teachers in professional growth around mentoring and Maine's Beginning Teacher's Standards.

Mission Statement

The purpose of Brunswick's induction program is to provide a supportive professional community for teachers who are new to the district or a particular school or grade level. As a result of this program, we will enhance the collegial environment in our schools and facilitate on-going professional growth for new and veteran teachers that lead to more effective teaching and enhance student learning.

Induction Program Goals

- To integrate new teachers into the culture and climate of our schools and our school district.
- To assist beginning teachers to manage the challenges common to all teachers.
- To enhance new and veteran teacher's professional development through learning and reflection on their practices and student learning.
- To increase and improve recruitment, retention, and success of beginning teachers.
- To encourage teacher leadership in the district.
- To improve teaching performance and student achievement.
- To meet N.C.L.B. mandates (Teacher Quality Enhancement)

Induction Program Topics

- The Teacher Certification Process
- The Professional Teacher
- Special Education Regulations and Requirements
- Brunswick's English Language Learners Program
- Balancing Curriculum, Instruction, and Assessment

Program Description

- All new teachers will engage in the program at some level, but the program must be differentiated for individual differences in teaching background, education, certification and placement.
- The mentor/mentee relationship must be confidential, and whenever possible, match in subject area, grade level, building and philosophy.
- The program should consist of orientation for participants, weekly meetings between mentors and mentees, bi-monthly seminars on selected topics germane to new teachers, yearly recruitment and training of new mentors, and release time for participation in mentoring activities.
- Coordination with all involved agencies will be on a regular basis.
- Hours spent in the program by mentors are to be documented and lead to recertification credit up to 30 hours.
- Yearly summative program evaluation and update will occur.
- Release time will be provided for participants to work together on a regular basis whenever possible (shared planning time/lunches).
- All activities will be documented thoroughly by participants.

Who Does NOT Receive a Mentor?

Teachers who hold Maine Professional Certification at the time of hire will not receive a mentor, but will attend the New Teacher induction workshops. Professionally certified teachers who are new to Brunswick schools will be guided through the recertification process by their building Certification Committee representative.

Who DOES Receive a Mentor?

Teachers working under Provisional, Targeted Needs, Conditional or Transitional certificates will be part of the Teacher Induction Program for up to two years and will follow guidelines toward certification specified in the Brunswick Certification Handbook. Teachers filling one-year positions not holding Maine Professional Certificates may receive support through the Induction Program and a mentor.

Mentor Role and Responsibilities

Communication:

Read and respond to district requests, emails, surveys, within the prescribed timeline; distribute any induction program materials from district to beginning teacher; request help for beginning teacher if needed.

Documentation:

Assist beginning teacher in writing TAP based on Maine's Teaching Standards; maintain a confidential Portfolio-documenting weekly meetings and observations; consult with PLCSS building representative monthly (bi-weekly as needed); share meeting logs with building representative upon request; document completion of TAP; assist teacher in writing his/her first Professional Renewal Plan at the end of the mentoring period; send portfolio to the PLCSS committee with the appropriate Mentor sign-off form.

Professional Development:

Acquire knowledge of and familiarity with Maine's Teacher Certification Standards; complete an initial informal observation within first month of school; complete three formal observations in each of the two years; attend mentor training or refresher training on workshop days prior to the beginning of school.

Support/Sponsorship:

Meet weekly with the beginning teacher; familiarize the teacher with the culture of the school; advocate for the beginning teacher; assist the teacher in finding resources and in developing the Teacher Action Plan; provide emotional support and problem solve with the beginning teacher; facilitate preparation of the Professional Renewal Plan at the end of the two year period.

Beginning Teacher Role and Responsibilities

Communication:

Express needs to mentor. Read and respond to district requests; emails/surveys.

Documentation:

Keep a reflective journal. Write a TAP based on Maine's Teaching Standards. Assist Mentor in completing documentation of meetings.

Professional Development:

Acquire knowledge of and familiarity with Maine's Teacher Certification Standards. Attend district workshops. Participate in district induction related activities. Participate in three formal observations by the mentor per year until professionally certified. Visit other classrooms minimum 2X per year.

Important Topics to discuss with your Mentor

- Curriculum
- Classroom management
- Discipline Code
- Absence (sick/personal leave forms) Sub preparation
- Faculty duties
- Homework policies/procedures/expectations
- Non-instructional time supervision: hallways, bathroom, outside, buses
- Early release/full day workshops
- Use of copy machine/laminator/etc.
- Duties, timelines, deadlines, certification, course approval/payment
- Teacher's contract
- Dress code/Assemblies/Meals: student/faculty
- Special Education
- Student Attendance
- Recess/study hall/advisory time
- Field trips

MANAGEMENT OF THE PLCSS: Decision Making and Conflict Resolution Procedures

Exit Process for Beginning Teacher and Mentors

- The local certification/induction coordinator/chair and committee representatives will assign the beginning teacher a mentor for the school year.
- At the end of the first two months, the school representatives will distribute a survey to beginning teachers and mentors to assess the effectiveness of the beginning teacher/mentor match.
- If the survey indicates that no problems exist, the match will continue until one or the other expresses a need to reevaluate the match.
- If the survey indicates a problem exists, the certification committee chair/induction coordinator 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 will be followed by a trial period of two months during which they continue to work together.
- Another meeting will be held with the above parties to determine the success of any adjustments during this two month period, and the parties may, at this point, choose to continue as a team or to end the formal relationship.
- If the match is ended, a replacement mentor will be chosen in order to give the teacher support during this critical period. The district should have a reserve of mentors. Certification/induction committee members may serve as reserve mentors.

Systematic Evaluation of the PLCSS Program

The District Induction and Mentoring Committees will implement a comprehensive, ongoing system of program evaluation that involves program participants to further develop and improve the district's programs. The review will include:

- 1) an annual review of the induction program (survey)
- 2) an annual review of the mentoring program (survey)
- 3) criteria for the induction/mentoring programs will be analyzed to make appropriate improvements to the programs.

Mentoring Program Timelines

In August:

- **PLCSS representatives** in each building will select mentors for beginning teachers.
- Arrange and facilitate meeting with beginning teacher/mentor to review beginning teacher's certification and mentoring needs.
- Report to the PLCSS committee the names of the mentor/mentee for school board approval.
- **Coordinator of Induction/PLCSS Chairperson**
- Arrange Mentor refresher training during workshop days at beginning of school year.
- Coordinate and communicate any changes to the Induction Program/Handbook.
- Explain the certification process at beginning teacher orientation and pass out handbooks.
- Formalize Mentor/Mentee agreement, document in minutes and send to the Superintendent of Schools to present to the School Board for approval.
- Review TAP's and PRP's and sign approval prior to implementation.
- Review TAP's and PRP's presented to the PLCSS with documentation before signing State renewal forms. Mail the forms with complete information to the Department of Education.
- Maintain folder for each beginning teacher.
- Provide for orientation and training of PLCSS members.
- Provide for maintenance of a cumulative confidential file containing the Initial Professional Certificate Action Plan, when required, and official documentation of progress toward the successful meeting of Maine's Initial Teacher Certification standards, or the National Board Standards.

In September:

Mentor and Beginning Teacher

- Begin weekly meetings and documentation.
- Complete Mentor/Mentee Teacher Match survey and send to the PLCSS Chair.
- Attend planned Induction Program presentations.

In October:

Mentor and Beginning Teacher

- Continue weekly meetings/documentation
- Mentor makes 1st formal observation documenting on Observation Form and file with mentoring documents.
- Attend Induction Program meetings.

In November:

Mentor and Beginning Teacher

- Continue weekly meetings/documentation.
- Submit Teacher Action Plan to the building certification representative no later than the 2nd week.
- Attend Induction Program meetings.

In December:

- For **Fast Track**: Mentor completes one formal observation documenting on Observation form, file with your mentoring documents.

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation
- Attend Induction Program meetings.

In January:

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation
- Mentor makes 2nd formal observation of beginning teacher.
- Attend Induction Program meetings.

In February:

- **For Fast Track**: Mentor completes recommendation and sends to PLCSS Chair.

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation

In March:

- **For Fast Track**: PLCSS Steering Committee review Mentor recommendation for Fast Track and 2nd year teachers & inform Superintendent of status.

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation

In April:

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation
- Mentor makes 3rd formal observation of beginning teacher
- Document completion of any goals and continue to work on additional goals.

In May:

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation
- Fast Track Mentors work with Mentee to develop the Professional Renewal Plan to submit to the PLCSS Committee for approval.
- First year mentors complete **Interim Progress** report and send to PLCSS committee.
- Second year mentors work with Mentee to develop a 5 year **Professional Renewal Plan** and submit to PLCSS Committee for approval.
- In March/April/May of the year your certificate expires, you will receive your “Recertification Renewal” form from the DOE. Send your completed form, with your Mentor sign-off, to the Chair of PLCSS committee for signature and mailing to the DOE.

In June:

Mentor and Beginning Teacher:

- Continue weekly meetings/documentation
- Complete Year-End New Teacher Survey
- Complete any end of year paper work and send to Certification Committee Chair.

Brunswick School Department

Basic Steps of the Certification Process

For initial certification, you must send to the Department of Education, Certification Office, 23 State House Station, Augusta, ME 04333-0023 and “Initial Certification Form,” a copy of your “ Official” transcripts, which you request from the University you attended, and a check make out to the Treasurer, State of Maine.

If you have completed all the requirements for certification, you will receive either a Provisional (2 year) certificate or a Professional (5 year) certificate.

Professional Certification Action Plan (PCAP) or Teacher Action Plan (TAP)

An initial Professional Certification Action Plan (PCAP) shall be prepared by a candidate for a higher level of certification (conditional certificate holder; targeted need certificate; provisional-level to professional; professional-level to master) or one who seeks renewal of the master certificate. An action plan may be prepared by a teacher in connection with a transitional endorsement in the circumstances set forth in Chapter 115, Part I. The plan shall be developed by the candidate in consultation with the mentor or support team. The candidate action plan shall describe any general or particular standards for professional growth leading to competency required [section 5.2 and/or section 7.2] for the certificate and may specify additional professional, graduate or advanced study which the PLCSS or mentor believes is necessary for the candidate to receive a positive recommendation for certification or in connection with a transitional endorsement. The Initial Professional Certification Action Plan shall identify skills which need improvement and shall specify particular routes of improvement. The Professional Certification Action Plan for candidates seeking or renewing the master certificate shall include provisions for meeting renewal requirements for the professional certificate.

Provisional Certificate Holders

- Complete a Teacher Action Plan which will include listing the teacher you are being assigned as a mentor and reflecting Maine's Initial Teacher Certification Standards.
- You will need to have 3 observations by your mentor for each of the 2 years you are on a provisional certificate. Due dates for observations are: November 15, February 15, and May 15 each year.
- In March or April of the year your certificate expires, you will receive your “Certification Renewal” form from the Department of Education.
- Once all of your observations are completed and your mentor has signed off on your process, fill out the Certification Renewal Form and send it with your check or credit card information to the PLCSS Chair (via school representative).
- Once signed, it will be mailed to the Department of Education, keep a copy for your records before sending to the Chair.
- Once you receive your new certificate, send a copy to the PLCSS Chair and one to the Superintendent’s office.

Professional Certificate

- Complete a Professional Renewal Plan at the beginning of your 5 year cycle and send to the PLCSS Chair via your school representative for approval and filing. (Keep a copy for your own file).
- Approval of your plan should take place prior to implementation.
- You will need to take 6 credits, or the equivalent, over the next 5 years. Each time you take a workshop or course you will need to complete a Professional Approval Form. Credits can be college credits, ceu's or contact hours.
- Keep a copy of proof of attendance or transcript documentation.
- In March or April of the year your certificate expires, you will receive your Certification Renewal form from the Department of Education.
- Complete the Certification Renewal form, attach your PRP, documentation, and check and give to your building representative for signature by the Support System Chair.
- Once signed, your form will be mailed to the DOE by the Certification Chair.
- Once you get your new certificate in the mail, send a copy to the Recertification Committee via your representative and one to the Superintendent's office.

Targeted Need/Conditional Certificates

- For initial certification; send to the Department of Education an "Initial Certification" form, a copy of your "Official" transcripts, which you request from the University you attended and a check made out to the Treasurer, State of Maine.
- If you receive a Targeted Need or Conditional Certificate, a letter from the State will inform you of what you need to do to complete your requirements for certification. You will be told if you need an affidavit sent from the Superintendent, course work needed, or tests that are required.
- Give a copy of this letter and your certificate to the PLCSS representative in your building.
- Complete a Teacher Action Plan with your mentor reflecting Maine's 10 Initial Teacher Certification Standards and send to the PLCSS committee for approval.
- You will need 3 observations by your mentor each year until you receive your professional certificate.
- Keep transcripts and documentation of workshops or courses attended in your personal file.
- In March or April of the year your certificate expires, you will receive your "Recertification Renewal" form from the DOE.
- Once all your observations and course work are completed, fill out the Renewal form, sign, and give it to your PLCSS representative, along with your documentation to be sent to the Committee Chair.
- If you will be on a Targeted Need or Conditional Certificate the following year, the Superintendent's Secretary will also need to complete an Affidavit of Employment which is signed by the Superintendent and included with your forms.
- Keep a copy of all the documentation you will be sending to the DOE.
- Once you receive your new certificate (and updated letter if you receive one), send a copy to the PLCSS representative in your school and to the Superintendents' Office.

Transitional Certificate

This is when you already have a Professional Certificate in one area and are transferring to another area.

- Complete and “Initial Certification Application” as it is a new endorsement area.
- Complete a “Proposal/timeline for a Transitional Endorsement” form at the Superintendent’s office and attach a Transitional Endorsement Affidavit.
- Once signed, send to the State of Maine with a check and your transcript.
- You will receive a letter from the State telling you what course work needs to be completed.
- Send a copy of this letter and your certificate to the PLCSS representative.
- Complete a Teacher Action Plan and present to the PLCSS for prior approval; you do not need mentor.
- Complete your requirements stated by the State. Keep a copy of your documentation from courses or workshops.
- In March or April of the year your certificate expires (it will expire each year until you have completed all the requirements), you will receive your Certification Renewal form from the DOE.
- Give a copy of your official transcript/workshops, completed renewal form and check to your building PLCSS representative for the Chairs signature.
- Complete a “Proposal/Timeline for a Transitional Endorsement” form for course work that you plan to take the following year, if appropriate.
- Once you receive your new certificate, give a copy to your PLCSS representative and send one to the Superintendent’s Office.

Initial Master Teacher Certificate

The Master Teacher Certification shall be awarded using the standards for the National Board Certified Teachers as developed by the National Board of Professional Teaching Standards as listed below. The PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the teacher candidate for issuance of an initial master teacher certificate. The recommendation shall be one of the following:

- If the applicant candidate has been awarded NBPTS certification through successful completion of all requirements for one or more NBPTS certification areas, the candidate will have satisfied the requirements for the certificate, and if no other evidence is shown to be a proper basis for denial, a recommendation for issuance shall be made to the Commissioner.
- If the candidate has successfully demonstrated the standards for one or more NBPTS certificate areas, the candidate will have satisfied the requirements for the certificate, and if no other evidence is shown to be a proper basis for denial.
- The master teacher certificate will be issued for a five-year period. All Maine educator endorsement areas deemed equivalent to the NBPTS certification will be considered active during the period of NBPTS and master teacher certification.
- The initial or renewal master teacher certificate must include the 6 credits needed to renew their professional certification.

Fast Track

Teachers holding a professional certificate from another state may be fast tracked for one year. The teacher is assigned a mentor and one observation is required during the fall. The teacher and mentor will meet weekly, attend meetings, and follow and/or prepare a Professional Renewal Plan for approval by the PLCSS. By February, the mentor will have completed an observation and will make a recommendation to the PLCSS committee. In March or April the teacher will send a copy of transcripts/workshops attended to the PLCSS chair with the blue and white form from the State along with a check, for the Chair's signature. The Chair will send the paperwork to the State. Once the new certificate is received, the teacher will send a copy to the Superintendent's office and give one to the PLCSS representative.

Maine's 10 Initial Teacher Certification Standards

STANDARD ONE

Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Mastery of this standard can be demonstrated by the ability to:

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

STANDARD TWO

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

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

STANDARD THREE

Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard. Mastery of this standard can be demonstrated by the ability to:

- a. Discern individual, student and group differences (e.g., intellectual, cultural, social).
- b. Support individual student's physical, social, emotional, cognitive and moral development.
- c. Observe how students learn and thus ascertain different learning styles.
- d. Identify when and how to access appropriate services or resources to meet 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 FOUR

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

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

- a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure 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 provide educationally and ethically defensible rationales for those goals.
- e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

STANDARD FIVE

Understands and uses a variety of instructional strategies and appropriate technologies.

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

- a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
- b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- c. Monitor and adjust strategies in response to learner feedback.

- d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- g. Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.
- h. Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, listservs).

STANDARD SIX

Creates and maintains a classroom environment which supports and encourages learning.

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

- a. Create a comfortable, well-organized physical environment.
- b. Establish a classroom climate of openness, mutual respect, support and inquiry.
- c. Work with students to manage their own behaviors and assume responsibility for their own learning.
- d. Use principles of effective classroom organization.
- e. Use a variety of strategies to address individual learners' needs in order to increase student performance.
- f. Create an environment in which students work both cooperatively and independently.

STANDARD SEVEN

Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community. Mastery of this standard can be demonstrated by 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 develop partnerships with parents and guardians in support of students' learning and well-being.

STANDARD EIGHT

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

- a. Describe the purposes of assessment.
- b. Use a variety of formal and informal strategies to assess student outcomes.
- c. Match assessment strategies and instruments to Learning Results and program objectives.
- d. Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
- e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
- f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- g. 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.

STANDARD NINE

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

- a. Treat others with respect, and honor the dignity of all people.
- b. Maintain confidentiality, as legally and ethically appropriate, concerning all dealings with students, parents, teachers, and school personnel.
- c. Adhere to a code of ethics that demonstrates an understanding of students' and teachers' rights and responsibilities.
- d. Demonstrate knowledge of legal responsibility.
- e. Comply with all school policies including health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- f. Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in an equitable manner. He/she does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, sexual orientation, ancestry or national origin; and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of sex, or physical or mental disability.
- g. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious and cultural diversity into account when planning and implementing lessons and activities.

- h. Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
- i. Document incidents which may have legal or ethical implications.
- j. Understand the processes to obtain and maintain professional certification/licensure.
- k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoid profanity, name-calling, racial slurs, etc.).

STANDARD TEN

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

- a. Be an active, contributing member of work teams and committees.
- b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- c. Utilize information gained from reading professional journals.
- d. Apply information gathered during attendance at professional conferences.
- e. Develop associations with organizations dedicated to learning.
- f. Reflect upon and 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.

FORMS

SAMPLE Weekly Log

Date	Essence of Discussion
------	-----------------------

12/1/09

Time:

Standards:

1, 3, 8, 10

Today we looked at the Learning Results and district curriculum to see where our idea fits into the big picture. Also discussed some of her challenging students and ways to accommodate them. Met during free period. Discussed importance of maintaining daily journal.

12/9/09

Standards:

1, 2, 3, 4

Met after school but too exhausted to accomplish much. Had our pre-conference for classroom observation tomorrow. I will watch a literacy lesson and give feedback about how well the teacher engaged all the students.

12/15/09

Standards:

3, 6, 1

We met during lunch today and discussed student XX who is giving her fits about staying on task. We brainstormed ways that might help him with his work. She is going to try having another student read the directions with him. Talked about gathering resources for the next unit she is planning to do. Next time we meet we will look at ways to introduce the unit.

Vacation Week!!

TEMPLATE Weekly Log

Month

Essence of Discussion

Date:
Begin time:
End time:
Standards:

Date:
Begin time:
End time:
Standards:

Date:
Begin time:
End time:
Standards:

Date:
Begin time:
End time:
Standards:

Date:
Begin time:
End time:
Standards:

Comments:

4. Please rate (circle) the degree of match between you and your mentor.
[Standards 9, 10]

1 (low) 2 3 4 5 (high)
Please briefly explain your response:

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

Name: _____
Date: _____

Brunswick School Department
Mentoring Observation Form
(3X per year)

Non-Professionally Certified Teacher:

Mentor:

Grade/Subject Observed:

Date of Pre Conference:

Date of Observation:

Date of Post Conference:

Focus of Observation:

Format of data collection:

Teaching Standards and Performance Indicators observed during the observation:

Beginning teacher and mentor follow up (Next steps?):

Signatures: _____

Date: _____

Fast-Track Recommendation Form

Name: _____ Social Security #: _____ Date: _____

In order to recommend a candidate for a five-year professional certificate, the candidate must meet the criteria for one of the sections below. The candidate will need to complete a certification renewal application, which must be signed by the support system chair; submit the appropriate renewal fee, and hold a valid CHRC. In addition, the support system chairperson must verify the following information. Please complete the information in one section below and submit this form with the application.

_____ In-State _____ Out-of-State

Provisional to Professional

Yes No

___ ___ * The support system has completed the orientation, one observation, and the TAP.

___ ___ * The candidate has had two or more years of experience under an equivalent teaching or educational specialist certificate.

Department Use Only: _____ Approved _____ Not Approved

Conditional, Transitional, or Targeted Need to Professional

Yes No

___ ___ * The support system has completed the orientation, one observation, and the TAP.

___ ___ * The candidate has had two or more years of experience under an equivalent teaching or educational specialist certificate.

___ ___ * Submitted passing Praxis scores and required coursework (if applicable).

Department Use Only: _____ Approved _____ Not Approved

BRUNSWICK CERTIFICATION ACTIVITIES APPROVAL POLICY

In developing this policy, the Certification Committee encourages activities that show either professional development or intellectual growth. All recertification activities must be related to your PRP goals. The following activities will be accepted as part of a Professional Renewal Plan **WITHOUT PRIOR APPROVAL**.

ACTIVITIES	DOCUMENTATION/5 YEAR CYCLE
1. College credit courses specifically related to grade, or Certificate of Completion, your endorsement area(s), or to Education. Max. 6 credit hours.	1. Transcript
2. Workshops or conferences in Education.	2. Summary or Time log.
3. District-sponsored study groups, workshops, or conferences.	3. Summary or Time log.
4. Student Teaching Supervision. Max. 30 hours.	4. Summary or Time log.
5. School-related professional committee work. Max. 30 hours.	5. Summary or Time log.
6. Serving on School Accreditation Team. Max. 30 hours.	6. Summary or Time log.
7. Observation of other teachers or programs in your endorsement areas. Max. 15 hours.	7. Summary and Time log.

The following activities **MUST HAVE PRIOR APPROVAL** or may not be accepted as part of a Professional Renewal Plan. The teacher/educational specialist should be aware that the committee may disapprove credit (or limit the number of hours) for (similar or repeated) activities that have not received prior approval. The documentation should directly state the applicability to the teaching assignment or endorsement area and must describe new learning or applications. Other ideas are welcome.

<u>ACTIVITIES</u>	<u>DOCUMENTATION/5 YEAR CYCLE</u>
1. Individual or school-sponsored curriculum work.	1. Product (Max. 30 hours)
2. Reading and/or research programs.	2. Summary (Max. 15 hours)
3. Travel with planned classroom utilization.	3. Product (Max. 30 hours)
4. Teaching other professionals.	4. Time log (Max. 30 hours)
5. Performance in related subject area.	5. Time log (Max. 30 hours)

YEAR-END NEW TEACHER SURVEY

1. Was your mentor in the same: Building____ Department_____ Grade_____
2. Approximately how many times per month did you meet with your mentor?_____
3. How helpful was your mentor regarding the following:

		not at all	somewhat	quite a bit	very helpful
a	Building Policies				
b	District Policies				
c	Identifying Resources				
d	Teaching Practices				
e	Goal Setting				
f	Goal Completion				
g	Content Support				
h	Classroom Management				
i	Classroom Observations				
j	Professional Development				
k	Instructional Planning				
l	Introduction to Staff				

4. What are the areas in which you needed the most help this year?

5. To what extent do you consider yourself knowledgeable about Maine's Initial Teacher Certification Standards? (circle one)

very little somewhat quite knowledgeable very knowledgeable

6. To what extent do you attribute any increased knowledge of these standards to this year's work with your mentor? (circle one)

very little somewhat quite knowledgeable very knowledgeable

7. To what extent do you attribute any increased knowledge of these standards to this year's work with your mentor? (circle one)

very little somewhat quite knowledgeable very knowledgeable

(Give this form to your PLCSS building representative by the end of the first week of June.)

BRUNSWICK SCHOOL DEPARTMENT
Teacher Action Plan
Interim Progress Report

Name: _____ School: _____ Date: _____

Position: _____ Mentor: _____

Goal 1: _____

Progress: _____

Goal 2: _____

Progress: _____

Goal 3: _____

Progress: _____

Comments:

Teacher's Signature

Mentor's Signature

Date

Brunswick School Department

Mentor Sign-Off Form

I, the undersigned mentor, attest that _____

has met the goals outlined in his/her Teacher Action Plan and recommend

him/her for _____

level certification.

Signature

Date