

MESSALONSKEE SCHOOL DISTRICT

Plan for Local Support System For Teacher Certification



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MESSALONSKEE SCHOOL DISTRICT

SUPPORT SYSTEM PLAN

ACKNOWLEDGEMENTS

On behalf of the faculty of the Messalonskee School District, we wish to acknowledge the following people who contributed to the development of the original Messalonskee Certification Plan:

Pam Prescott, Co-Chair, elementary teacher
Tom Fulling, former specialist
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Lorraine Mahoney, former elementary teacher
Phyllis Anicetti, former elementary teacher
Gail Kelley, former junior high teacher
Linda Sprague, former elementary teacher
Caroline Sturtevant, former administrator
J. Duke Albanese, former superintendent

CURRENT MEMBERS OF THE CERTIFICATION BOARD:

Nancy Barclay, Chair – Atwood & Williams Elementary Schools
M. J. Rinfret – Messalonskee High School
Jennifer Barry – Messalonskee Middle School
Erica St. Peter – James H. Bean School
Helen Davis – Belgrade Central School

ORGANIZATION OF DISTRICT

Messalonskee School District includes the towns of Belgrade, Oakland, Rome, and Sidney. The schools in this District include one high school, one middle school, and four elementary schools, two in Oakland and one in Sidney and Belgrade.

PURPOSE

The professionals in the Messalonskee School District will receive support from their peers in professional growth planning, implementing that planning, assessing progress, and recommending renewal or recertification of their professional certificate. The process will be teacher-driven and will operate with emphasis on professional growth. All references to professionals in this document include teachers and educational specialists, and the terms “professionals” and “teachers” will be used interchangeably. Resources, time, materials, and training will be provided by the District to the extent feasible.

GOVERNANCE

The support system will function with a certification board made up of teachers and one school administrator, who will serve as recording secretary.

CERTIFICATION BOARD

The Certification Board will be composed of 5 members:

- 1 Messalonskee Middle School
- 1 Messalonskee High School
- 1 James H. Bean School
- 1 Belgrade Central School
- 1 Atwood School/Williams Elementary School

Certification Board members must have at least 3 years of teaching experience, have training for or experience with a support team, and be a member of the District faculty.

These board members will be elected by their respective faculties. The names will be submitted to the Superintendent of Schools

MEETINGS

Monthly meetings will be scheduled through the school year. Additional meetings may be called by the chairperson as needed. Release time will be provided as necessary to process action plans or conduct other necessary business. A quorum will consist of four members.

CHAIRPERSON

Duties of the Chairperson will be to:

1. conduct meetings;
2. call special meetings;
3. notify support team members of responsibilities and timelines;
4. develop agendas;
5. communicate to all staff on matters regarding certification issues;
6. see that recommendations and action of the Certification Board are forwarded to the superintendent; and
7. represent the Certification Board to outside groups.

DUTIES OF THE CERTIFICATION BOARD

The Certification Board shall:

1. oversee the entire local certification process;
2. maintain a roster of potential support team members (teachers who have been in the District for at least five years);
3. plan for orientation for all conditionally and provisionally certified teachers;
4. orient all professionals to the process of certification;
5. assure that all persons with conditional or provisional certificates have support teams;
6. maintain records of candidates and teams;
7. assure that all professionals who request a mentor or support team have one assigned;
8. maintain all records in a confidential manner;
9. maintain records of certification recommendations;
10. serve as the first step of appeal in cases of disagreement;
11. collaborate with the Professional Development Committee to assure training appropriate to staff needs; and
12. communicate with chairpersons of other related committees.

SUPPORT TEAMS

Each team will consist of two members during the first year of support and one member during the second year. The members will be selected from a pool of experienced teachers. The team will be selected as follows: one by the candidate, one by the Certification Board, and when a single mentor is needed, the Board will select that person. The team will include a teacher from the building and a teacher from the same subject matter or grade level, when possible. One of these members may be an administrator, a teacher from another school system, or a university faculty member. An evaluating administrator or evaluating department chair may not serve on the support team.

Support team members must have at least five years of teaching experience within the Messalonskee School District.

A chairperson will be named for the support team by the Certification Board. The chairperson of the team will call the first meeting of the support team no later than September 15. The team will serve the candidate until the provisional certificate is completed, and a professional certificate is granted.

If a member of a support team is unable to complete the cycle, the Certification Board, in consultation with the other support team member and with the candidate, will recommend a replacement.

FUNCTION OF SUPPORT TEAM

The support team will:

1. serve as a support/advisor to the candidate;
2. observe the candidate individually at least three times during the school year using the pre-observation conference, observation, and post-observation conference format, providing the candidate with written feedback: (Master Teacher candidates – six observations during the year);
3. meet with the candidate to develop goals for professional growth – the “Teacher Action Plan”;
4. monitor the plan and provide feedback to the candidate;
5. communicate annually (the “Interim Report” - see appendix G) to the Certification Board the progress that the candidate is making on his/her action plan; and
6. make a written recommendation to the Certification Board indicating whether or not the candidate should be granted the requested certification. The support team has three options for recommendation: (1) a favorable recommendation, (2) a negative recommendation, or (3) a request for a one-year extension. If a negative recommendation or a request for a one-year extension is made, the candidate may access the Maine State Department of Education appeals process as outlined in appendix H.

Release time for support team members to observe and to confer with the candidate will be arranged by the principal of the building or his/her designee.

All conditionally, transitionally, and provisionally certified teachers and master teacher candidates (new or renewal) must have support teams.

TRAINING OF SUPPORT TEAM MEMBERS

Training will be provided by the District in areas such as:

1. systematic observation of instruction;
2. conferencing/communication skills;
3. orientation to the local certification process; and
4. five years teaching in the Messalonskee School District.

Training will be provided in the summer or during other non-teaching days to the extent possible. A comparable university course will also be honored.

TEACHER ACTION PLAN

An action plan will be developed collaboratively by the support team and the candidate. All teachers requiring a support team will have an action plan as the basis for the recommendation for certification.

This plan must include goals, objectives, activities, resources, a timeline, evaluative criteria, and must indicate who will monitor or verify successful completion. (A sample form is available, see appendix D).

The state standards for professional growth leading to competency must be considered when developing action plans.

Building and District initiatives should also be considered when developing the action plan.

Resources and technical assistance requested by the support team will be provided by the District to the extent possible.

A cumulative file will be maintained by the support team on each candidate. This file will be considered confidential material. If a teacher leaves the District, the file will be returned to the teacher if requested.

CERTIFICATES

Provisional Certificate or a **Conditional Certificate**

All beginning teachers with a one or two-year certificate must be provided with a support team. This team will be selected by September 15 following the procedures in this document. A professional action plan will be developed collaboratively. The action plan must be submitted to the Certification Board by January 15. The support team will verify whether the goals and objectives have been accomplished. The support team issues a recommendation to the Maine Department of Education that a professional certificate be granted or other appropriate action taken.

TRANSITIONAL CERTIFICATE

This certificate indicates that something is missing in the transcript. The Maine Department of Education specifies what needs to be accomplished in order to obtain a next level of certificate.

The candidate with a transitional or a provisional certificate **MUST** provide the Certification Board with a copy of the letter of condition from the state.

PROFESSIONAL CERTIFICATE AND ITS RENEWAL

The professional certificate must be renewed every five years. In order to renew the professional certificate, each candidate must complete six hours of course work or the equivalent, which may include the following:

- undergraduate and graduate level courses related to the candidate's field of certification or future educator certification.;
- recertification courses;
- workshops;
- independent study/projects **with prior approval from the Certification Board**, and
- certain committee work **with prior approval from the Certification Board** and with proper documentation.

All course work or the equivalent **MUST** have prior approval by the Certification Board or these credits WILL NOT be considered for recertification. Forms for approval may be obtained from building representatives. (See sample form Appendix I.)

The renewal plan form outlining work-to-date and the plan of action must be submitted to the Certification Board two years prior to the renewal date; the Certification Board will provide the form at the appropriate time.

MASTER CERTIFICATE

A candidate for a master teacher certificate must submit a letter of intent to the Certification Board by June 1, two years prior to the expiration date of their current certificate. Each candidate will provide letters of recommendation from two peers and one supervisor and present a portfolio of experiences by September 1. The Certification Board and candidate will mutually agree upon a support team.

Support team members will observe the candidate and work with the candidate to develop a professional action plan.

Release time will be provided by the school administration to the extent possible. The action plan must span at least two years and will address the standards for professional development leading to competency as included in the state guidelines.

The support team assists the candidate with the location of resources and mentors. These members observe the candidate and monitor progress toward completion of the plan.

Recommendation for a master teacher certificate is made by the support team to the Certification Board. The Certification Board reports its findings and recommendation to the Superintendent who forwards the application and recommendation to the Division of Certification.

EVALUATION

The *Plan for Local Support System for Teacher Certification* will be reviewed by the Certification Board every five years. The purpose of this review will be to determine understanding of the process and to improve our operating procedures. A joint meeting of all support team members and the Certification Board will be held annually.

Appendix A

Timeline for Support Teams

August:

- Certification Board appoints chairperson.

September:

- General information meeting for first year teams.
- Choose second member of support team for first year terms.
- Return signed agreement form to building representative to Certification Board by September 30.

October:

- Complete first observation by October 15.
- Support team begins assisting candidate in developing teacher action plan for first year teams.

November:

December:

- Complete second observation by December 15.

January:

- Submit teacher action plan to building representative to Certification Board by January 15.

February:

March:

- Complete third observation by March 15.

April:

- Second-year support teams must submit written recommendations to Certification Board by April 1.

May:

- Submit time sheet (both years) and interim report (for first-year teams) by May 31.

June:

July:

Appendix B

Agreement of Support Team and Candidate for Recertification

We, the undersigned, having been properly selected and instructed in our duties, agree to serve as a support team for _____
candidate's name
for a period of _____ years. These duties will begin on _____.
date

Support Team Signatures

	Date _____
	Date _____
	Date _____

I, _____, a candidate for a
_____ certificate, accept the above named
support team.

Signature: _____ Date _____

Please return this form to the chair of the Certification Board no later than October 1.

Appendix D Messalonskee School District Teacher Action Plan Format (suggested)

Name: _____ School: _____ Grade level/Subject _____

Date: _____ Present Level of Certification: _____ Certification Sought: _____

Goal: _____ Expected completion date: _____

Objectives	Activities	Resources	Completed/Revised	To be verified by:

For Certification Board Action: Signature of Chairperson: _____

Appendix E

Standards for Professional Growth Leading to Competency for Professional Teachers

The following standards for professional growth leading to competency shall be the basis upon which a teacher action plan is drafted, observations and assessments are made and recommendations are adopted for purposes of Professional-level certifications.

I. Subject Matter Knowledge

The competent teacher is knowledgeable in the subject or subject field proposed for professional certification. (The Support System may refer to the Program Approval rules Chapter 114-A) or general certification rules for guidance in assessing subject or subject field competency.

II. Communication/Language Skills

The competent teacher communicates in clear, understandable and appropriate language. To meet this standard the applicant must demonstrate that he/she:

1. Gives clear and concise explanations and directions;
2. Frames questions which encourage inquiry from students;
3. Uses probing inquiry questions to help students to understand concepts and relationships;
4. Makes the goals of teaching and learning clear to students;
5. Uses language appropriate to the age, developmental level, special needs and social, racial and linguistic background of students; and
6. Uses clear and effective oral and written communication.

III. Curriculum Planning, Classroom Instruction

The competent teacher designs instruction to facilitate learning consistent with the needs and interests of students in a manner, which maintains a sense of order and purpose in the classroom. To meet this standard, the applicant must demonstrate that he/she;

1. Plans instructional program around specific goals and objectives;
2. Develops objectives in a logical instructional sequence;
3. Uses a variety of instructional techniques appropriate to the needs of students and planned goals and objectives;
4. Uses information about students to adapt instruction to individual differences;
5. Incorporates previously taught concepts into new lessons so that there is an effective transfer of learning;
6. Focuses instruction upon the recall of relevant concepts and principles;
7. Provides for a high level of student involvement through active participation;
8. Checks regularly for comprehension to be sure students understand the concepts being taught.

IV. Evaluation of Students

The competent teacher issues the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the applicant must demonstrate that he/she:

1. Uses evaluative procedures appropriate to the age, developmental level, special needs, social and linguistic background of students and corrects for any ethnic, racial or sex bias in evaluation;
2. Interprets the results of evaluative procedures and uses these results to improve instruction for the class and for individual students;
3. Identifies problems in reading which will inhibit learning and works toward remedying these problems;
4. Encourages the involvement of students in evaluation of instruction;
5. Evaluates own role, behavior and performance in the classroom;
6. Uses a variety of evaluation procedures such as systematic observation, student portfolio review and exams;
7. Uses evaluation to determine when students have reached an acceptable level of mastery of concepts, ideas (have mastered an acceptable level of the program goals and objectives);
8. Uses evaluation to assess instructional and curriculum effectiveness.

V. Professional Characteristics

The competent teacher is equitable, sensitive, and responsible to all students. To meet this standard, the applicant must demonstrate that he/she:

1. Encourages and defends the exercise of students' rights to equal treatment and freedom of expression;
2. Responds to the needs of individual students;
3. Works toward a learning environment which allows and encourages open inquiry;
4. Encourages a learning environment which is devoid of ridicule, avoids racial, sexual, social, ethnic, religious and physical stereotyping;
5. Makes allowances for biases and limitations in his/her own background which may limit his/her responsiveness to students from other backgrounds; and
6. Uses criticism sparingly and does not demonstrate hostility, ridicule or sarcasm.

VI. The support system may base a negative recommendation on any of the grounds specific in Chapter 115 or 115-A for revocation or suspension of a certificate.

MESSALONSKEE SCHOOL DISTRICT

Certification Renewal Plan for Professional Certificate

Name _____ Building _____ Certification Level _____

According to our records, your professional certificate expires on _____ (date). In order for the Support System to be informed of your professional development activities, please complete this form and return it to _____.

Your activities will be reviewed at the next Certification Board meeting on _____ (date). **You must show proof of six credit hours or the equivalent in every five-year period. If you have not yet completed any credit work, you must provide us with a plan to meet this requirement. Please attach your plan.**

College courses or recertification courses taken since last renewal:

Title of Course	Sponsor or Institution	#credits (or) #CEU's*	Completion Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Credit Guidelines: **1. 1 college credit or recertification credit = 15 contact hours**
2. 1.5 continuing education credits = 1 credit hour
3. 4.5 CEU's = 3 credits

See reverse

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Appendix F

Workshops and conferences attended for credit since last renewal:

Title	Sponsor or Institution	# of <u>certified</u> contact hours	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Committees or special projects for which you are requesting credit:

Name of committee or project	Chairperson or contact	# of certified contact hours	Date(s) of Work
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In the spring of the year that your certificate expires, you will receive from the state a printed renewal form. You will need to update and complete the form, attach proof of credits, CEUs, and certified contact hours. Please give this information to your building representative to the Certification Board.

For Certification Board Use

Date Received _____ Date acted upon _____ Plan approved (circle) YES NO

Comments: _____

Signature of Chairperson _____

Appendix G

Interim Report Form

Candidate's Name: _____

School: _____

Support Team Members:

Current Certificate held: (be specific) _____

Expiration Date: _____

Briefly summarize progress made toward professional certificate.

Please attach a copy of the updated Teacher Action Plan indicating what goals have been met and what goals will be carried over into the next year. Please contact the chair of the Certification Board if you anticipate any problems recommending a professional certificate for the candidate.