

RSU 54 / MSAD 54

**Professional Learning Community Support
System
(PLCSS)**

Certification Handbook

Developed 2010

RSU 54 / MSAD 54 Board

Approved: June 7, 2012

RSU 54 / MSAD 54 Teachers Association

Approved: May 4, 2012

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I. SCOPE DEFINITIONS, GOVERNANCE PLAN, CERTIFICATION STEERING COMMITTEE AND AMENDMENTS

A. Scope

The Professional Learning Community Support System of RSU 54/MSAD 54 includes the towns of Canaan, Cornville, Mercer, Norridgewock, Skowhegan, and Smithfield, and is composed of five elementary schools, middle school, and a high school. The student population is approximately 2700 and is served by approximately 388 professional staff. This Professional Learning Communities Support System (PLCSS) plan is designed to provide support for all teachers, guidance counselors, library-media specialist, special education consultants, speech and hearing clinicians, athletic directors, and literacy specialist in the district.

B. Management

The PLCSS structure for RSU 54/MSAD 54 will be overseen by the Certification Steering Committee (CSC). The PLCSS will be coordinated by the CSC chairperson, and the PLCSS administrator.

The PLCSS will provide the Commissioner of Education with the recommendations for educational personnel seeking professional certification, professional renewal, or certification advancement. The Recertification Team will work under the guidance of local administration and state guidelines. All decisions made by the PLCSS will be made in a professional, fair and equitable manner. PLCSS members are liaisons between personnel at the building level and the recertification team. Plans are in place to facilitate the use of mentors for all new teachers. Documentation is provided to employees to inform them of their recertification status.

In the event that staff members do not follow procedures for recertification, the issue will be brought to the whole Recertification Team for consideration. A timeline will be established and new goals will be set. The Recertification Team will follow up with that individual until the situation is resolved. If the situation is unresolved after the established time period, the employee will be advised how they may present their case to the Commissioner of Education.

All materials gathered during the certification process are confidential and are kept separate from an individual's personnel folder. No materials, either written or verbal, may be divulged to any outside source. It is the responsibility of each PLCSS member to respect the individual's rights of confidentiality.

C. Definitions

Certificate - License to teach

Certification Law 502 - The teacher certification law allowing local school districts to facilitate recertification as well as allowing teachers to have a part in the licensing procedures of new teachers.

Classroom Teacher - Elementary, secondary, middle school/junior high, vocational, special education or special subject teacher

CSC - The Certification Steering Committee that is elected to govern the Certification Law 502 and oversee the PLCSS

Educational Specialist - Guidance Counselor, Library/Media Specialist, Literacy Specialist, Special Education Consultant, Service Provider, Vocational Ed. Evaluator, School Nurse, Athletic Director, Speech & Hearing Clinician

Endorsement - Licensed subject area.

MDOE - the Maine Department of Education

Mentor - The person selected by the CSC to support the provisional, conditional teacher, or targeted need certificate and to act as an advocate and be a resource

MT-PCAP: Master Teacher Professional Certification Action Plan; the document created by the Master Teacher candidate and mentor that details professional activities which meet the five core NBPTS propositions.

NBPTS: National Board for Professional Teaching Standards: NBPTS.org

PLCSS – Professional Learning Community Support System

TRP – Teacher Renewal Plan: the document used by professional teachers for listing improvement goals and the methods for achieving these goals to gain recertification.

PCAP – Professional Certification Action Plan: the document used by provisional, conditional, targeted need certificate, and master teachers for listing improvement goals for gaining initial certificates or endorsements.

Credits

Credit equivalents - 1 college/university credit = 1.5 CEU's = 15 contact hours/credit hours.

1 credit hour equals 1 contact hour

Professional Certification Credits – 6 college/university credits or 9 CEU's or 90 contact hours/credit hours or equivalent combination.

D. Functioning of Certification Steering Committee (CSC)

The CSC is responsible for the governance and the implementation of Recertification Law 502. The CSC will:

1. Approve plans for provisional and conditional candidates, targeted need certificate, professional teachers and master teachers;
2. Assign a mentor teacher to each provisional, conditional, targeted need certificate or master level teacher;

3. The Certification Steering Committee (CSC) will not meet more than 20 times per year for not more than 2 hours per meeting. Meetings will be scheduled for twice a month and minutes of these meetings will be recorded.
4. New teacher network - Individual CSC members will be assigned as contact persons between the committee, mentor and mentee.
5. The CSC will insure that mentors will receive MDOE training or State approved equivalent and maintain a list of trained mentors.
6. Meet with provisional, conditional teacher, or targeted need teachers and their mentors to discuss roles, responsibilities, timelines and important related sections in the handbook.
7. Work closely with UMF and other local institutes of high learning in the area to help with the development of methods of earning credit for recertification of all staff. Also, to make use of area specialist as necessary source of information.
8. Annually undergo a process of self-evaluation to assure quality, effectiveness, and efficient management that will include an online survey for both the mentors and mentees. There will also be a separate survey for staff completing the five-year renewal cycle. Evaluation will be organized and directed by the CSC.

The CSC membership will consist of the following people who must have at least three (3) years of experience in the district:

1. Three elementary teachers – only one per building
2. One middle school teacher
3. Two high school teachers
4. Assistant Superintendent of Schools

The members will serve for three-year terms with alternating elections.

<u>Cycle One Starting in 2011</u>	<u>Cycle Two Starting in 2012</u>
One elementary representative	Two elementary
Middle school representative	One high school representative
One high school representative	

Elections for each cycle will rotate every three years.

The CSC will solicit written nominations from the above subgroups up for election and create a ballot to be voted upon by each of those subgroups. If a tie vote occurs, there will be a run-off vote. Newly elected CSC members will have their names given to the Superintendent of Schools for appointment and approval by the School Board at the June board meeting. Each member will receive a contract by September 15th and will forfeit his/her appointment to the second-elect if he/she fails to return the signed contract to the Office of the Superintendent within two weeks.

In the case of a resignation at the end of the first or second year during a three-year term, the CSC will solicit written nominations and create a ballot to be voted on for the remainder of the term. The newly elected member will have his/her

name given to the Superintendent of schools for appointment and approval by the School Board.

In the case of a resignation during the school year, the CSC will recommend the second-elect to the Superintendent for appointment and approval by the School Board.

E. CSC Chairperson/Co-Chairperson Duties

The Chairperson/Co-Chairperson for the CSC will be selected by the committee members and have the responsibility to lead the committee in the administration and supervision of the recertification process.

The Chair/Co-Chair will:

1. Convene and chair CSC meetings;
2. Prepare agenda and see that minutes are kept for each meeting;
3. Communicate CSC recommendations to the MDOE (Commissioner);
4. Delegate responsibilities to committee members;
5. See that provisions are made and orientations are given to mentors and new staff at the appropriate times; meet with new teachers during their district orientation, to familiarize them with the handbook and procedures, usually the week before school starts.
6. See that appropriate records are kept and maintained in a safe place on all candidates;
7. Act as liaison to the Board of Directors and administrative team;
8. Give tentative approval to amendments in renewal plans which must be made between CSC meetings;
9. Give tentative approval to changes of mentors membership if changes must be made between CSC meetings;
10. Carry on committee work such as approving renewal plans and signing certification forms in the summer.
11. Provide orientation and training of PLCSS members.
12. With the assistance of the Asst. Superintendent's secretary maintain cumulative confidential and secure certification files.

F. Handbook Amendment Procedures

Any proposed change in the Certification Handbook will be submitted to the CSC for review. If the change is due to a change in the certification law, the CSC will draft the necessary language. Otherwise, the CSC and the person(s) proposing a change will draft the appropriate language.

The CSC will publish and circulate the proposed change(s) to:

1. The Executive Committee of the Educational Association for review and comment;
2. The Administrative Team for review and comment;
3. The general teacher population for review and comment.

The CSC will review and make any needed changes to the new language. The proposed change(s) will be brought before the Education Association and the

School Board for each to take a vote of acceptance or rejection. If accepted by both parties, the change will be submitted to the MDOE. A copy will be distributed to all new teachers. The handbook, renewal plan and action plan are available online at <http://www.msad54.org/district/certification/index.shtml>. An amendment will have no impact on anyone working under an active PCAP.

II. PROVISIONAL, CONDITIONAL, OR TARGETED NEED CERTIFICATE PROFESSIONAL CERTIFICATION ACTION PLAN

A. Mentor's Role

The provisional, conditional, or targeted need certificate teacher (mentee) will use the expertise of a mentor for two years to achieve a higher level of certification. The mentor will use a peer coaching process to provide support and assistance for the improvement of the provisional or conditional teacher. The mentor must be trained in a MDOE program or State approved equivalent.

1. The CSC will choose a mentor to support the provisional, conditional teacher or targeted need certificate.
2. The mentor and the mentee will attend a formal orientation in September or October to discuss responsibilities, roles procedures, available services, and professional development opportunities, and the process for achieving professional certification. At this time each Mentor will receive a Mentor training a Handbook and each Mentee will receive a Mentee Handbook.
3. The mentor will commit to serving two years.
4. The mentor shall have at least three (3) years of teaching experience in the district. and hold a professional certification.
5. The mentor will **support** the mentee as an **advocate** and a **resource**.
6. The mentor, in conjunction with the mentee, will oversee the development of the mentee's PCAP and adhere to the specified data collections, time lines and procedures. This plan must be submitted to the CSC in December for approval. The plan must identify goals and strategies for improving professional skills consistent with the certificate level or endorsement and be based upon Maine's Initial Teachers Certification Standards.
7. The mentor and the mentee will meet a minimum of ten times during each school year for at least ½ hour per meeting.
8. Mentors will coordinate time with the mentee for observations, conferences, etc., which are beneficial to them and their students.
9. Mentors will provide two summaries of the data collections:
These summaries will indicate if the teacher is progressing toward his/her goals or if there are concerns.
 - one due before December break;
 - one due before April break.All data collected will be turned in by the end of May.
10. The names of the mentors will be recommended to the Superintendent for appointment and approval by the School Board.
11. Each mentor will receive a contract by October 15th and must have it signed and returned by October 30th.

12. In the event of a resignation, the CSC will assign another mentor for the duration of the PCAP.
13. In special cases the CSC may appoint “recently active practitioners” to allow the use of mentors and committee members who may not be currently teaching. They must be professionally certified and have State approved mentor training.

B. Development of the Provisional, Conditional, Targeted Need Certificate Professional Certification Action Plan

The provisional, conditional or targeted need certificate and his/her mentor will prepare a Professional Certification Action Plan (PCAP). The PCAP will be based on:

1. Standards which must be met to acquire the desired certification (see the section on Professional Level Standards, which follows);
2. Additional study and/or in service deemed necessary to receive a positive recommendation for the certification;
3. Skills which need improvement;
4. Means to achieve improvement goals.

The PCAP will be based on the initial observations and assessments of the provisional or conditional teacher by the mentor relative to the standards for professional level certification, which follow.

III. PROFESSIONAL LEVEL STANDARDS

Earning the initial professional certification will be based on demonstration of **Maine’s Initial Teacher Certification Standards** which would include:

- A. 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
- B. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
- C. 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.
- D. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
- E. Understands and uses a variety of instructional strategies and appropriate technologies.
- F. Creates and maintains a classroom environment which supports and encourages learning.
- G. Demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.
- H. Understands and uses a variety of formal and informal assessment strategies to

evaluate and support the development of the learner.

- I. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
- J. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

IV. COMPETENCIES

A provisional, conditional teacher, or targeted need certificate must demonstrate competency in all areas of the previously mentioned standards. Competency in any one area will be defined as demonstrating a majority of the listed behaviors consistently within the first two (2) years of teaching.

V. DATA COLLECTION

A. Data about performance can be collected as follows:

- 1. Direct observation of teaching – at least three times;
- 2. Analysis of video and/or audio tapes of teaching;
- 3. Analysis of lesson plans, work assigned, assessment strategies, portfolios, etc.
- 4. Conference with the provisional or conditional teacher.

Summary of all data collection materials along with the PCAP will be given to the chairperson of the CSC to be placed in the provisional or conditional teacher's file in May. A copy will also be given to the provisional or conditional teacher.

VI. TIMELINES AND PROCEDURES

YEAR ONE The mentor and the provisional or conditional teacher will meet a minimum of ten times and be observed at least three times.

<u>Month</u>	<u>Procedure Description</u>
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September	The CSC shall select a mentor by the end of the third week of school.
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September /October	The mentor and mentees will meet with the CSC to go over timelines, review the handbook and answer questions.
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October	The mentor and the provisional or conditional teacher will meet to:
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- A. Review the handbook, noting timelines and member's responsibilities;

- B. Review the provisional or conditional teacher's resume (provided by provisional or conditional teacher).

November The mentor will conduct one (1) data collection for assessment purposes for the PCAP. This is a direct formal observation for a minimum of thirty (30) minutes, and has a pre- and post conference. Any data will be shared with the provisional or conditional teacher as soon as possible. By the end of November, the mentor and provisional or conditional teacher will meet to review the data collected and arrive at a consensus about the provisional or conditional teacher's weaknesses. They will work together to develop a PCAP. **A summary of the data collecting processes will be turned in before December break.** This Summary will indicate if the teacher is progressing toward his/her goals or if there are concerns.

December The mentor and the provisional or conditional teacher will submit to the CSC a PCAP based on the information gained from the data collections, file review and discussions.

January, February, March The mentor will conduct two (2) more data collections. that are direct formal observations for a minimum of thirty (30) minutes, and have a pre- and post conference. The data will again be shared with the provisional or conditional teacher as soon as possible and will be used to sign off on goal(s) accomplished and/or add new goal(s) to the PCAP.

April **A summary of the two data collecting processes will be turned in before April Break.** These summaries will indicate if the teacher is progressing toward his/her goals or if there are concerns.

May Turn in collected data

YEAR TWO Mentor and provisional or conditional teacher will meet a minimum of ten times.

Month Procedure Description

September The mentor and the provisional or conditional teacher will meet to review remaining goal(s) and any summer training by the provisional teacher.

September The mentor and mentees will meet with the CSC to go over timelines, /October review the handbook and answer questions.

October, November The mentor will conduct one (1) data collection that is a direct formal observation for a minimum of thirty (30) minutes, and has a pre- and post conference.

December	The mentor and the provisional or conditional teacher will review progress of PCAP goal(s). A written summary of data collection and observations is due before December break. This summary will indicate if the teacher is progressing toward his/her goals or if there are concerns.
January, February	The mentor will conduct two (2) data collections that are a direct formal observation for a minimum of thirty (30) minutes, and have a pre- and post-conference.
March, April	The mentor will decide whether the provisional or conditional teacher has demonstrated competency in Maine's Initial Teacher Certification Standards. The decision will be based on the accomplishments of the PCAP's goal(s). The mentor will submit a letter stating whether the provisional/conditional teacher has demonstrated competency and is recommended for professional certification. Documentation will be forwarded to the CSC to be filed.

APPEALS PROCESS

Upon notification from the Commissioner that the issuance, extension or renewal of a certificate has been tentatively denied, a teacher will have thirty (30) days from the date of the notice to file a written petition for an adjudicatory proceeding (appeal).

VII: RECERTIFICATION OF PROFESSIONAL STAFF

A. Teacher Renewal Plan (TRP)

A candidate for renewal of a teaching certificate must prepare and submit for approval, to the CSC a renewal plan which:

1. lists professional development goal(s);
2. describes how the candidate will acquire six credits of approved study which lead to the accomplishment of the goal(s) and relate to the endorsement for which the candidate is seeking renewal.

Renewal plans must be submitted for approval and approved before they are to be implemented. Under extenuating circumstances this requirement may be waived by the committee. Renewal plans should be submitted to the CSC immediately after receiving renewed certification. Modified plans may be submitted at any time but must be submitted prior to implementation.

B. Approved Study

Approved study may consist of:

1. six credits of academic study or professional education from an accredited institution in the field for which the teacher holds an endorsement; or designed to improve the performance of the teacher
2. credits or equivalence (e.g. CEU's) in an inservice training program approved by the CSC which is designed to improve the performance of the teacher. This may or may not be in the field for which the teacher holds an endorsement;
3. an individual professional development plan which may include work experience, travel, curriculum development, etc., but which must be approved by the CSC and designed to improve the performance of the teacher. This may or may not be in the field for which the teacher holds an endorsement.

A reminder from **Definitions** section page 2:

Credits

Credit equivalents - 1 college/university credit = 1.5 CEU's = 15 contact hours/credit hours.

1 credit hour equals 1 contact hour

90 Professional Certification Credits – 6 college/university credits or 9 CEU's or 90 contact hours/credit hours or equivalent combination.

C. Delivery of Services/Methods of Earning Credit

The process of delivery of services and the provision of technical assistance shall be ongoing for the staff through each assigned mentor or building representative. Mentors will recommend resources for services and technical assistance available to fulfill the goals and objectives of their mentee's PCAP. The Recertification Team will provide each renewing staff member with available materials, services, and ideas to help the individual meet the goals of his/her recertification plan.

The following is a description of ways in which a teacher can earn six credits toward renewal of his/her teaching certificate. All methods for renewal **must** be approved in advance by the support system, be listed as part of the renewal plan, and consistent with the stated goals.

1. **College/University Courses/Inservice Coursework:**
 - copy of grade transcript or certificate of completion must be submitted and course must be passed with a B grade or better for graduate courses, or a passing grade for undergraduate/ recertification courses. There is no limit in category 1.
2. **A. Workshops/Conferences:**
 - participants wishing to earn credits for renewal must submit a titled certificate which describes:
 - a. time involved (active participation only);
 - b. content covered;

- presenters wishing to earn credits for renewal must submit documentation which describes:
 - a. time involved (prep & presenting)
 - b. content summary
- up to 3 credits (documented)/4.5 CEU's (documented)/45 contact hours (documented) towards renewal.

B. Webinars/Webcast and similar Virtual Meetings:

- participants wishing to earn credits for renewal must submit a document which describes:
 - a. time involved;
 - b. content covered;
 - c. how this work will impact teaching/learning;
- signing off from the building administrator, team leader, coordinator, specialist, or department head.
- up to 3 credits (documented)/4.5 CEU's (documented)/45 contact hours (documented) towards renewal.

A maximum of 4.5 CEU's/45 contact hours allowed in category 2.

3. Individual or Group Study/Research/Curriculum Project:

- **detailed plan must be submitted in advance which describes:**
 - a. educational need or problem;
 - b. observable/measurable objectives to be accomplished;
 - c. plan of action listing specific steps/activities to be carried out;
 - d. **evaluation criteria for project and who will evaluate completion of the project;**
- upon completion, a report must be submitted which includes information about the teacher's personal development and the project's impact on students and learning. The evaluator's signature must be on the final report;
- The Certification Steering Committee shall accept, reject, or request modifications to the report before approving it for credit;
- up to 3 credits (documented)/4.5 CEU's (documented)/45 contact hours (documented) towards renewal in category 3.

4. Travel:

- travel must enhance instructional role;
- **detailed plan must be submitted in advance which includes:**
 - a. educational objectives of trip;
 - b. itinerary;
 - c. description of types of information which will be collected;

- d. description of ways information will be utilized in classroom;
 - e. time involved;
 - a written report must be submitted upon return describing the experience relative to the above criteria;
 - up to 4.5 CEU's (documented)/45 contact hours (documented) in category 4.
- 5. Work Experience / Course and Inservice Instruction**
- activities must enhance instructional role and relate directly to a participant's teaching area;
 - **detailed plan of the activities must be submitted in advance which includes:**
 - a. how the activities will add to/enhance instructional role;
 - b. how the activities experience will impact teaching/learning;
 - c. time involved (prep & presenting);
 - upon ending the activity, a written report must be submitted detailing the learning experiences related to the above criteria;
 - up to 4.5 CEU's (documented)/45 contact hours (documented) in category 5
- 6. Committee Work:**
District, State or Building:
- upon ending committee work, a written report must be submitted which includes:
 - a. how committee work will impact teaching / learning
 - b. time involved;
 - signing off from the committee chairperson or leader must be submitted substantiating participation on that committee;
 - District committee work will be documented by a certificate issued by the Assistant Superintendent's office.
 - up to 4.5 CEU's (documented)/45 contact hours (documented) toward renewal in category 6.
- 7. A. Participation as a Mentor for a Provisional or Conditional Teacher, Supervisor of a Student Teacher:**
- up to 4.5 CEU's /45 contact hours maximum for two years participation as a mentor;
 - up to 4.5 CEU's /45 contact hours for participation as a Cooperating Teacher
 - submit documentation verifying your role as a Mentor or Cooperating Teacher
- B. Participation as a Supervisor of a Practicum Student:**
- up to 1.5 CEU's /15 contact hours for each practicum;
 - up to 4.5 CEU's /45 contact hours for up to three Practicum Students;
 - submit documentation verifying your role as a Supervisor of a

Practicum Student(s)

A maximum of 4.5 CEU's/45 contact hours allowed in category 7.

C. Procedure:

- a **Teacher should submit a renewal plan to the CSC at least two years before certificate expires.**
- b The original renewal plan goals should be as specific as possible, although the teacher may not know exactly which activities (course, workshop, committee, etc.) will be used for renewal.
- c Renewal plans can be modified or updated by submitting modifications or updates to the CSC. If necessary, emergency modifications can be made by the chairperson.
- d Each teacher is expected to maintain a file of all required documents as proof of completion of approved activities.
- e Activities requiring additional documentation for approval (e.g., individual projects, travel, work experience, etc.) should be attached to the renewal plan when submitted.
- f When activities are completed each teacher will submit his/her documentation to the CSC. The CSC will meet with the teacher if his/her documentation is incomplete, ambiguous and/or if there is a possibility that the request for renewal will be denied. The CSC will recommend that the certificate be renewed or not renewed.
- g It is the sole responsibility of each teacher to provide the CSC with a renewal plan; to seek approval of all modifications to the renewal plan; to submit documentation for approval of such activities as travel, work, individual/ group projects; and to maintain all required documentation for each activity. The teacher should also keep copies of information submitted to the CSC. Recommendations for renewal can only be made if all required documentation is submitted and if the renewal plan is implemented.
- h Teachers who have transferred from other schools must hand in copies of all materials for recertification from their previous school to the CSC. These activities will be accepted by the CSC.

D. Appeal Process:

Upon notification from the Commissioner that the issuance, extension or renewal of a certificate has been tentatively denied, a teacher will have 30 days from the date of the notice to file a written petition for an adjudicatory proceeding (appeal).

VIII: MASTER TEACHER

A. The Master Teacher

The master certificate indicates that the holder is an especially capable and knowledgeable teacher or educational specialist. The master certificate is awarded for a five year period. To obtain a master certificate, you must hold a valid professional certificate and have completed the 6 credits needed to renew your professional certification. In addition, you must also meet **The National Board for Professional Teaching Standards (NBPTS)**:

1. demonstrate exemplary professional skills in classroom teaching or an educational specialty in the standards (see Professional Level Standards, which follow);
2. be knowledgeable in the current theories of effective instruction;
3. have made outstanding contributions to the teaching profession in one or more of the following areas:
 - a. curriculum design;
 - b. teacher in-service training and staff development;
 - c. clinical supervision of student teachers and peer observation of teachers, including instructional methodology;
 - d. educational leadership;
4. receive a favorable recommendation from your mentor and the CSC.

B. Mentor Responsibility

You will use the expertise of a mentor for two years to achieve the higher level of certification. Therefore you must let the administration know in writing of your intent to pursue the master certificate prior to January 1 of the year you will begin. The mentor must have State approved mentor training to provide support and assistance to you in trying to attain this certificate. You may also use an additional three (3) years for the completion of the coursework needed for your MT-PCAP. In any event, you must complete the classroom assessment portion of your MT-PCAP within the first two (2) years while under the guidance of your mentor.

Mentor Governance:

1. the CSC will assign a mutually agreed to mentor;
2. the mentor will commit to serve two years;
3. the mentor shall have at least five (5) years of teaching experience must have State approved mentor training ;
4. the names of mentors will be given to the Superintendent for appointment and approval by the School Board;
5. each mentor will receive a contract by October 15th and must have it signed and returned by October 30th;
6. in the event of a resignation, the CSC will assign another mentor for the duration of the mentor plan;
7. at the end of the second year, the mentor will make a written recommendation to the CSC.

C. Master Teacher-Professional Certification Action Plan (MT-PCAP)

The **MT-PCAP** shall be developed by you in consultation with your mentor. The **MT-PCAP** will include six (6) observations and specify:

1. standard(s) which must be met to acquire the master certificate (see **NBPTS for specific area of endorsement**)
2. skills which need improvement;
3. means to achieve improvement goals;
4. additional study and/or inservice deemed necessary to receive a positive recommendation for the certification; NOTE: You must make provisions in the **MT-PCAP** for meeting the renewal requirements of your professional certificate (six credit hours or the equivalent).

The **MT-PCAP** shall be based on the initial observation and assessments of you by the mentor relative to the **National Board for Professional Teaching Standards** standards for professional level certification which follow. The initial observation shall be for at least one (1) period of instructional activity, preceded and followed by a conference.

D. Process/Timeline

Two Year Process:

Option 1.)

You may achieve National Board Teacher Certification (10 year certificate) by following the guidelines in the appropriate content area at NBPTS.org (Ch. 115 Part I, 5.3, B. 7). You must still renew your Master Teacher certificate every five (5) years. As long as there are five or more years remaining on the NBT Certification, we would not require meeting our additional Master Teacher requirements at the five year renewal. If there are not five or more years remaining on the NBT Certification, you must meet the additional requirements.

Option 2.)

You must submit a Letter of Intent to the Certification Committee to pursue or renew a Master Teacher Certificate. It can be submitted 5 years prior to certificate expiration.

REQUIREMENTS after initial Letter of Intent - must also follow the same Professional requirements of 6 credits or equivalent.

Year One: two years prior to certificate expiration

1.) choose a mentor from the approved list (mentor will have received MDOE training or state approved equivalent)

*A teacher pursuing or renewing a Master Teacher Certificate cannot be a mentor

for a teacher pursuing or renewing a Master Teacher Certificate.

2.) Sign and submit Mentee Contract - **due by October**

3.) Follow the NBPT Standards 5 core propositions and submit a Master Teacher Professional Certification Action Plan (MT-PCAP) to the mentor and the certification team to be approved

4.) Be observed two (2) times by the mentor and submit data collection by December break

5.) Be observed two (2) times by the mentor and submit data collection by April break

6.) The final MT-PCAP for year one, with evidence of meeting core propositions,

is to be signed by the mentor and submitted to the Certification Committee by May.

Year Two:

- 1.) submit the MT-PCAP to the Building Representative by Oct. 15, for review and signature.
- 2.) Be observed two (2) times by the mentor and submit data collection by December break
- 3.) Be observed two (2) times by the mentor and submit data collection by April break
- 4.) The final MT-PCAP for year one, with evidence of meeting core propositions, is to be signed by the mentor and submitted to the Certification Committee by May.

E. National Board for Professional Teaching Standards

Must be developed from the specific area of endorsement sort. Please see the NBPTS

Standards by Certificate @

http://www.nbpts.org/the_standards/standards_by_cert

1. **Data Collection** (A minimum of six)
Data about performance can be collected as follows:
 - a. direct observation of teaching;
 - b. analysis of video and/or audio tape of teaching;
 - c. analysis of lesson plans, work assigned, tests, etc.;
 - d. conferencing.

Copies of all data collection materials will be given to the chairperson of the CSC to be placed in your file. A copy will also be given to you.

2. **Appeal Process**
Upon notification from the Commissioner that the issuance of the certificate has been tentatively denied, a teacher will have thirty (30) days from the date of the notice to file a written petition for an adjudicatory proceeding (appeal).
3. **Renewal**
The Master Teacher Certificate may be renewed for successive five year periods with the standards and procedures being the same as the initial issuance of the certificate.