

Maine State Teacher Quality Action Plan

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023



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MAINE STATE TEACHER QUALITY ACTION PLAN

2008 – 2009

Revised January 5, 2009

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Abstract

Maine has **consistently** raised its percentages of highly qualified teachers each year since 2003, and is above the national average for all categories. This level though, is still below the 100% HQT requirement of the United States Department of Education, and the *No Child Left Behind* Act. The “Teacher Quality and Equity Action Plan” has been created to reflect Maine’s goal to place a highly qualified teacher in each classroom by the end of the 2008-2009 school year.

This Action Plan is based on the United States Education Department’s requirements detailed in “Reviewing Revised State Plans, Meeting the Highly Qualified Teacher (HQT) Goal”. This short abstract is meant to give an overview of the responses to the five requirements listed. These responses are addressed in much more detail in the full Action Plan and appendices, including the separate document titled: “Maine’s State Action Plan for Equitable Distribution of Highly Qualified Teachers”.

Goal # 1: The SEA will continue to refine data collection and analyses to determine needs and responses.

We have listed the pertinent data available and correlated it to aid in determining what the needs are across Maine. We also make it clear that we intend to improve our data collection techniques in the coming school years to further inform our actions. As a beginning for this work, during the 06-07 school year the choice was made to determine a limited number of “High Need Schools” using the criteria of: low HQT percentages; high poverty indices; whole school AYP status for reading or math; and 5% points or more above the State average for inexperienced teachers. This metric rendered a list of “High Need Schools” that seemed to be both accurate, and manageable for the two year period. We identified a second set of High Need Schools in August of 2008 (*See Appendix A*). It is our intent to give targeted assistance to these schools during the 2008-2009 school year, and use the resulting data on effective strategies to guide our efforts thereafter. The survey we used in April, 2008 to collect the 05-06 HQT data asked for numbers of HQT, or non-HQT taught classes in each core content area. This change rendered a similar data set as that which we collected for the 2003-2004 year. Thus we have comparative data to inform decisions on the most effective technical assistance to offer and content areas in SAUs/schools needing it most. ***Data indicated that special education teachers, alternative education teachers, foreign language teachers and teachers of basic skills in math had a significantly lower percentage of highly qualified teachers than other subject areas. Our technical assistance will focus on these needs. The updated 2007-2008 data is available on the SEA website now, under “NCLB” and then “HQT Summary Report”, this summary report, as well as the specific data on schools is also on the MEDMS “Public Reports Portal” under “No Child Left Behind”.***

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Goal # 2: LEAs will have plans in place to assist teachers who are not highly qualified.

This goal is addressed largely through the Maine Department of Education's administration of its Title IIA funds for LEAs. The applications and performance reports have been revised to require the use of the proven strategies for raising teacher quality listed in NCLB and the 2006 "Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance". ***Data indicated that special education teachers, alternative education teachers, foreign language teachers and teachers of basic skills in math had a significantly lower percentage of highly qualified teachers than other subject areas. Our technical assistance will focus on these needs.*** Those LEAs identified as "High Needs LEAs" will complete a more detailed LEA Action Plan to target those areas specific problem areas that are keeping them from attaining 100% HQT status.

Goal # 3: The State Education Agency will provide technical assistance to assist LEAs in completing HQT plans to reach 100% HQT status by the end of the '06 – '07 school year.

This builds upon Goal # 2 by explaining exact methods that the State intends to use to support LEAs in reaching the 100% HQT Goal, and also lists the multitude of State-wide initiatives aimed at raising teacher quality. For example, for many years our Regional Teacher Development Centers (newly renamed the Regional Education Collaborative Network (RECN) aimed at delivering targeted professional development for reasons such as certification and special education shortages, and the newly legislated increase in minimum teacher salary was effective in September of 2006.

Goal # 4: Maine will phase out the use of the HOUSSE rubric by the end of the 2008-2009 school year.

Maine has taken several steps toward phasing out the use of HOUSSE according to USED policy and has identified strategies and actions to ensure that this goal is accomplished according to the timelines established by USED and the Maine Department of Education. The strategies used to support this goal include a) collecting and tracking data on HOUSSE participation, b) communication and information dissemination, and c) technical assistance.

This section explains the specific steps we have taken, and are planning on taking to limit the HOUSSE to the allowed exceptions listed in the March 21, 2006 Henry L. Johnson letter. Technical assistance through email and phone communications has been offered since the issuance of this letter. LEA administrators and individual teachers have been availing themselves of this service in the interest of finishing the HOUSSE process and reaching their highly qualified status. Dozens of phone and email communications have been made assisting LEAs and teachers in completing the HOUSSE process before the end of the 2005-2006 school years.

Furthermore, in support of this change Maine Department of Education revised its Certification requirements to include the PRAXIS II for all new

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certifications as of December 31, 2005. Thus all newly certified teachers in the State will already have demonstrated “Highly Qualified” status.

Goal # 5: Poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Maine has taken the 5th Goal of a “Revised Equity Plan” and included one as a separate document. You will also find, included separately, copies of “Monitoring Templates” for both the Teacher Quality Action Plan, and the Equity Plan.

Maine has defined “Inexperienced Teachers” as having less than 3 years of teaching experience. We have data on this included in the following plan.

Goal # 1: The SEA will continue to refine data collection and analyses to determine needs and responses.

Maine collects information on the HQT status in each LEA by class. This information can be found on the Maine Department of Education website under the MEDMS Public Report Portal.

The Maine Department of Education **collected** data at a increasingly more detailed level during the fall, 2006 HQT data collection process (See Appendix A). The survey we **used** in November, 2006 to collect the 05-06 HQT data **asked** for numbers of HQT, or non-HQT taught classes in each core content area. This change has been maintained up to this date **Data was collected in the November 2007 and then again in Aril of 2008 in order to “catch up” and begin collecting data on the current school year to enable more effective and timely action planning and technical assistance.** Thus we **have** comparative data to inform decisions on the most effective technical assistance to offer and content areas in SAUs/schools needing it most. **Data indicated that special education teachers, alternative education teachers, foreign language teachers and teachers of basic skills in math had a significantly lower percentage of highly qualified teachers than other subject areas. Our technical assistance will focus on these needs.**

As of December 2008 Maine’s application was accepted for the NASDSE “Personnel Center” Grant services in order to increase recruitment, retention, career awareness, enhanced teacher preparation, and data tracking for Special Education teachers across the state, and in particular in “high need” schools. A stakeholders group of representatives from State agencies in special education, professional development and teacher preparation, as well as appropriate Maine Department of Education specialists, have been convened as a team for this work.

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At present, data on a teacher's individual certification, salary, and class assignment, among other identifying factors, is available. Plans are in place to ask SAUs to submit teacher's individual HQ status into our new "Infinite Campus" database, which would be accessible to the Maine Department of Education, and SAU personnel. Maine already has and uses a "Unique Teacher Identifier" which we plan to use for the data collection and analysis next year (2008-2009) using the "Staff Personnel File" data collected at the beginning of each school year. This will give us a method to track individual teachers' certification, HQT, and experience status, along with turnover rates and location (SAU currently employed in). Unfortunately, due to technical constraints we were not able to incorporate these changes to our data collection system for this school year's collection period. In the interim we are sure that revising our system by collecting the data by subject area and school, along with the "class" data required by the CSPR, will prove invaluable in supporting schools in reaching the 100% HQT goal for the beginning of the 2009 school year.

Maine **has placed** all required data on its "Annual State Report Card", and the "LEA Report Cards" in time for the 2008 – 2009 school year. The HQT data is now more prominently displayed on the home page under the drop down menu labeled "Educators and Administrators" as "Teacher Quality Report Card". It is also linked in several other menus, and available on the HQT web page.

Maine's 2007-2008 HQT data indicated that 95.7 percent of classes in Maine were taught by HQTs. There were slight gaps in the percentage of classes taught by HQTs between high and low poverty schools.

A comparison of the: "High Poverty" schools; low HQT schools (< 89.7% HQT); and schools that are "Whole School" Continuous Improvement Priority Schools (CIPS) for reading or math scores reveals that:

- A. The average percentage of HQTs in CIP schools in 2007-2008 was 95.45 %.
- B. The Maine State average for HQTs is 95.7%.
- C. The number of CIP schools below State HQT average is 33 out of 103, which is 32% of all CIP schools in Maine.
- D. The number of CIP schools above the State HQT average is 70 out of 103, which is 68% of all CIP schools in Maine.
- E. Of the 103 CIP schools in Maine for 2007-2008, 17 are CIP in reading or math scores for the whole school.
- F. **Of those 17 schools that are: CIP in reading or math scores for the whole school; and meeting "high poverty" guidelines (> 49.9 %), 2 have HQTs at a statistically significant level (greater than 5% points) below Maine State average.**
- G. 14 Maine schools qualify as "High Need" using: low HQT; high poverty; CIP in reading or math scores for the whole school; and high % of inexperienced teachers as the identifying criteria.
- H. **Following is Maine's definition of "High Need" schools to be used for the upcoming school year's planned actions to reach the 100% HQT goal.**

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Definition: **High-Need Local Educational Agency** :) A high-need LEA is defined as an LEA:

“High Need” Schools

- A. for which not less than 49.9 percent of the children served by the agency are from families that qualify for Title I eligibility AND AT LEAST 2 OF THE FOLLOWING,
- i. that contains schools which are 5% points or more below the Maine State average for HQT, i.e. 89.7% HQT or less;
 - ii. those schools that are CIPs for either reading or math for the whole school, OR
 - iii. that contains schools with more than 12.5 inexperienced teachers on staff (5% points or more above State average of 7.55%);

Definition: “Inexperienced Teachers”: Teachers having less than 3 years experience.

Goal # 2: LEAs will have plans in place to assist teachers who are not highly qualified.

II. Local Education Agency’s Annual Measurable Objectives

Maine will annually assess LEAs to determine whether they have met their annual measurable objectives (AMOs) for HQT as dictated by NCLBA, section 2141. Since 2006, if LEAs have not reached 100% HQT status, they are considered “not meeting their annual measurable objective”. With the April, 2008 collection, we now have three consecutive years of data to analyze based on this criterion. We have identified schools in three Priority Areas.

1. Priority 1 LEAs have not met their AMO for three consecutive years and their HQT % is below 80%.
2. Priority 2 LEAs have not met their AMO for three consecutive years and their HQT % is between 80% and 89.99%.
3. Priority 3 LEAs have not met their AMO for three consecutive years and their HQT% is above 90%.

All school districts not meeting annual measurable objectives for three consecutive years have been notified that they will be required to develop an **Local Education Agency**

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Action Plan for Teacher Quality and Equitable Distribution of HQT(*See Appendix B*) that:

1. identifies the issues that prevented it from meeting its objectives,
2. specifies subject specific actions that will be taken to meet the objectives, and
3. provides a timeline for the completion of these actions.

Priority 3 LEAs AND Priority 2 LEAs will be required to submit their Action Plan to the Maine Department of Education for review and approval, and are being offered technical assistance.

Priority 1 LEAS will be required to submit their action plan to the Maine Department of Education for review and approval and will also be offered on-site technical assistance to develop and complete their Action Plan. In the event that a school or district has not made AYP, this plan will be developed as part of the school improvement plan developed to assist those schools or districts. In the event that the school or district has made AYP, this HQT Local Action Plan will be monitored by the Title IIA Coordinator.

As part of Maine's NCLB Monitoring Plan, districts are required to present evidence of their professional development plan to ensure that all teachers are highly qualified no later than the end of the 2005-2006 school year (Section 1119 of *NCLBA* and Maine Statute Chapter 125, Sec. 808). Failure to provide evidence of this plan results in a citation and requirement of documentation form the school district to be submitted to the Maine DOE.

Goal # 3: The State Education Agency will provide technical assistance to assist LEAs in completing HQT plans to reach 100% HQT status by the end of the 2008 – 2009 school year.

III. Assistance to LEAs in completing HQT plans.

A. General Technical Assistance

The Maine Department of Education is committed to assist LEAs in meeting their plans to staff their schools with Highly Qualified Teachers. Technical assistance is always available through the NCLB Title coordinators. Upon request, districts who are not meeting their annual measurable objectives may receive assistance in developing an HTP Local Action Plan through a Title Coordinator or consultant from the Maine DOE. Districts also receive technical assistance through the NCLB Monitoring visits that are conducted on a five year cycle. The NCLB Monitoring system was reviewed and revised *in* June of 2007 by the MDOE NCLB Team to prioritize districts that request assistance, require follow up from a previous year's visit, or are identified as not meeting their annual measurable objectives for HQT,

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specifically targeting subject area deficiencies that are identified with our new data collection: ***special education teachers, foreign language teachers, alternative education teachers and teachers of basic math skills.***

B. Prioritization of schools not making AYP

Staffing and professional development needs of schools not making AYP are given a high priority. Every Title IA school that does not make AYP for two or more years is required to set aside 10% of the school's allocation for professional development.

This PD must be directed at the subject that caused the school to not make AYP.

Plans for use of this set aside are an integral part of the Continuous Improvement Priority Schools (CIPS) planning process. In addition to the set-aside, CIPS schools are required to create a two year school improvement plan. Our CIPS consultants work with schools to complete a needs assessment and then provide funds to support the professional development activities described in the plan.

http://www.maine.gov/education/nclb/school_improvement/cips_handbook_titles.htm

C. SEA Programs and Services to promote HQTs

Maine provides a comprehensive array of initiatives and programs to assist LEAs in successfully meeting HQT goals. These plans specifically address the needs of subgroups of teachers identified as not meeting HQT requirements and inexperienced teachers including fully certified elementary and secondary school teachers who have not demonstrated subject matter competence. The Maine Department of Education has done its best to respond to perceived needs in subject area HQT deficiencies that surface through conferences, meetings with officials in education associations, interaction with professional development providers, and information collected by the many technical support teams of the MDOE who regularly work in school systems. These teams include groups such as Regional Support Teams, the NCLB team and the Special Education Team. As we gather more concrete data on subject area deficiencies for HQT, we will adjust and retarget our strategies as necessary. The following table provides an overview of problem areas as they connect to strategies.

Problem Area	Targeted Strategies
Low % of High Quality Teachers	1, 2, 3, 4, 5, 6,, 9, 10, 11
High % of Inexperienced Teachers	2, 7
Low Student Achievement Scores	4, 8, 11
Low % of HQT in Specific Subject Areas	2, 3, 6, 7, 10,12
Low % of HQT in Special Education Teachers	2,12

1. Maine discourages the hiring of out-of -field teachers in high poverty, low performing districts. The NCLB application and monitoring process requires that all Title I teachers and paraprofessionals and all teachers hired for Class Size reduction are highly qualified.
2. In school year 06-07 and 07-08, the Regional Teacher Development Center out of the University of Southern Maine, piloted two alternate

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routes to certification program for currently employed conditionally certified teachers,; Maine's Alternate Route to Certification (MARC), and Special Education teachers Special Education Alternate Route to Certification (SPARC) (*See Appendix C.*) These programs proved successful and well received in LEAs, in particular high-need LEAs, where it is difficult to attract highly qualified teachers. These LEAs often find it necessary to hire teachers on a conditional certificate. **Since data show that there are greater needs in particular subject areas, we will be able to focus on these needs through this program. Unfortunately, these programs are very costly and this organization, now called Regional Education Network Collaborative (RENC), is struggling to continue the SPARC model with reduced funding.**

The RECNs are also offering regional workshops to interested teachers, on preparation for taking the PRAXIS I and II exams. These have been well attended and are perceived as highly valuable assistance in meeting HQT requirements.

As of December 2008 Maine's application was accepted for the NASDSE "Personnel Center" Grant services in order to increase recruitment, retention, career awareness, enhanced teacher preparation, and data tracking for Special Education teachers across the state, and in particular in "high need" schools. A stakeholders group of representatives from State agencies in special education, professional development and teacher preparation, as well as appropriate Maine Department of education specialists, have been convened as a team for this work. (See Appendix C.)

3. The Extended Teacher Education Program (ETEP) of the University of Southern Maine is a post-baccalaureate program for those seeking teacher certification. It consists of two distinct phases: the internship; and the Master's degree. One of the greatest assets of this program is the variety of options available to students who may be entering education from other professions. <http://www.usm.maine.edu/cehd/ETEP/index.htm> (See Appendix C)
4. Maine has designated its Title IIA State Agency for Higher Education Improving Teacher Quality Competitive Grant to provide professional development to teachers in high need LEAs in grades 4 – 12 in literacy in the content areas. The two projects just completing their work under this grant have provided professional development to teachers and principals in four identified high need LEAs in the State along with a number of LEAs not identified as high need. The newly funded SAHE grant will serve 31 LEAs, and will include 8 regional PD partnerships and four branches of the University of Maine. (See Appendix C)
5. The Maine Department of Education's **Center for Inquiry on Literacy** serves as a support to professional investigation. <http://www.maine.gov/education/cil/cil.htm> The **Center for Inquiry on Literacy** seeks to provide:

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- a. Collaborative support to schools exploring literacy issues
 - b. Opportunities for sustained and reflective examinations of literacy practices
 - c. A resource center for research based literacy practices
 - d. Professional development opportunities related to literacy
 - e. Input into literacy policies and reform initiative
6. Maine's Title IIB funds support professional development projects. ***The FY 07 and FY08 Title IIB RFPs, specifically required that Providers indicate how they will increase the number of highly qualified teachers in the areas that have been identified as having significantly low percentages of highly qualified teachers; special education, alternative education, foreign language and basic math skills. We now have 16 MSP projects functioning in the State serving the needs of LEAs and CTEs. To see abstracts of these projects go to: <http://www.maine.gov/education/nclb/tiib/index.html>***

7. Maine provides links on its DOE website to assist in the hiring of teachers in districts that experience the greatest difficulty in competing for teachers in hard to fill subjects. <http://www.state.me.us/education/jobs.htm>

In mid September Maine designated its teaching "Critical Shortage Areas". This information is used as criteria for determining eligibility for teacher loan reductions, and forbearance. This is a real and powerful incentive for teaching in these areas, and recruitment tool for the profession (*See Appendix C*).

, In the 06-07 school year, Maine legislated a new "Minimum Teacher Salary" (*see Appendix C*). This step will impact "High Need Schools" because in Maine there are a small number of metropolitan schools, all centrally located in the southeastern coastal region, that are able to pay their teachers a competitive salary. Thus small, rural schools become "training grounds" for larger, more affluent LEAs, such as Portland or other southern coastal towns. Highly qualified teachers tend to move to these more affluent schools, from small rural schools. By helping to "level the playing field" in salary between these two competing employers, we hope to encourage more teachers to stay, or move to, smaller, rural, higher poverty schools.

Furthermore the raise in minimum teacher salary has a direct correlation to the funding formula for education. Maine's funding formula includes a salary matrix derived from salary data submitted by each school administrative unit. The legislated minimum of \$30,000 now becomes the required base. The matrix will provide increased State resources for the

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next ten years. In one rural community a teacher had to teach thirteen years prior to reaching \$30,000. This increase in allocation will enable rural and island communities to attract and retain highly qualified teachers.

In addition, the raise in minimum teacher salary will lead to subsequent increases in experienced teachers' salaries due to the resultant upward pressure in local contracted salary schedules. This should result in greater retention of highly qualified, experienced teachers in all schools, as the research clearly indicates that many teachers leave the profession for more lucrative employment.

8. Maine has a highly developed ATM system that enables the use of distance learning to permit student access to highly qualified teachers in other schools. <http://www.mainedistancelearningproject.org/index.html>.
9. Data is gathered on the use of Title II A funds for class size reduction versus professional development. The percentage of Title IIA funds used for Class Size Reduction has decreased by 10% since the '02 – '03 school year. (Table 1). Maine is using a lower percentage of funds on CSR than the national average based on A Policy and Program Brief published by the U.S. Department of Education in 2004.

To emphasize the priority of meeting the goal to have 100% of teachers highly qualified by the end of the 2006 – 2007 school year, the Title IIA Coordinator will determine the HQT status of each district submitting a Class Size Reduction project. If the district does not demonstrate that funding is allocated to meet the 100% goal, the Title IIA Coordinator will not approve funds for CSR.

10. State FY 05 Title IIA funds that were refused or returned to the State were re-allocated on a competitive basis to districts who qualify by poverty and HQT status. For more information go to:
<http://www.maine.gov/education/nclb/tiia/home.htm>

The Maine Commissioner of Education authorized the designation of excess FY 06 Title IIA LEA funds to be used to implement the Maine State Teacher Quality Action Plan. **Since** subject area deficiencies were confirmed through data collection, these funds were effectively targeted to reduce these deficiencies.

State FY07 funds were also designated to be allocated to support the Maine State Teacher Quality Action Plan.

11. The State of Maine's Chapter 114 contains the Educational Personnel Education Purpose Statement of the State Board of Education and the State Board of Education adopted standards and procedures for the review and approval of higher education programs which prepare professional educators. Unit Standard Four requires that:

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“The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.”

<http://www.state.me.us/education/highered/Teacher%20Education/TeacherEduc.htm#overview>

12. Maine designated a team, consisting of the MDOE Higher Education Director, MDOE Teacher Quality Coordinator, MDOE Title IIA Coordinator, MDOE Special Education Director, and a Higher Education Special Education faculty member, to attend the National Invitational Forum, on “Ensuring that Special Education Students are Served by Highly Qualified Teachers”, sponsored by the Center for Improving Teacher Quality (CTQ).

The team has attended a regional pre-planning conference on May 4 and 5th, 2006, and has since planned and conducted a March, 2008 Higher Education Symposium on this topic, attended by teams of higher education faculty from 14 of the 17 Maine approved Teacher Preparation Programs (*see Appendix C*). This symposium was planned and executed with technical assistance from the Regional Educational Lab of the North East and Islands (REL-NEI). This team will be included as a sub-committee of the Teacher Quality Action Planning Team. The goal of the team is to: **“To develop common language and concepts around assessment of pre-service teachers in order to promote the greatest possible participation in the general education program for all students”**.

This team continued its work after holding its 2008 Higher Education Symposium by establishing a Collaborative General and Special Education Community of Practice, supported by a “Moodle” website. This website contains information on the Symposium and supporting resources, such as the “Action Guide” by Linda Blanton and Marlene Pugach used in the symposium as a planning tool. This site also supports an ongoing discussion forum for participants as well as a source of ongoing work in the area. Further planning with technical assistance from the Regional Educational Lab of the North East and Islands (REL-NEI) is planned for November of 2008. the ongoing goal is to initiate regulatory action aimed at changing the Performance Indicators under each of Maine Initial Teacher Certification Standards to better reflect addressing the needs of the unique learner. This revision will be based upon the INTASC Special Education Descriptors of 2001.

The CTQ Action Plan can be found in the appendices of “Maine’s State Teacher Quality Equity Action Plan”.

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13. **Maine actively participated in the "Partners In Literacy" (PIL) initiative, sponsored by the North East Comprehensive Center for Teacher Quality. This initiative dealt with many of the same goals as the CTQ work, with a focus on enhancing literacy instruction, primarily through changes in teacher preparation and professional development. PIL had several activities, such as symposia, and list serve networks supporting these goals. The CTQ and PIL work is about to take on new ramifications as it segues well with Maine's Center for Educational Transformation efforts. Meetings are planned to find ways to connect these initiatives in support of enhancing teacher quality.**
14. **The Maine Department of Education participated in a Chief Council of State School Officer's Project on formative assessment. Leading Professional Development in Classroom Assessment (LPD) is part of the project Implementing and Improving Comprehensive and Balanced Learning and Assessment Systems for Success in High School and Beyond. The purpose of this project was to assist high school teams in the effective design, use, and integration of classroom-based formative assessments within a balanced assessment system. This project involved three to four pilot sites in Maine in which year-long professional development will take place (See Appendix C). High need schools for this project were chosen partly from the list of high need schools developed for this Action Plan.**

D. Use of Available Funds

1. In its consolidated NCLB application, Maine requires that each district have an HQT project under Title IA. Additionally, if a school is identified as not making AYP, it is required to use 10% of its Title IA funds for professional development. Additional funds for School Improvement are targeted to those Title IA schools not making AYP.
2. In addition to \$13 million in Title IIA funds provided to LEAs, Maine provides approximately \$350,000 annually in Federal Funds through its Title IIA State Agency for Higher Education Improving Teacher Quality Competitive Grant to provide professional development to teachers in high need LEAs in grades 4 – 12 in literacy in the content areas. (*See Appendix C*)
3. Maine uses the approximately \$345,000 annual SEA portion of its Title IIA funds for projects in Early Numeracy, technology training, **differentiated education**, and for the position of a Distinguished Educator as HQT coordinator at the Department of Education.

<http://www.mistm-maine.us/>

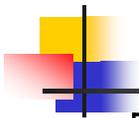
<http://seconline.wceruw.org/secWebHome.htm>

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<http://www.mmsa.org/>

4. Maine provides approximately \$843,000 annually in competitive grants through Title IIB to provide professional development in math and science.
5. Maine provides approximately \$1.2 in Federal Funds in competitive Reading First Grants. These grants are awarded to eligible districts and have the following requirements:

Professional Development Requirements



Year 1	Years 2 & 3
<p>K-3 Faculty</p> <ul style="list-style-type: none"> ■ Core program training ■ DIBELS assessment training ■ Maine Reading First course <p>Coaches</p> <ul style="list-style-type: none"> ■ Maine Literacy Partnership training <p>Interventionists</p> <ul style="list-style-type: none"> ■ MDOE training series <p>Leadership Teams</p> <ul style="list-style-type: none"> ■ MDOE team training ■ Maine Literacy Partnership Training ■ Ongoing T.A. from MDOE 	<p>K-3 Faculty</p> <ul style="list-style-type: none"> ■ Maine Literacy Partnership Graduate Course ■ School Selected <p>Coaches</p> <ul style="list-style-type: none"> ■ Maine Literacy Partnership training <p>Interventionist</p> <ul style="list-style-type: none"> ■ MDOE training series <p>Leadership Teams</p> <ul style="list-style-type: none"> ■ MDOE T.A. ■ Maine Literacy Partnership Training

6. In the 06-07 school year, The Maine Department of Education received a five year \$650,000 State Personnel Development Grant (SPDG) through the USDOE Office of Special Education Programs. This grant has HQ Special Education Teachers as a goal. Partners are the Regional Teachers Development Centers (UM system project) for in-service and USM's pre-service preparation programs. ***This grant will help to target a high need area identified in Maine by providing professional development to special education teachers.***
7. Maine's Legislature has enacted legislation offering a \$3,000 stipend to each Maine teacher who attains National Board Certification. . (*See Appendix C*)
8. ***In the 07-08 school year, the Maine State Legislature passed a law requiring the reduction of school districts from 289 to less than 80. Although still in process, this consolidation effort will be in place on July 1, 2009. There are a number of benefits that could result from this regionalization.***

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- a. ***Increased opportunities for more effective and focused professional development in order to increase the percentages of “Highly Qualified” teachers;***
- b. ***Increased administrative leadership at the local level;***
- c. ***Greater equity in salaries State-wide;***
- d. ***More streamlined data collection;***
- e. ***Targeting of funding toward the most high need schools and/or high need content areas.***

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Goal # 4: Maine will phase out the use of the HOUSSE rubric by the end of the 2005-2006 school year.

In response to the March 21, 2006 Henry L. Johnson Letter detailing the USED guidance around phasing out the HOUSSE rubric for experienced teachers by the end of that current school year the following actions have been taken, or will be taken in the near future.

Maine has sent a formal “Superintendent’s Informational Letter” (*See Appendix D*) to all SAUs in the State, informing them of the imminent end of eligibility for use of the HOUSSE for most experienced teachers. This letter listed those exceptions allowed by USED, for certain categories of special educators and secondary teachers in rural schools, while providing LEAs the deadline of August 31, 2006 to complete their use of the HOUSSE for the remainder of teachers in other categories.

Furthermore, in support of this change Maine Department of Education revised its Certification requirements to include the PRAXIS II for all new certifications as of December 31, 2005. Thus all newly certified teachers in the State will already have demonstrated “Highly Qualified” status.

Technical assistance through email and phone communications has been offered since the issuance of this letter. LEA administrators and individual teachers have availed themselves of this service in the interest of finishing the HOUSSE process and reaching their highly qualified status. Dozens of phone and email communications have been made assisting LEAs and teachers in completing the HOUSSE process before the end of the 2005-2006 school year.

The Maine Department of Education has revised its HQT documentation to reflect all changes issued in recent guidance from USED and has posted it all on the Maine Department of Education Webpage for use in the 2008-2009 school year. This revised documentation can be accessed at: <http://www.maine.gov/education/hqtp/index.htm>

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APPENDIX A

Goal # 1: The SEA will conduct a data analysis to determine needs and responses.

The yearly SAU site monitoring visits include provisions to collect and check on SAU HQT data, and compliance by SAUs with the NCLBA. Technical assistance will be planned and given to SAUs failing to comply with this new limited use of the HOUSSE.

Maine’s “Highly Qualified Teacher” Data Comparison 2004 - 2008

PERCENTAGES OF CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS BY CONTENT AREA

ELEMENTARY SCHOOLS						
Content Area “Classes”	State Avg. 2003-2004	State Avg. 2005-2006	% Change 03-04 to 05-06	State Avg. 2006-2007	% Change 05-06 to 06-07	State Avg. 2007-2008
General Elementary	96.17%	97.57%	+1.40%	97.90%	+0.33%	98.74%
Visual/Performing Arts	93.30%	96.17%	+2.87%	95.66%	-0.51%	96.94%
World Languages	85.41%	86.26%	+0.85%	88.24%	+1.98%	86.34%
Basic Skills Math	82.00%	88.20%	+6.20%	96.54%	+8.34%	98.71%
Basic Skills English	90.07%	94.13%	+4.06%	98.14%	+4.01%	99.16%
Special Education	78.48%	93.32%	+14.84%	90.91%	-2.41%	93.29%
English as a Second Language	91.84%	99.49%	+7.65%	99.51%	+0.02%	100.00%
Other Core Academic Subject	95.56%	96.67%	+1.11%	97.98%	+1.31%	96.20%

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**Maine’s “Highly Qualified Teacher” Data
Comparison**

**PERCENTAGES OF
CLASSES TAUGHT BY HIGHLY QUALIFIED TEACHERS
BY CONTENT AREA**

SECONDARY SCHOOLS							
Content Area “Classes”	State Avg. 2003- 2004	State Avg. 2005- 2006	% Change 03-04 to 05-06	State Avg. 2006- 2007	% Change 05-06 to 06- 07	State Avg. 2007- 2008	% Change 06-07 to 07-08
English/Language Arts/Reading	93.62%	97.22%	+3.60%	97.47%	+0.25%	98.20%	+0.84%
Social Studies	57.14%	95.13%	+37.99%	97.00%	+1.87%	97.60%	+0.60%
Science	87.71%	93.70%	+5.99%	94.04%	+0.34%	95.94%	+1.90%
Mathematics	79.25%	93.46%	+14.21%	93.61%	+0.15%	95.64%	+2.03%
Visual/Performing Arts	87.41%	97.01%	+9.6%	97.08%	+0.07%	97.82%	+0.74%
World Languages	77.72%	91.37%	+13.65%	92.01%	+0.64%	91.97%	-0.04%
Basic Skills Math	85.74%	94.44%	+8.70%	95.93%	+1.49%	96.28%	+0.35%
Basic Skills English	87.41%	96.59%	+9.18%	95.01%	+1.58%	95.89%	+0.88%
Special Education	77.72%	84.20%	+6.48%	84.35%	+0.15%	86.87%	+2.52%
English as a Second Language	85.74%	94.09%	+8.35%	95.96%	+1.87%	80.89%	-15.07%
Other Core Academic Subject	87.56%	96.04%	+8.48%	97.19%	+1.15%	96.26%	-0.93%
Alternative Education Core Academic	63.74%	80.88%	+17.14%	81.56%	+0.68%	80.18%	-1.38%

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2008 Highly Qualified
Teacher Summary Report

Maine’s Consolidated School Performance Report (CSPR) 2007 – 2008 School Year Data

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Number of Core Academic Classes Taught by NOT Highly Qualified Teachers	Percentage of Core Academic Classes Taught by NOT Highly Qualified Teachers	Housse Rubric Teachers
All Schools in State	54808.20	52543.70	95.87 %	2264.50	4.13 %	8650.20
Elementary Level						
High-Poverty Schools	7175.70	6903.70	96.21 %	272.00	3.79 %	2023.70
Low-Poverty Schools	3254.50	3218.00	98.88 %	36.50	1.12 %	1017.50
All Elementary Schools	19790.20	19177.70	96.91 %	612.50	3.09 %	5586.70
Secondary Level						
High-Poverty Schools	5212.00	4887.00	93.76 %	325.00	6.24 %	509.00
Low-Poverty Schools	11427.00	11041.00	96.62 %	386.00	3.38 %	1000.00
All Secondary Schools	35018.00	33366.00	95.28 %	1652.00	4.72 %	3063.50

**Maine Department of Education
No Child Left Behind Act
“Highly Qualified Teacher Survey” 2007-2008**

District: _____

School: _____

IMPORTANT! Before responding to this survey, please read the **“Directions for Completing the “Highly Qualified Teacher Survey”** available at

<http://www.maine.gov/education/hqtp/forms.htm>

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THIS FORM IS PRE-POPULATED WITH THE 2006-2007 “HIGHLY QUALIFIED” TEACHER DATA. PLEASE CHECK AND UPDATE EACH FIELD BEFORE SUBMISSION.

A. School Organization Information Data:

A.1 School Organization (Check the one which most applies)

- a. _____ Elementary (all self contained classes)
- b. _____ K – 8 or K - 12(combined elementary/middle)*
- c. _____ Secondary (Middle/Jr. High, High School and/or Vocational School)

*(fill out both B. Elementary. and C. Secondary sections - B. for your Elementary classes and C. for your Secondary classes.)

Title I School: _____
Yes No

Core Academic Subject Classes Data:

B. ELEMENTARY (self contained):

HOUSSE Question:

_____ **Total number of elementary TEACHERS (not classes) who met the NCLB definition of a “Highly Qualified Teacher” by using the HOUSSE rubric.**

B.1 How many classes does your school have this year in which the Core academic subjects are taught?

- a. _____ General Elementary(i.e., kindergarten, 3rd Gr., 5th Gr. self-contained)
- b. _____ Visual/Performing Arts (art, music, theatre, dance)
- c. _____ World Languages
- d. _____ Basic Skills Math (i.e., Title I, pull-out, etc.)
- e. _____ Basic Skills English/Reading/Language Arts (i.e. Title I, pull-out, etc.)
- f. _____ Special Education (pull- out resource and self-contained)
- g. _____ English as a Second Language (pull out)
- h. _____ Other core academic subject specials (i.e. GT Math, Science, English)

- i. _____ **Total number of core academic subject classes taught at your school.**

B.2 Of the classes counted in **B.1**, how many are taught by teachers who met the NCLB

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Definition of a highly qualified teacher?

- a. _____ General Elementary (i.e., kindergarten, 3rd Gr., 5th Gr. self-contained)
- b. _____ Visual/Performing Arts (art, music, theatre, dance)
- c. _____ World Languages
- d. _____ Basic Skills Math (i.e., Title I, pull out, etc.)
- e. _____ Basic Skills English/Reading/Language Arts (i.e. Title I, pull out, etc.)
- f. _____ Special Education (resource and self-contained)
- g. _____ English as a Second Language (pull out)
- h. _____ Other core academic subject specials (i.e. GT Math, Science, English)

- i. _____ **Total number of core academic subject classes taught by teachers who meet the *NCLB* definition of a “Highly Qualified Teacher”.**

B.3 ___ Percentage of Core Academic Classes Taught by Highly Qualified Teachers (This field will be automatically calculated by the MEDMS online HQT Report)

Reasons for NON- “Highly Qualified Status” (The total reported in this section, when added to B.2.i, must equal the total number of core academic classes reported in B.1.i or MEDMS will not accept the report.)

- j) _____ **Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE**
- k) _____ **Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE**
- l) _____ **Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)**
- m) **Other (please explain)**

C. Secondary School (Middle/Jr. High, High School and/or Vocational School)

HOUSSE Question:

_____ Total number of secondary TEACHERS (not classes) who met the *NCLB* definition of a “Highly Qualified Teacher” by using the HOUSSE rubric.

C.1 How many of the following types of classes does your school have this year in which the core academic subjects are taught?

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- a. _____ English/Language Arts/Reading
- b. _____ Social Studies
- c. _____ Science
- d. _____ Mathematics
- e. _____ Visual/Performing Arts (art, music, theatre, dance)
- f. _____ World Languages
- g. _____ Basic Skills Math (i.e., Title I, pull out, etc.)
- h. _____ Basic Skills English/Reading/Language Arts (i.e. Title I, pull out, etc.)
- i. _____ Special Education (pull out, resource and self-contained)
- j. _____ English as a Second Language (pull out)
- k. _____ Other core academic subject specials (i.e. Middle School GT Math, GT English etc.)
- l. _____ Alternative Education core academic classes

- m. _____ **Total number of core academic subject classes taught at your school.**

C.2 Of the classes counted in C.1, how many are taught by teachers who met the *NCLB* Definition of a highly qualified teacher?

- a. _____ English/Language Arts/Reading
- b. _____ Social Studies
- c. _____ Science
- d. _____ Mathematics
- e. _____ Visual/Performing Arts (art, music, theatre, dance)
- f. _____ World Languages
- g. _____ Basic Skills Math (i.e., Title I, pull out, etc.)
- h. _____ Basic Skills English/Reading/Language Arts (i.e. Title I, pull out, etc.)
- i. _____ Special Education (resource and self-contained)
- j. _____ English as a Second Language (pull out)
- k. _____ Other core academic subject specials (i.e. Middle School GT Math, GT English etc.)
- l. _____ Alternative Education core academic classes

- m. _____ **Total number of core academic subject classes taught by teachers who meet the *NCLB* definition of a “Highly Qualified Teacher”.**

C.3 Percentage of Core Academic Classes Taught by Highly Qualified Teachers
(This field will be automatically calculated by the MEDMS online HQT Report)

Reasons for NON- “Highly Qualified Status” Reasons for NON- “Highly Qualified Status” (The total reported in this section, when added to C.2.m, must equal the total number of core academic classes reported in C.1.m or MEDMS will not accept the report)

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n) _____ Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)

o _____ Secondary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE

p _____ Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)

q Other (please explain)

CATEGORY B SAUs: 15 **TOTAL HIGH NEED SAUs (A & B): 24**

CATEGORY B SCHOOLS: 18 **TOTAL HIGH NEED SCHOOLS (A & B): 30**

Number of Maine Staff by Years of Experience Calculated Annually (Sample)

2005-06	Zero Years	1 Years	2 Years	Total of all Staff 0-19 years of more
Women	228	340	307	11740
Men	89	125	119	4262
	317	465	426	16002

1208 = total # of “inexperienced teachers” in State

16002 = total # of teachers in State

7.55% = State average of inexperienced teachers

5% or more above State average = “high % of inexperienced teachers”

12.5% or greater = “high % of inexperienced teachers”

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SAMPLE DATA TABLE FOR COMPARISON AND IDENTIFICATION OF HIGH NEED SCHOOLS

SAUName	SchoolName	Teacher Count	Tea < 3 yrs exp	% w < 3 yrs exp.	07-08 HQT %	AMO Priority	AYP Status
ABC	SCHOOL #1	5	3	60.00%	100		pending
DEF	SCHOOL #2	4	2	50.00%	100		no
GHI	SCHOOL #3	7	3	42.86%	90.91		no
JKL	SCHOOL #4	11	4	36.36%	100		no

Appendix B

Goal #2: LEAs will have plans in place to assist teachers who are not highly qualified.

Maine’s LEA Action Plan Template

Local Education Agency (SAU) Action Plan for Teacher Quality, and Equitable Distribution of Highly Qualified Teachers 2008-2009 School Year

SAU NAME	SUPERINTENDENT NAME (PRINT OR TYPE)	SUP. SIGNATURE / DATE
----------	-------------------------------------	-----------------------

NAME OF DESIGNATED POINT-OF-CONTACT	TELEPHONE NUMBER	CONTACT PERSON’S E-MAIL
-------------------------------------	------------------	-------------------------

PLAN APPROVED BY (PERSON OR ENTITY) /DATE	PLAN APPROVED BY (MDOE STAFF)/DATE
---	------------------------------------

I. **NEEDS ASSESSMENT:** Enter SAU-level data from the 2007-2008 school year for the following elements.

1. Core Academic Subject Teachers who are NOT Highly Qualified	Number	Percentage	Comments
2. Core Academic Subject Classes taught By teachers who are NOT Highly Qualified	Number	Percentage	Comments
3. Core Academic Subject Teachers who are “Inexperienced” (less than 3 years experience).	Number	Percentage	Comments
4. Core Academic Subject Classes that are taught	Number	Percentage	Comments

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by “Inexperienced” teachers (less than 3 years experience).			
5. Core Academic Subjects, Grades, and Student Groups in Which the SAU Did NOT Make AYP based on Spring 2006 statewide assessments			
6. Core Academic Subjects and Grades That Have Teaching Vacancies That the SAU CANNOT Fill with HQ Teachers			
7. % of HQTs in high poverty schools compared to % of HQT in other schools.			

Add any other data for the SAU that establishes needs related to ensuring that all core academic subject teachers are highly qualified.

II. **TARGET AUDIENCE:** Using the following chart, **identify the target audience – core academic subject teachers that are NOT highly qualified, and/or are inexperienced, and core academic subject classes taught by teachers that are NOT highly qualified, and/or are inexperienced.** Below the table, write a brief summary to describe highly qualified teacher needs in the SAU (see sample Action Plan on page 7 of this document)

School Name and Descriptive Information	Grade(s)	Subject	No. of Classes Taught	Notes/Comments

SUMMARY:

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III. PLANNING COLLABORATION: Create a list of individuals that collaborated to develop the SAU plan

Name of Individual	Position or Relationship to SAU	Contact Information	Notes
	SAU Superintendent		
	SAU designated contact for “highly qualified” teacher issues		
Daniel Conley	Teacher Quality coordinator	Dan.conley@maine.gov 624-6639	
Barbara Moody	MDOE Title II Coordinator	Barbara.moody@maine.gov 624-6830	
	Teacher (already “highly qualified”)		
	Local School Administrator		
	Other? (New Teacher Mentor, new teacher, Certification Chair, ...)		

IV. SAU ACTIONS TO GET ALL TEACHERS HIGHLY QUALIFIED: List and describe SAU actions to get all teachers highly qualified and to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Refer to the Needs Assessment and Target Audience analysis to keep local needs in mind. Insert lines in the chart, as needed.

SAU Action	Person Responsible	Resources (Fund Source/ \$\$)	Complete Date	Notes
1. Appoint a system-level administrator as the single point-of-contact who will work directly				

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with teachers and with MDOE staff on “highly qualified” issues.				
2. Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.				
3. Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher. (see HQT “Teacher Action Statements” attached)				
4. Schedule and conduct periodic checks for completion of agreed-upon actions.				
5. Ensure that each teacher who is not yet highly qualified receives support and assistance related to content knowledge and teaching skills needed for the teaching assignment, including teacher mentoring and high-quality professional development, both of which must meet the state and NCLB definitions and criteria for those professional components.				
6. Plan steps to increase teacher retention and thus reduce % of inexperienced teachers (induction, incentives, etc.).				
OTHER?				

Guidance for SAU Action Plans for Highly Qualified Teachers (Meeting and Maintaining the 100% Goal)

This document provides guidance for local education agencies (SAUs) for meeting and maintaining the 100% goal of having all core academic subject teachers “highly qualified.” Information and expectations herein are based on statutory requirements in the *No Child Left Behind Act of 2001* (NCLB). Laws, documents, and memoranda referenced in this guidance are available on the State Department of Education Web site at the following link: <http://www.maine.gov/education/index.shtml>

NCLB requires that all core academic subject teachers be “highly qualified” by the end of the 2005-2006 school year. Informational Letter 152 dated June 7, 2006, from Commissioner Gendron to SAU superintendents clarified that “the end of the 2005-2006 school year” is interpreted as August 31, 2006. NCLB Section 2141 describes what the state and SAUs must do if the 100% goal is not met.

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Specifically, SAUs that are identified “high poverty”, have a low percentage of highly qualified teachers and/or a high percentage of inexperienced teachers **will have the opportunity to:**

1. Develop or revise a plan for the SAU, in consultation with the MDOE, that describes specific actions that will be taken and uses of federal funds to assist teachers in meeting the “highly qualified teacher” requirement.
2. Develop a plan for each core academic subject teacher who is not highly qualified.
3. Develop a general plan that includes strategies for retention of inexperienced teacher, i.e. induction, targeted professional development or incentives or supports, etc.

NCLB Section 1119(a)(3) requires that **each SAU have a plan that describes actions the SAU will take to ensure that all teachers are highly qualified.** Section 2122(b)(10) requires that the plan describe how the SAU will use Title II funds to meet the requirements of Section 1119. **Additionally, the plan must include specific strategies that will be implemented to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other students.** If the SAU has a plan that meets these requirements, the plan can be refined to describe specific actions the SAU will implement and specific uses of Title I, Title II, and other funds to support the planned actions.

SAU plans must be approved locally, through whatever mechanism is required by the SAU, and submitted to the State Department of Education if application is made for technical assistance. Submit plans by regular mail, electronic mail, or hand delivery to:

Barbara Moody
Title IIA Coordinator
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Or

Daniel Conley
Teacher Quality, Mentoring and Induction Coordinator
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

This guidance is designed for SAUs that met the MDOE “High Need Schools” criteria; however, the planning template may be helpful for all SAUs to strengthen the quality and effectiveness of plans and to ensure equitable distribution of highly qualified teachers.

SAU Plan for Highly Qualified Teachers

1. **Needs Assessment:** As is required by NCLB Section 2122, the SAU Plan for Highly Qualified Teachers must be based on an assessment of local needs
2. **Target Audience:** This component allows the SAU to analyze data by school. For each school in the SAU that meets the “High Needs Schools” criteria, create a chart of core academic subject teachers with targeted needs.

After analyzing the chart, write a brief summary to describe highly qualified teacher needs in the SAU. For example, findings from the example may be summarized as follows:

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Ten (10) core academic subject teachers, representing 46 classes in 4 schools, are not highly qualified. Six (6) teachers and 24 classes are in the area of Mathematics. Three (3) of the four schools are high-poverty and two of the high-poverty schools did not make AYP in academic areas based on the previous year's accountability results. Of the total classes, 42 are in middle/secondary grades.

This analysis will determine the intensity of resources needed, and will guide development of strategies and actions.

**Example of “Target Audience Table”
SAU Chart of Teachers Not Highly Qualified, or Inexperienced
(End of 2005-2006 School Year)**

School Name (and Descriptive Information)	Grade	Subject	No. of Classes Taught	Notes/Comments
XYZ High School – 78% poverty; did not make AYP in Mathematics (all students) and Graduation Rate	10	Biology	5	Tenured-says he will retire in 3 years <i>(Even though this teacher intends to retire, he must agree to and complete an individual teacher plan.)</i>
	9-10	Algebra I	5	Working on academic degree in mathematics
	12	Economics	4	Certified in History; did not pass Praxis II; will re-take test
MNO High School – 49% poverty; did not make AYP in Participation (all students)	9	Algebra I	3	Not eligible for HOUSSE portfolio or other non-test options; refuses to take test
	12	English	5	New hire; certified, but no highly qualified applicants
ABC Middle School – 85% poverty; did not make AYP in Mathematics (all students and high-poverty students) and Reading (special education)	8	Algebra I	5	Needs more points on HOUSSE portfolio
	7	Social Studies	5	Not eligible for HOUSSE portfolio or other non-test options; took, but did not pass Praxis II
	5-8	Special Education: Mathematics	5	Already highly qualified in English Language Arts; not eligible for HOUSSE portfolio or other non-test options in Mathematics
	7	Mathematics (Sec. B)	5	Already highly qualified in Science; not eligible for HOUSSE or other non-test

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				options in Mathematics
DEF Elementary School – 72% poverty; made AYP	5	Self-Contained	(4) (Language, Mathematics, Science, Social Studies)	New hire; highly qualified in GA; must receive AL certificate before requesting highly qualified review
ABC Middle School (see above)	8	Math	\$	Less than 3 years experience

3. **Planning Collaboration:** Name the individuals – SAU superintendent, SAU contact person for highly qualified teacher issues, MDOE contact person, teachers, school administrators – who will collaborate to develop the plan.
4. **SAU Actions:** List and describe actions by the SAU to ensure that remaining teachers become highly qualified by the end of the 2006-2007 school year and/or to increase the retention of inexperienced teachers.

Teacher Plan for Demonstrating Highly Qualified Status

The SAU must develop an individual plan for each core academic subject teacher who has not been deemed highly qualified by the end of the 2005-2006 school year and is not on track to meet the requirement before the beginning of the 2008-2009 school year. This plan must be jointly developed, as a written agreement between the SAU and the teacher, to describe specific actions that will be taken to get the teacher highly qualified as soon as possible, but not later than September 30, 2009.

It is understood that each SAU will establish its own administrative procedures for (1) scheduling meetings with teachers, (2) developing and securing commitments and signatures for teacher plans, and (3) periodically monitoring implementation progress. It is required, however, that those procedures provide for SAU and direct communication between the SAU administrative office and each teacher for whom a plan will be developed. **The SAU superintendent and his/her designated staff must retain responsibility and accountability for teacher plans in order to demonstrate a “good faith effort” in implementing the federal and state requirements related to “highly qualified” teachers.**

If the teacher is properly certified to teach the assigned subject(s) and grade(s), the teacher completes a “Highly Qualified Teacher Action Statement” form. If not fully certified (“conditionally or targeted needs” certified) then the teacher completes the “Plan to Become a Fully Certified Teacher” form. Both of these forms may be found online at www.maine.gov/education/hqtp or in the “High Need Schools Assistance Application”.

1. **Keep in mind that the high objective uniform state standard of evaluation (HOUSSE) option will no longer be a viable option after August 31, 2006, except in limited instances, and may not be used in individual teacher plans. See Superintendent’s Informational Letter # 152, dated June 7, 2006, available online at <http://www.maine.gov/education/edleters/ilethome.htm>**

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for more specific guidance. All other teachers must demonstrate HQ status through other approved methods, such as PRAXIS II, applicable exams, or coursework.

Appendix C

Goal # 3: The State Education Agency will provide technical assistance to assist LEAs in completing HQT plans to reach 100% HQT status by the end of the '06-'07 school year.

The Maine Content Literacy Project

Submitted to the Maine Department of Education

Title II Part A, Improving Teacher Quality State Grants

By

The University of Maine at Farmington

On Behalf of the University of Maine System
And

The Regional Education Collaborative Network



Figure: *A Leadership Model for Improving Adolescent Literacy (Irvin, Meltzer & Dukes, 2006)*

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- Appendix A – Statement of Assurances
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- Appendix C – Letters of Commitment
- Appendix D – 5 Year Partner Funding Request
- Appendix E – 5 Year Project Budget
- Appendix F – Provision of Services by Foreign Nationals

Abstract

The Maine Content Literacy Project (MCLP) is a collaborative effort of University of Maine System (UMS) faculty in education and arts and sciences from four campuses; 21 school districts (LEAs) throughout the state, including 10 of the 12 high needs districts identified in the guidance; 5 regional educational partnerships; and other P-16 stakeholders. Responding to the need to increase academic achievement of all students and recognizing that the greatest in-school predictor of student success is teacher effectiveness, MCLP will focus on content area and content literacy professional development needs of PK-12 teachers, leadership skill development for administrators, and collaboration between university and school faculties. The analysis of LEA-specific professional development needs and student achievement will serve as the foundation on which to base site-specific, collaboratively designed activities. Academic courses in core content areas, with a focus on literacy, will be offered for teachers lacking “highly qualified” credentials. Using content literacy expertise led by Dr. Julie Meltzer and colleagues, MCLP will facilitate professional development for district personnel to sustain efforts and build capacity in content literacy for sustainability. Consistent with the guidance, we propose four goals: (1) increase the number of highly qualified PK-12 teachers; (2) increase the number of teachers participating in high quality content literacy professional development activities; (3) increase student achievement in core content areas through the integration of content literacy strategies, reducing the need for remedial literacy courses at the post-secondary level; and (4) create a leadership model for sustainable, capacity-building professional development in content literacy.

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SPARC

Special Education Alternate Route To Certification A Program Of ON-LINE Courses And Coaching For Individuals Seeking Special Education Certification

Partially Funded Through a Transitions to Teaching Grant, US Department of Education

SPARC: Special Education Alternate Route to Certification: *The Right Resources At the Right Time*

School districts throughout Central and Western Maine are coping with a severe shortage of special educators. The SPARC program is designed to help individuals and districts meet this challenge in effective and efficient ways: *on-line courses and face-to-face coaching.*

WHICH 24? Maine requires 24 credits of coursework for special education certification. Several leaders in the special education field have come together to design the SPARC program to address the specific skills and knowledge they believe a **special educator needs to thrive and flourish** within the 24 credits required. (*Interested candidates should also check with the Maine Department of Education Office for other requirements of Special Education Certification beyond coursework.*)

WHY A PROGRAM? WHY NOT JUST COURSES? Some personnel will choose merely to accumulate the 24 credits needed for certification. SPARC is designed for those who are looking for cohesion and deeper application. However, individuals who have acquired some of the 24 required credits in other ways will be welcomed into SPARC.

The SPARC program's foundation is rooted in two major principles:

- *The credits need to be focused on specific sets of skills and bodies of knowledge;*
- *Inexperienced special educators need face-to-face coaching to handle both the "real time" issues and legal aspects of working with students with disabilities.*

What Are the Courses? What Is the Schedule?

SPARC will offer a minimum of 8 courses (3 graduate credits each) on a rotating schedule on-line. Each course is appropriate for K-12 teachers; modifications of assignments will be made based on the grade level each participant teaches.

WHAT ARE THE COURSES? WHAT IS THE CONTENT? The courses, as planned now, will include:

- *Coaching Practicum.* This course will provide a coach, approximately once a week, in the participant's own classroom to offer expert assistance, modeling, and advice. Sponsors of SPARC urge individuals to select this course at least once to receive the full benefit of the program.
- *Curriculum and Instruction.* Participants will learn how to develop curriculum appropriate to each student and how to design clear instructions and goals for Individual Education Plans (IEPs).
- *Classroom and Behavior Management.* Participants will explore basic principles of classroom and behavior management from prevention of problems through positive responses to chronic behaviors.
- *Literacy Instruction for Students with Disabilities.* This course will focus on the five elements of literacy instruction as they relate to students with disabilities: phonics, phonemic awareness, fluency, comprehension, and vocabulary.
- *Mathematics Instruction for Students with Disabilities.* This course will address the specific foundational concepts and demonstrate specific strategies for teaching mathematics to students with disabilities.
- *Special Education Rules and Regulations.* Special education laws, rules, and regulations, and their applicability in the everyday life of a special educator will be addressed in this course. Participants will learn how to manage IEPs and how to develop IEPs that are meaningful and productive for the children and parents involved.
- *Achieving High Standards with Assistive Technology.* This course will explore a variety of assistive technology options which can support students with disabilities and their access to the general curriculum. Devices from the simple to more advanced will be explored.
- *Collaboration with Parents and Community Agencies.* Special educators are in constant and continuing contact with parents, social service agencies, and other support groups. This course will focus on collaboration and teaming strategies that are most effective in such settings.

WHAT IS THE TENTATIVE SCHEDULE OF COURSE OFFERINGS? The schedule of course offerings is still in development.

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However, a tentative schedule is given here for individuals who wish to begin planning.

Fall 2006 – MUST REGISTER BY OCTOBER 2!!

- **Curriculum and Instruction**
- **Classroom and Behavior Management**

Fall 2007

- *Literacy Instruction for Students with Disabilities*
- *Coaching Practicum*

Spring 2007

- *Special Education Rules and Regulations*
- *Coaching Practicum*
- *Assistive Technology*

Spring 2008

- *Curriculum and Instruction*
- *Classroom and Behavior Management*
- *Coaching Practicum*

Summer 2007

- *Collaboration with Parents and Community Agencies*
- *Mathematics Instruction for Students with Disabilities*

Course Costs. For the courses offered through Summer 2007, costs will be:

Tuition: \$810

Fees: \$ 50

Total \$860

Additional fees may apply.

For Additional Information or to Register, Contact:

Valerie Soucie at 778-7502 or valerie.soucie@maine.edu

or

Pam Wilson at 778-7186 or pwilson@maine.edu

SPONSORS

The Western/Central Maine Regional Teacher Development Center (RTDC)
The UMF Office of Educational Outreach *The UMF Special Education Faculty*
The Western Maine Partnership *The Maine Support Network*

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The Extended Teacher Education Program (ETEP)

The Extended Teacher Education Program (ETEP) is a graduate level teacher education program that leads to elementary, secondary, and special education certifications and a master's degree. Committed to equitable and engaging learning, the faculty works closely with school partners to ensure that prospective teachers are competent, caring, and qualified.

What the ETEP options are

- **9-Month program:** a full-time elementary or secondary certification program that leads to a master of science in education in teaching and learning (M.S.Ed.). It begins mid-August and continues through May.
- **Unified: a two-year dual certification program with two options:**
 - A unified elementary option that combines K-8 general education certification with K-8 special education certification. All of the coursework in this option is online.
 - A unified elementary option that combines K-8 general education certification with K-12 ESL certification. All of the coursework in this option is online.
 - A unified secondary option that combines a 7-12 certification in a selected content area or a K-12 foreign language, with a 7-12 special education certification. Some of the coursework in this option is online. All three options lead to a master of science in education (M.S.Ed.) in Teaching and Learning. They are especially suitable for education paraprofessionals who want to be teachers.
- **Special Education (K-8 or 7-12):** This option will lead individuals to initial teacher certification in special education at either the K-8 or 7-12 level.
- **Newcomer:** an option designed to recruit recent immigrants and language-minority candidates into teaching, done in collaboration with Portland Public Schools.

What the Advantages of ETEP are

- **Personalized and Supportive Learning:** Teacher candidates are organized into groups of 15-20. These groups work closely with faculty and school-based site coordinators, take classes together, and provide an ongoing network for interactive learning and support.
- **Intensive Mentored Internships:** Throughout the entire internship year(s) - from the first day of school in September until May-ETEP interns are placed in K-12 classrooms with experienced teachers. These classrooms serve as "learning laboratories" where interns can practice the ideas and concepts they are studying in their professional teaching courses and learn the essentials of classroom management, instructional planning, responsive teaching, and the ongoing assessment of student learning.

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- **Graduate-Level Degree Program:** ETEP courses and seminars are taught by experienced USM faculty and school practitioners and provide in-depth opportunities to connect content and pedagogy. The program leads to a master of science in education.
- **School Partnerships:** ETEP was created in 1990 in close collaboration with southern Maine school districts and has remained well-connected to school partners. This relationship has kept the program vital and relevant and accounts for the high rate of job placements achieved by our graduates in their first year out of the program.

Who ETEP serves

- **People with a bachelor's degree** who want to be elementary school, middle school, high school, or special education school teachers.
- **Career changers with a bachelor's degree** who want to become an elementary school, middle school, high school, or special education school teachers.
- **Educational technicians with a bachelor's degree** who want to change careers and become an elementary school, middle school, high school, or special education school teachers.
- **Conditionally certified teachers** seeking a master's degree as they complete coursework to fulfill teacher certification requirements.

Steps to Applying to ETEP

1. The most important step in applying to ETEP is to read the handbook for prospective students: [ETEP Handbook for Prospective Students](#) (pdf)
2. Take the Praxis I exam: Schedule Praxis I as soon as you can, even if you need time to study for it, the longer you wait to get a test date the more likely it is that you will have difficulty getting a date and time.
3. Request official transcripts from all colleges and universities attended
4. Choose three people for letters of recommendation: These letters should be from people who know you working with kids in a teaching and learning environment. They can also be from people who can speak to your ability to be success in a graduate program.
5. Update your resume
6. Complete the application, including essay, catalog of experience, and [ETEP Program Selection Sheet](#)
7. Send all application materials to the:

Office of Graduate Admissions

P.O. Box 9300

Portland, ME 04104

Letters of recommendation, transcripts, etc can be sent directly to Graduate Admissions (39 Exeter Street)) and they will be held until your application has been received.

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- [ETEP Program Selection Sheet](#)
- [Application for Admission to Graduate Study](#)
- [Recommendation Form](#) (pdf)

For more information about ETEP or how to apply, please contact:

Teacher Education Department
(207) 780-5413
etep@usm.maine.edu

No Child Left behind Act of 2001
Public Law 107-110

Title II, Part A, Improving Teacher Quality State Grants

CLLC: CONTENT LITERACY LEARNING COMMUNITIES

A Professional Development Partnership Coordinated by

Maine's Regional Teacher Development Center Initiative

Abstract

The University of Maine System's (USM's) Regional Teacher Development Center (RTDC) Initiative oversee the establishment of the Content Literacy Learning Communities (CLLC) Project, a collaborative effort of UMS faculty in education and arts and sciences, schools throughout the state, regional educational partners, and other P-16 stakeholders. Responding to the failure of grade 4-12 Maine students to meet grade-level standards, and recognizing that the greatest in-school predictor of student success is teacher effectiveness, CLLC will focus on content area and content literacy professional development needs of teachers and administrators. The examination and analysis of student work will serve as a foundation on which to base site-specific, site-designed activities. CLLC will support the development of intense learning opportunities during the summer and sustained, year-round activities live and online. Integrated into the design of activities will be the use of appropriate and varied technologies. Academic courses in content areas, with a focus on literacy, will be offered for teachers lacking "highly qualified" credentials. Using content literacy expertise from the state and region, CLLC will facilitate the training of district personnel to sustain efforts and increase capacity for professional development in content literacy after the grant period has ended. CLLC has two goals: (1) To increase student achievement in reading and writing in grades 4-12; and (2) To create and implement a model for sustainable, capacity-building professional development. School-specific targets for goal achievement will be established early in the first year of the Project, once detailed needs assessments have been completed.

No Child Left behind Act of 2001

Maine State Teacher Quality Action Plan

Public Law 107-110

Title II, Part A, Improving Teacher Quality State Grants

Abstract: Higher Literacy for Washington County is a collaborative of **all** the schools in Washington County including the Seven High Need LEAs, SAD #19, SAD #37, Eastport, Jonesport, Machias, Pembroke, Wesley grades 4-12, with the University of Maine, Machias, and the Washington County Consortium for School Improvement (WCC) as partners. Dr. Julie Meltzer from the Center of Research Management and literacy expert/author will be working with the partners. Improving student achievement and Teacher Quality for all High Needs teachers and for all staff members is at the heart of this project.

As a result of this project there will be:

1. Increased student achievement through the increased numbers of highly qualified teachers by working with UMM, USM, Regional Teacher Development Center (RTDC), the use of data for instruction, programming by school-based literacy teams, documentation by the coach, support for the struggling readers; and the development of a school literacy plan across the curriculum.
2. Increased teacher capacity for literacy instruction for all learners through workshops, undergraduate courses, graduate courses, coaching and mentoring, book discussions, web resources, study groups, content groups, computer programs, and sharing from one site to another through ATM or Polycom.
3. Sustainable, collaborative learning communities in each school.
4. Leadership support at the regional and local level to sustain the project beyond the grant with structures and policies in place, and to drive the school's action plan to successfully lead their school in this project.

The Maine Content Literacy Project

Submitted to the Maine Department of Education

Title II Part A, Improving Teacher Quality State Grants

By

The University of Maine at Farmington

On Behalf of the University of Maine System

And

The Regional Education Collaborative Network

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Figure: *A Leadership Model for Improving Adolescent Literacy (Irvin, Meltzer & Duker, 2006)*

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- Appendix C – Letters of Commitment
- Appendix D – 5 Year Partner Funding Request
- Appendix E – 5 Year Project Budget
- Appendix F – Provision of Services by Foreign Nationals

Abstract

The Maine Content Literacy Project (MCLP) is a collaborative effort of University of Maine System (UMS) faculty in education and arts and sciences from four campuses; 21 school districts (LEAs) throughout the state, including 10 of the 12 high needs districts identified in the guidance; 5 regional educational partnerships; and other P-16 stakeholders. Responding to the need to increase

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academic achievement of all students and recognizing that the greatest in-school predictor of student success is teacher effectiveness, MCLP will focus on content area and content literacy professional development needs of PK-12 teachers, leadership skill development for administrators, and collaboration between university and school faculties. The analysis of LEA-specific professional development needs and student achievement will serve as the foundation on which to base site-specific, collaboratively designed activities. Academic courses in core content areas, with a focus on literacy, will be offered for teachers lacking "highly qualified" credentials. Using content literacy expertise led by Dr. Julie Meltzer and colleagues, MCLP will facilitate professional development for district personnel to sustain efforts and build capacity in content literacy for sustainability. Consistent with the guidance, we propose four goals: (1) increase the number of highly qualified PK-12 teachers; (2) increase the number of teachers participating in high quality content literacy professional development activities; (3) increase student achievement in core content areas through the integration of content literacy strategies, reducing the need for remedial literacy courses at the post-secondary level; and (4) create a leadership model for sustainable, capacity-building professional development in content literacy.

Maine Teacher Shortage Area Identification for the 2006-2007 and 2007-2008 School Years for Designation by the U. S. Department of Education

INFORMATIONAL LETTER NO: 36
POLICY CODE: GFCD

TO: Superintendents of Schools/Private School Administrators

FROM: Susan A. Gendron, Commissioner of Education

DATE: October 24, 2007

SUBJECT: Maine Teacher Shortage Area Identification for the 2006-2007 and 2007-2008 School Years for Designation by the U. S. Department of Education

Please Forward to Elementary, Middle and Secondary School Principals

The Maine Department of Education has been notified of the requirement to submit Maine teacher shortage areas by December 1, 2007 for designation by the U. S. Department of Education for the 2006-2007 and 2007-2008 school years. The U. S. Department of Education annually designates teacher shortage areas for purposes of deferment of loan repayment or reduction of teaching obligation under the following student loan programs:

- Targeted teacher deferment for borrowers under the Federal Family Education Loan (FFEL) Program and the Federal Supplemental Loans for Students (SLS) programs [34 CFR 682.210(q)];

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- Cancellation of up to 100% of debt for teachers who are teaching full-time in fields of expertise under the Federal Perkins Loan Program [34 CFR 674.53(c)]; and
- Reduction of the teaching obligation for scholars under the Paul Douglas Teacher Scholarship Program [34 CFR 653.50(a)].

The Maine Department of Education intends to propose to the U. S. Department of Education that the following be designated as K-12 teacher shortage areas during the 2006-2007 and 2007-2008 school years for the **entire State of Maine**:

English as a Second Language Foreign Language: Chinese French German Japanese Latin Russian Spanish	Mathematics Science Special Education (Birth to 5 yrs; French and K-12) Technology Education/Industrial Arts Gifted/Talented Librarians Speech/Hearing Clinicians
---	---

Should you have any additional shortage areas to suggest or if you have any input that might contribute to this required identification beyond the data related to teaching positions already on file in the Department, you are invited to share this information, before Wednesday, November 14, 2007, by contacting:

Harry Osgood
Higher Education Specialist
Maine Department of Education
#23 State House Station
Augusta, Maine 04333
Phone: (207) 624-6846
Fax: (207) 624-6841
<mailto:harry.osgood@maine.gov>

TO: Harry Osgood
FROM: Nancy Ibarguen
DATE: August 6, 2008

RE: Shortage Areas – Valid certificates for the 2007-2008 school year

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Certification Area Certificates*	Total Teachers	Total Emergency*	% Emergency
Special Education (includes teachers and speech/hearing clinicians)	2328	514	22.1%
World Languages (French, German, Russian, Spanish, Latin, Chinese, Japanese)	748	107	14.3%
Science	1145	139	12.1%
Mathematics	1249	84	6.7%
ESL	121	25	20.7%
Industrial Arts	83	8	4.6%
Gifted/Talented	143	10	7.0%
School Librarian	236.2	17	7.2%
TOTAL	6145.2	904	14.7%

FTE = 16264.2 904 is 5.56 % of the FTE.

*People that held conditional, transitional, or targeted need certification for the 2007-08 school year.

Minimum Teacher Salary

ADMINISTRATIVE LETTER: 21

POLICY CODE: GCB

TO: Superintendents of Schools and Directors of Career & Technical Education Regions

FROM: Susan A. Gendron, Commissioner

DATE: November 28, 2007

RE: Verification of Certified Teachers with a Salary below \$30,000 for the 2007-08 School Year in “Qualifying School Administrative Units” – *Due Date: January 15, 2008*

In 2007-2008, the State will provide each qualifying school administrative unit with the funding needed to raise salaries from the levels in locally established salary scales to the statutory minimum amount of \$30,000. A “qualifying school administrative unit” means a school administrative unit as defined in 20-A MRSA, section 1, subsection 26 or a career and technical education region as defined in 20-A MRSA, section 8301-A, subsection 6. Beginning 7/1/07, school administrative units must pay a salary of at least \$30,000 to eligible staff (see Staff Eligibility for New Minimum Salary Requirements, below). The requirement to pay the \$30,000 minimum is not contingent upon receipt of the State’s adjustment to subsidy. The minimum salary law does not distinguish between full-time and part-time

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teachers. Full-time teachers must be paid a minimum salary of \$30,000. The minimum amount may be prorated for part-time teachers in proportion to their full-time equivalency.

Method of Application by a Qualifying School Administrative Unit:

A Minimum Teacher Salary Report is now available for verification on the Maine Educational Data Management System (MEDMS). Once you have verified the data on this report, please sign and return the “2007-08 Minimum Teacher Salary Report Confirmation of Verification Form” to the Department of Education by fax at 207-624-6791. This verification form is available by clicking on the following link:

<http://www.maine.gov/education/data/teacher/>

Upon receipt of the signed Minimum Teacher Salary Report confirmation of verification form, the total adjustment amount will be calculated for each school administrative unit or career and technical education region and payment will be as follows: (1) school administrative units will receive an adjustment to the unit’s subsidy printout (ED281) – therefore the salary supplement for the entire 2007-08 school year will be included in the remaining monthly subsidy checks; and (2) career and technical education regions will receive a payment in the amount of the total adjustment.

PART AAAA

Sec. AAAA-1. 20-A MRSA §13013-A is enacted to read:

§13013-A. Salary supplement for national board-certified teachers

1. Salary supplement. Notwithstanding any other provision of law, the Department of Education shall provide a public school teacher who has attained certification from the National Board for Professional Teaching Standards, or its successor organization, as of July 1, 2006 or thereafter with an annual national board certification salary supplement of \$3,000 for the life of the certificate. The salary supplement must be added to the teacher's base salary and must be considered in the calculation for contributions to the Maine State Retirement System. If a nationally certified teacher becomes no longer employed as a classroom teacher in the field of that teacher's national certification, the supplement ceases.

2. Local filing; certification. On or before October 15th annually, the superintendent of schools of a school administrative unit shall file with the commissioner a certified list of national board-certified teachers eligible to receive the salary supplement pursuant to subsection 1.

3. Payment. The department shall provide the salary supplement to eligible teachers no later than February 15th of each year.

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Recent research indicates a correlation between National Board Certified Teachers and higher student achievement:

“In this paper, we describe the results a study assessing the relationship between the certification of teachers by the National Board for Professional Teaching Standards (NBPTS) and elementary level student achievement. We examine whether NBPTS assesses the most effective applicants, whether certification by NBPTS serves as a signal of teacher quality, and whether completing the NBPTS assessment process serves as catalyst for increasing teacher effectiveness. We find consistent evidence that NBPTS is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical significance and magnitude of the “NBPTS effect,” however, differs significantly by grade level and student type. We do not find evidence that the NBPTS certification process itself does anything to increase teacher effectiveness.” (p. 3)¹

Summary of Maine’s School District Reorganization Law

Updated 5/19/08

Minor clarification on AOS 7/18/08

This summarizes the reorganization law in its entirety, including both Public Law 2007, Chapter 240, Part XXXX (enacted by passage of LD 499, the two-year budget, on June 11, 2007) and Public Law 2007, Chapter 668 (enacted by passage of LD 2323, An Act to Remove Barriers to the Reorganization of School Administrative Units, on April 18, 2008).

Printer Friendly Version 

State Policy Objectives

The law sets forth state policy to ensure that schools be organized as units in order to provide equitable educational opportunities, rigorous academic programs, uniformity in delivering programs, a greater uniformity in tax rates, more efficient and effective use of limited resources, preservation of school choice and maximum opportunity to deliver services in an efficient manner.

All school units, of whatever form and whatever size – SADs, CSDs and municipal school units, small and large – must:

1. Work with other units to reorganize into larger, more efficient units; or
2. Where expansion of the unit would be impractical or inconsistent with state policy, reorganize their own administrative structures to reduce costs.

See full Reorganization Law and resource materials at:

¹ Goldhaber, D., & Anthony, E. (2005, November 29). *Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching*. Washington, DC: Urban Institute.
http://www.urban.org/UploadedPDF/411271_teacher_quality.pdf

Maine State Teacher Quality Action Plan

Action Step	Resources Needed	Specific Activities	Person(s) Responsible	Others to Involve to Complete Action Step	Timeline
standards descriptors can improve candidate assessment systems.		d. plan symposium and Moodle site w/ aid from REL and NECC/Brown Univ. e. Hold Symposium f. Reconvene CTQ team and Andrea Reade of NECC to plan follow-up.		Univ. staff	<i>Completed Fall/winter 2007</i> e. <i>Completed Mar. 2008.</i> f. November 17, 2008
Examine IDEA definition of Highly Qualified teacher for implications for preservice preparation and “highly effective teachers”.	IDEA TQ & E Plan NCLB Info on HET from USED	a. Attend meeting in Washington to get more info on HET from USED. b. Share with MDOE, CTQ team, TQ & E Adv. Council, and State Board.	Dan Conley		a. <i>November, 2006 (completed)</i> b. <i>completed, and Ongoing 2007</i>
Provide professional development for beginning teachers in meeting the needs of all learners.	Chapter 118 Chapter 114 Data on # of teacher mentors	a. Insert into mentor training. b. Recommendations to State Board. c. <i>Teacher Quality & Equity Plans Tech. Assist. to High Need Schools.</i>	CTQ team	a. MDOE training staff b. CTQ Team, & Stakeholders group c. MDOE staff	a. adoption of Chapter 118, <i>June 2007, ongoing 07-08. (begun)</i> b. <i>07-08 school year.</i> b. <i>Winter-Spring 2007 & ongoing</i>
Provide high quality induction/mentoring of administrators.	-Maine Principals Association Plan -Other States’ work (avail. Online at NECC, CTQ, NCCTQ sites)	Meet with and liaison with MPA to support Admin. Induction work	-Dan Conley -Phyllis Deringis, MPA -Bob Lyman, MSMA	- <i>Maine Principals’ Association</i> - <i>Maine School Mgt. Assoc.</i> - <i>CTQ, NECC, NCCTQ Staff</i>	<i>To Be Planned Winter 08-09</i>
Continue Crosswalk of State Plans to maximize efficiency and reduce replication of work.	SPP TQ&E Plan SPDG CTQ Plan Other plans NCCTQ template California	-Get TA from NECC, NCCTQ, CTQ -Adapt NCCTQ template Share with other states.	Dan Conley Barbara Moody	- <i>CTQ, NECC, NCCTQ Staff</i>	Spring - Summer 07 June CTQ National meeting <i>and ongoing 07-08</i>

Maine State Teacher Quality Action Plan

Action Step	Resources Needed	Specific Activities	Person(s) Responsible	Others to Involve to Complete Action Step	Timeline
	Comp. Ctr. matrix				

Action Step	Resources Needed	Specific Activities	Person(s) Responsible	Others to Involve to Complete Action Step	Timeline
<i>Coordinate CTQ with Partners in Literacy under NECC, and State Literacy grants and PD providers.</i>	<i>TQ&E Plan CTQ Plan</i>	<i>Meetings & Conferences: a. "Partners in Literacy" (PIL) Coordinating Council, by NECC at RMC, Portsmouth b. Spring "PIL" Symposium with expanded team of PD providers in Literacy c. reconvene expanded team to plan collaboration, Symposium (in Augusta?)</i>	<i>-CTQ expanded team</i>	<i>a. CTQ team b. expanded team: - heads of Literacy IIA grants across Maine; -WCC PD Partnership coordinator; -MDOE Secondary Literacy Coordinator & regional rep.</i>	<i>a. January 2007 (completed) b. completed c. July 2007</i>
<i>Inform stakeholders of CTQ goals, actions, and plans</i>	<i>TQ&E Plan CTQ Plan</i>	<i>a. -Fall Dean's meeting b. Brief Certification Cmte. (Includes State Board members) on CTQ plan. Review and attain SBE sponsorship. c. Convene Symposium of approved IHE teacher Preparation program representatives to examine how the INTASC model standards descriptors can improve candidate assessment systems.</i>	<i>-CTQ Team</i>	<i>CTQ team Nancy Iburguen, State Board members: James Carignan, Janet Tockman, Ann Weisleder -State Board of Ed.</i>	<i>a. Nov. 2006 b. January 2007 completed, Summer 07 c. Completed Mar. 2008</i>
<i>Coordinate CTQ with Teacher Quality and Equity Action Plans.</i>		<i>Convene TQ & E Advisory Council</i>	<i>-Dan Conley -CTQ team</i>	<i>Nancy Iburguen (Cert.) Kathy Manning (Title I) Jackie Godbout (Title I) George Tucker(CIPS) Jane Andrews (RTDC)</i>	<i>January 2007 (begun))</i>

I Overview of Symposium (See DRAFT of workshop plan attached)

A meeting with the State Board will be held to ask for their support and possibly sponsorship. This opening session would include the reasons for the symposium, including the expected outcomes, establishing common language, & establish the objectives of the CTQ in the overview. And introduce

Maine State Teacher Quality Action Plan

participants to the CTQ Action Guide, and use it to check for alignment of their assessments with the INTASC descriptors for SPED.

II Teacher Certification Standards

This session will address matching the INTASC descriptors to the initial teacher standards, by using the CTQ Action Guide. Participants would be asked to think about and discuss how these standards and descriptors are assessed in their programs.

III Sharing of Tools and Application of Differentiation

Participants will be asked ahead of time to bring resources such as their portfolio guides and their unit designs. In these break out sessions, it would be important to chart the shared information while it was being discussed.

IV Debrief

It will be important here to bring the group back together, debrief, and set the scene for the continued work. A follow up meeting should be established, as well as suggested activities to continue the work. *Campus to Campus* interactions would be suggested, and facilitated.

Outcomes for the Symposium

I **Awareness:** shared differentiation and standards assessment language, as they relate to Teacher Certification Standards. A common language will be established during the day by the participants, along with a shared list of possible strategies for action steps.

II **Improvement:** improvement of teacher education candidate assessment tools, exchange of ideas and practices to help improve student teacher candidate assessment

Symposium Outcomes:

Collaborative General and Special Education Teacher Preparation Symposium: “A VISION FOR ALL MAINE STUDENTS”

*Hosted by the Maine Department of Education, in collaboration with
Maine’s Higher Education Teacher Preparation Institutions*

Date: March 26, 2008

Time: 9:00AM - 3:00PM

Location: Husson College, Dyke

Center, Bangor, Maine

Goals for the Day

Participants will have opportunities to:

- Enhance understanding of INTASC Model Descriptors for General and Special Educators
- Share and dialogue on methods of assessment of candidates for teaching degrees
- Conduct an analysis of alignment between assessments and INTASC descriptors strategies
- Review and discuss “*Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers*” by Linda P. Blanton, Florida International University, & Marleen C. Pugach, University of Wisconsin-Milwaukee.

Maine State Teacher Quality Action Plan

Maine's Application for the: National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (Personnel Improvement Center) Grant: Accepted December 2008

Date: November 21, 2008

State Name: Maine

Name of Person submitting the application: David Noble Stockford

- **Position title:** Policy Director and Team Leader, Special Services
- **Phone:** (207) 624-6642 or 624-6643
- **Email address:** david.stockford@maine.gov

Please check the services below that your state is applying for (you may select any or all of the services, regardless of previous services you have received from the Personnel Center).

Detailed descriptions of each of these services can be found on the following pages, along with the corresponding request for information required by the Center to apply for these services.

Preparation Program Partnerships

Personnel Data Management

Special Education Career Awareness Campaigns

Attracting, Developing and Supporting New and Existing Personnel

Maine Team members and contributors:

Jill Adams, Maine Administrators of Services for Children with Disabilities, MADSEC;

Dan Conley, Maine Department of Education Teacher Quality.;

Debbie Gilmer, Maine Support Network, MSN;

Debra Hannigan, Child Development Services of Maine;

Walter Kimball, University of So. Maine, Unified Extended Teacher Education Program

Barbara Moody, Maine Department of Education Teacher Quality;

Kathleen Powers, Maine Consumer Information and Technology Training Exchange, CITE;

Pam Rosen, Maine Department of Education Special Services;

Valerie Smith, University of Maine System;

David Stockford, Maine Department of Education Special Services

Preparation Program Partnerships

Maine is requesting this service to assist us in providing increased opportunities, particularly addressing our rural districts, to access special education-related preparation programs, including the development of paraprofessional-to-teacher programs in high need districts. We believe assistance in statewide personnel data analysis will greatly address our needs as we have very limited information about the needs of districts in many areas. We have convened a team that we will expand once awarded technical assistance and look forward to assistance with facilitation of planning meetings to promote increasing local community members' accessibility to preparation programs including the expansion of pathways to teaching and other innovative strategies.

A number of challenges face Maine in the area of building partnerships in support of the needs of Maine's school districts. However, despite these challenges, Maine has a strong and viable model upon which to build greater capacity and we look forward to assistance in addressing our needs to enhance and improve Maine's ability to prepare special education and related services personnel.

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Maine's geography is vast and rural. Our University system has seven campuses spread out across the state; not all offer undergraduate programs in special education; in fact, only one campus in the state has a baccalaureate program in special education and one other (located in the northern border with Canada has a certification option. None of the private colleges or universities in the state offer special education certification programs. All University of Maine campuses have graduate or post-baccalaureate certification programs in special education, but the rural nature of our state and the challenges of travel during much of the academic year create unintended barriers for potential students in many regions of the state. We have more than 250 local school districts (consolidation is currently underway). Qualified special educators and especially related services personnel are in very short supply in our most rural areas of the state. In Students with low incidence disabilities, including autism, are often taught by special educators without training or preparation in these areas. Additionally, access to assistive technology and knowledge and skill in the areas of assessment and instruction are lacking.

Regional Partnerships

A number of challenges face Maine in the area of building partnerships in support of the needs of Maine's school districts. However, despite these challenges, Maine has a strong and viable model upon which to build greater capacity and we look forward to assistance in addressing our needs to enhance and improve Maine's ability to prepare special education and related services personnel.

A number of activities in the area of partnerships with local school districts and colleges/universities are already underway in Maine. These regional partnerships provide opportunities for increasing accessibility to personnel preparation programs, including the preparation of para-educators (in Maine called education technicians) as teachers.

For many years, a number of school and university partnerships have supported in-service education of educators across the state. Their missions include the provision of the following types of activities: high quality professional development; strengthening the pre-service teacher education program; development of a collegial relationship PK-16; building a capacity for inquiry and change in local schools; building a capacity for short-and-long range planning for change in local schools especially as it impacts students learning in the basic core subjects; and, connecting local schools with existing resources that will help with change and develop new resources. There are regional partnerships in all parts of the state affiliated with colleges/schools of education. For many years, the regional partnerships were better coordinated and they met two or three times a year for statewide coordination and collaborative activities as the Partnership of Partnerships (POP).

The Washington County Consortium for School Improvement, a partnership of the school districts of Washington County, the University of Maine at Machias and the Washington County Community College, was founded by the Superintendents in 1994 with the goal of helping to improve the schools in the county. Today, in addition to the work supporting the professional development needs of educators, WCC works collaboratively with the superintendents and schools to provide local support to the Maine State GEAR UP and manages a Title IIA Teacher Quality project providing professional development in the area of content literacy.

Another example of one of the regional partnerships is the Central Aroostook Council on Education (CACE), a PK-16 partnership consisting of MSAD #1, MSAD #20, MSAD #32, MSAD #42, Caribou, Easton, Limestone and the University of Maine Presque Isle. CACE has been in existence for fourteen years and evolved from an earlier collaboration (ATLAS) between the superintendents in Presque Isle, Fort Fairfield, Mars Hill and Caribou.

The Penobscot River Educational Partnership (PREP) is a professional development partnership between eight public school districts and one regional vocational center, three University of Maine colleges (including the College of Education and Human Development), and the state Child Development Services. PREP has been in existence for six years and includes professional development and strengthening of special education services through professional development and

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identifying common needs and regionalizing providers for psychological, physical and occupational therapy and speech services among its initiatives. Members collaborate in preparation and support of pre-service and practicing teachers using a Professional Development Model.

The Western Maine Educational Collaborative (WMEC), established in 2006, represents approximately 13,000 students who attend 45 different schools housed in 11 school systems (including individual school systems, SADs and Unions). The students reside in 33 communities located in 4 counties in western Maine. WMEC offers members a variety of services, programs, and development opportunities for students, teaching professionals, and administrators. WMEC is engaged in projects in collaboration with the University of Maine in Farmington and the University of Maine in Orono.

Other Maine educational partnerships include the Sebago Alliance (which includes six districts), the Kennebec Alliance (five districts), and the Maine Island Schools Collaborative.

In 2002, the University of Maine in Fort Kent, which borders Canada, announced the implementation of a variety of public education partnerships. Initiatives have been developed to strengthen distance education offerings in a variety of professional development arenas, to recruit students from St. John River Valley districts to higher education, and to recruit high school students to teacher education programs, including special education.

Some existing programs that address these needs, and would benefit from further support:

SPARC: Special Education Alternate Route to Certification

SPARC is a program based at the University of Maine Farmington addressing the severe shortage of special educators throughout Maine. The SPARC program is designed to help individuals and districts meet this challenge in effective and efficient ways using online courses and face-to-face coaching. The coursework addresses the 24 hours of coursework required in Maine for special education certification. The program is rooted in two major principles: (1) the credits need to be focused on specific sets of skills and bodies of knowledge; and (2) inexperienced special educators need face-to-face coaching to handle both the “real time” issues and legal aspects of working with students with disabilities.

ETEP: Extended Teacher Education Program

The University of Southern Maine graduate level Extended Teacher Education Program (ETEP) is nationally accredited and state approved. ETEP offers a unified K-8 certification concentration merging general education, special education, and English as a Second Language (ESL) certification. The program results in the recommendation for two teaching certificates and a Master of Science in Education degree. The program is based on the principle that any teacher needs knowledge of general education, special education, and ESL to better serve students with disabilities who are engaged with the general education curriculum. The 54 credit hour cohort based concentration spans two years, six semesters, from May to May. The core of the program is a year long internship each year in two different areas- the first year in K-8 general education for everyone and the second year in either K-8 special education or K-12 ESL. The concentration is designed so that persons employed in schools as educational technicians with Bachelor’s degrees can remain in their positions and complete the concentration. For persons employed as educational technicians, the employing district and the university work out a plan for completion of the program requirements combined with the ed tech responsibilities. The program is a partnership between the candidate, the program and the employing district as together they design the combination of the internships and the program requirements. Although the program is designed for educational technicians working toward teacher certification, employment in a school is not a prerequisite for admissions. Persons not employed in schools may apply program requirements and courses together.

ACTEM RUS (Rural Utility Service) Grant

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On September 18, 2008 U.S. Dept. of Agriculture announced ACTEM has been awarded a Distance Learning and Telemedicine Grant of \$373,823. The USDA selected 105 grant recipients representing both education and medical services in 41 states to receive \$28.2 million. Maine received five of the 58 grants aimed at improving educational opportunities to students in rural communities. The new RSU 1 (Bath area), Rangeley Lakes Regional School, SAD 52 (Turner), SAD 19 (Lubec), and ACTEM grants will bring nearly two million dollars in federal funds to the state.

The purpose of the ACTEM RUS (Rural Utility Service) grant is to provide schools and the University of Maine System access to video conferencing infrastructure equipment to facilitate improved video communication between K-12 schools and the University of Maine System. In addition to providing advanced features to schools already utilizing either Tandberg or Polycom IP video conferencing equipment, the grant intends to facilitate better connections between existing ATM network and IP-based video sites.

Jeff Letourneau, Associate Director of Communications and Network Services for UMS, will play a key role in grant implementation. "The video conferencing equipment funded by the USDA RUS grant award, along with the Maine Research and Education Network (MaineREN), will provide critical cyber-infrastructure necessary to bring more interactive, high-tech learning opportunities and professional development to the students and teachers of Maine," Jeff commented via email. "ACTEM should be commended for the leadership role it played in bringing these funds into the state."

For ACTEM the grant represents another in a string of partnerships with the University of Maine System. "We are pleased to have the opportunity to work with ACTEM to help Maine educators bring new opportunities for enhanced learning into their classrooms," said Jeff Letourneau.

At the September 15 business meeting current President Crystal Priest noted that 112 schools are listed in the ACTEM RUS grant. Data needs to be collected from every listed institution.

"Realistically it will be 2009 before we start seeing equipment show up," Crystal remarked. See: <http://www.actem.org/Pages/index>

These programs and others like them provide a foundation and structure upon which to build necessary capacity to address the needs of Maine.

Needs Assessment

The following teaching shortages have been identified by the Maine Department of Education for the State of Maine in the 2007 – 2008 school year. *Further needs assessment data can be found in the "Personnel Data Management" section of this application.*

FROM: Nancy Ibarguen, Certification Coordinator, Maine Department of Education

DATE: August 6, 2008 RE: Shortage Areas – Valid certificates for the 2007-2008 school year

<u>Certification Area</u>	<u>Total Teachers</u>	<u>Total Emergency*</u>	<u>% Emergency Certificates*</u>
<u>Special Education</u> (includes teachers and speech/hearing clinicians)	2328	514	22.1%
<u>World Languages</u> (French, German, Russian, Spanish, Latin, Chinese, Japanese)	748	107	14.3%
<u>Science</u>	1145	139	12.1%
<u>Mathematics</u>	1249	84	6.7%
<u>ESL</u>	121	25	20.7%
<u>Industrial Arts</u>	83	8	4.6%
<u>Gifted/Talented</u>	143	10	7.0%
<u>School Librarian</u>	236.2	17	7.2%

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TOTAL 6145.2 904 14.7%

FTE = 16264.2 904 is 5.56 % of the FTE.

*Educators that held conditional, transitional, or targeted need certification for the 2007-08 school year (i.e. less than “full” Certification, and thus non-”HQT” unless participating in an approved “Alternate Route to Certification”).

See: <http://www.maine.gov/education/speceddata/index.html>

Maine’s “Highly Qualified Teacher” (HQT) data collection for the 2007 – 2008 school year indicated that 86.73% of secondary Special Education classes were taught by “Highly Qualified Teachers”. 95.875 of all classes in the State of Maine were taught by “Highly Qualified Teachers” during the same year. Thus secondary Special Education classes are taught by “Non-HQT” at significantly lower percentage rate. English as a Second Language classes and Alternative Education classes, sometimes taught by special educators, also show statistically significant differences (see: <https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind>)

Another example of a need that could be addressed by this grant is that students with disabilities, including students with low incidence disabilities, can have meaningful access to, and participation in, learning only if their general and special education teachers have the knowledge, skills, and resources to support them. Universal Design for Learning and the infusion of technology into education can transform teaching, allowing all students to achieve high learning standards as they prepare for further education and become productive, contributing citizens of their communities. To that end, high quality teacher professional development is needed to build, and continuously strengthen, teachers’ knowledge and skills so that they can:

- Adopt and practice inclusive instructional strategies and behaviors
- Determine situations in which accommodations or modifications to learning objectives are appropriate and necessary
- Develop multiple and varied assessment methods
- Acquire or produce accessible instructional materials, including digital text, audio, large print, and Braille
- Scrutinize educational content media (e.g., Web sites, video, audio, software) for accessibility
- Support students who use assistive technologies

Teachers who are adept at UDL, and understand the use of assistive technology, will identify and eliminate inadvertent barriers to learning that are common to curricula. In the absence of barriers, all students can rely on their strengths and preferences to achieve established learning objectives.

Maine’s Child Development Services (CDS) is also a partner in this grant application. Their needs are as follows:

- CDS have only about 50% of the certified teachers we need to serve children birth -5
- We serve part C which is B-2 and 619 which is ages 3-5. They are different entities with different preparation needs .
- CDS would benefit from more coursework in early childhood that is approved by and for Maine State Certification
- A review of common courses we need in CDS would be useful, some may be within social work but this has not been checked out
- Our current certification does not include B-5 in certificates other than the two for early childhood (example the 030, 079 etc)
- Work with DHHS and other partners to create similar coursework for those who work in early childhood would assist us financially and support increased numbers of prepared staff
- Would like to see this cross over with our work with DHHS to create more head starts, daycares, nursery schools, public school programs that are more inclusive

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Personnel Data Management

This service will assist the Maine Department of education, including Part C, LEAs, IHEs and Part C agencies (Child Development Services, or CDS) to identify essential data points for synthesizing and analyzing current and emerging personnel data. It will enable Maine to identify personnel data sources and enable us to focus on data reporting requirements under both NCLB and IDEA therefore identifying our personnel needs and enhance our ability to be able to plan policies and practices to meet these needs. We understand that this service includes the facilitation of two on-site meetings by the Center's data consultant and follow up conference calls to implement strategies in the state's data management plan.

In engaging with the Personnel Center in this grant we look forward to addressing: (1) supply and demand data specific to race/ethnicity, disability, urban/rural settings, preparation programs' capacity and developmental categories (from birth -21); (2) attrition and retention data related to reasons for leaving the field, transferring schools and districts, moving to other occupations or positions within education and practices that could retain those exiting and keep others from leaving; and (3) models for predicting retirement rates at the state and local level.

At present, data on a teacher's individual certification, salary, and class assignment, among other identifying factors, is available. Plans are in place to ask SAUs to submit teacher's individual HQ status into our new "Infinite Campus" database, which would be accessible to the Maine Department of Education, and SAU personnel. Maine already has and uses a "Unique Teacher Identifier" which we plan to use for the data collection and analysis next year (2008-2009) using the "Staff Personnel File" data collected at the beginning of each school year. This will give us a method to track individual teachers' certification, HQT, and experience status, along with turnover rates and location (SAU currently employed in). Unfortunately, due to technical constraints we were not able to incorporate these changes into our data collection system for this school year's collection period. In the interim we are sure that revising our system by collecting the data by subject area and school, along with the "class" data required by the CSPR, will prove invaluable in supporting schools in reaching the 100% HQT goal for the beginning of the 2009 school year.

The Maine Department of Education collected data at an increasingly more detailed level during the fall, 2006 HQT data collection process. The survey we used in November, 2006 to collect the 05-06 HQT data asked for numbers of HQT, or non-HQT taught classes in each core content area. This change has been maintained up to this date. Data was collected in the November 2007 and then again in April of 2008 in order to "catch up" and begin collecting data on the current school year to enable more effective and timely action planning and technical assistance. Thus we have *static* comparative data to inform decisions on the most effective technical assistance to offer and content areas in SAUs/schools needing it most.

Maine's 2007 – 2008 HQT data indicated that special education teachers, alternative education teachers, foreign language teachers had a significantly lower percentage of highly qualified teachers than other subject areas (see:

<https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind>)

Maine is applying for the NASDSE "Personnel Center" Grant services in order to increase recruitment, retention, and data tracking for Special Education teachers across the state, and in particular in "high need" schools. A stakeholders group of representatives from State agencies in special education, professional development and teacher preparation, as well as appropriate Maine Department of Education specialists, have been convened for this work. More stakeholders will be invited to participate if Maine is given the opportunity to engage in this grant.

Community-based Special Education Career Awareness Campaigns

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Maine is applying for technical assistance that will the Maine Department of Education, LEAs, IHEs and Part C (Birth to 3 Child Development Services) programs to work with local community members and organizations to develop community-based special education career awareness campaigns. We understand that the Center will provide facilitation of one centralized five-hour training session per state for up to three of the state's high need communities and we will convene representatives from MDOE, Part C agencies, special education directors, parents, families and others (including representatives from the Regional Partnerships, described above) interested in recruiting persons into special education-related careers. We look forward to developing an implementation plan for public awareness activities regarding the acute need for and the opportunities to become special educators that will be completed during the training session as well as a candidate identification plan that will be supported by the Center through additional technical assistance conference calls.

At the present time, Maine has no coordinated effort to create a public awareness of the need for special educators. There is no potential candidate database. The LEAs do not know how many students are graduating from IHEs in Maine with degrees in Special Education or how many of those students actually become certified as special educators and enter the work force. There is no data as to how long those who choose to become special educators stay in the position. Currently the job of special educator is not always looked upon positively. The positive parts of this job are not highlighted; instead the difficulties of the job are what potential candidates usually hear. Print and media materials would help to facilitate a more positive perception of this teaching assignment. Broad stakeholder groups could greatly aid analysis of the data to determine regional and grade level needs for special educators, as well as retention and mobility of these teachers. This stakeholder group should include local and state community partners as well as higher education partners. Many local Maine LEAs do not have a consistent partnership with higher education partners for a variety of reasons especially geographic proximity. The following items would need to be addressed:

1. Look at the data we have and what it tells us about need.
2. Community/school partnerships.
3. Stakeholder groups that involve local and state community partners.
4. Print and media materials developed to recruit persons to the special education professions.
5. Preparation program recruitment plans intended to bring interested persons into the field of special education.
6. Increasing High School students' perceptions of professions in special education as positive and rewarding.
7. Other leverage points as determined by the stakeholder groups.

See: <http://www.madsec.org/>

Attracting, Developing and Supporting New and Existing Personnel

Maine looks forward to receiving this service that will utilize a national expert in the field of human resources to assist selected, SEAs, Part C agencies and high need LEAs in increasing their capacity to provide high quality special educators for local communities by addressing effective hiring practices and root causes of attrition, including a) improving working conditions; b) developing special education personnel-specific mentoring/induction; and c) implementing administrative supports. We anticipate that this service will include a one-day, on-site training, consisting of review and development of plans and procedures for hiring and supporting new and existing personnel and anticipate participation by representatives of the regional partnerships, at the very least. We look forward to identifying appropriate research-based practices related to personnel practices and workplace environments that may affect the identification, hiring and development of special education personnel. Follow up conference calls by the Center's expert will assist Maine in implementing our work plans.

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Additionally it is hoped that this service will support and enhance Maine's recently revised regulations (Chapter 118) requiring and supporting new teacher mentoring and induction during the initial certification period (see: <http://www.maine.gov/education/teacherinduction/resources.html>)

The Teaching, Leading, and Learning (TELL) Survey

The Maine Education Association and the Maine Department of Education conducted the state's first statewide teaching conditions survey in 2008. The survey, which was administered through the New Teacher Center at the University of California at Santa Cruz in December 2007 and January 2008, was sent to all school-based, licensed educators throughout the state of Maine. The TeLL Maine Teaching and Learning Conditions Survey provides data to schools, districts, and the state about whether educators have the supportive school environments necessary for them to continue working and be successful with students. By hearing directly from educators who intimately understand teaching conditions, policymakers will have the opportunity to make data-driven decisions to develop policies that make Maine schools great places to work and learn.

The TeLL Maine Teaching and Learning Condition Survey included approximately ten¹ questions with multiple subparts, broken into six major sections: time, facilities and resources, empowerment, leadership, professional development, and mentoring. There were also questions covering the demographics of respondents, such as position held, years of experience, and educational background. Surveys were administered to teachers, principals, vice principals, and other education professionals (e.g., school counselors, psychologists, social workers, library media specialists, etc.). Most of the questions were asked of all respondents, though some were asked only of specific groups. Only teachers in their first year and those indicating that they served as mentors were asked about induction. Further, a set of questions about district support in creating positive teaching conditions was asked specifically of principals.

The survey instrument was developed by the New Teacher Center with input and guidance from a subcommittee of stakeholders and researchers including the Maine Education Association and the Maine Department of Education. A set of core, validated questions from previous teaching conditions surveys was utilized, while others were developed specifically for the state, including questions on workload and stressors adapted from the Maine Education Policy Research Institute's survey conducted for The Commissioner's Task Force on Teacher Workload (Maine Education Policy Research Institute, November 2004). The statistical analyses conducted using the TeLL Maine survey data included: a factor analysis of the findings that resulted in a reorganization of the survey areas into three major categories of responses: leadership, support for practice, and workload and stress. In addition, cross tabulations of findings by future employment plans, school level, years of experience; as well as frequencies of all questions were conducted for this interim report.

Surveys were sent to all school-based educators in the State of Maine. More than 5,100 Maine educators (27 percent of all Maine educators) from across the state participated in the TeLL Maine Teaching and Learning Conditions Survey. This includes responses from 4,739 teachers, 43 principals, 14 assistant principals, and 341 other education professionals. Data is now available for 159 schools and 35 districts, thus providing critical information for making local and state level decisions to improve Maine schools. Data is only released at the school level if at least 40 percent of the school faculty responded to the survey. Data for the state is publicly available at www.tellmaine.org. Schools and districts with a sufficient response rate received a password to access their data for their own school improvement planning. This survey data is unique in that it represents the perceptions of those who understand Maine teaching and learning conditions best—the educators who experience them every day. See: <http://www.tellmaine.org/>

The Maine Support Network (MSN)

The Maine Support Network (MSN) has been providing support to new and existing personnel across the State since its inception in 1986. Utilizing "Celebratory Learning" attributes, MSN conducts a number of activities designed to recruit, retain and celebrate educators, especially special educators. More than 75 professional development activities are conducted across the state each year covering a wide range of topics identified as needed by teachers, school administrators and

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families. Topics have included differentiating instruction, assessment, transition, positive supports, leadership strategies for youth, and literacy. Additionally, MSN conducts an annual winter retreat for educators and families. The retreat is designed to address valued and necessary content while at the same time honoring and celebrating the day to day work of educators. This year, for example, the retreat is addressing autism spectrum disorders, an area of increasing need in our state. Additionally, MSN provides online courses and learning opportunities, maintain a large lending library, and distribute weekly updates and information using a large electronic mailing list of our members, including educators and advocates statewide. As a membership organization (free to Maine educators and families), MSN shares information and invites new education and special education graduates to join its ranks by sending welcome letters to all Deans of Colleges/Schools of Education to share with their graduating class each spring. See:

<http://www.mainesupportnetwork.org/>

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Appendix D

Goal # 4: Maine will phase out the use of the HOUSSE rubric by the end of the 2008-2009 school year.

INFORMATIONAL LETTER: 152
POLICY CODE: GCFC/GDA

TO: Superintendents of Schools and School Principals

FROM: Susan A. Gendron, Commissioner

DATE: June 7, 2006

RE: **PRIORITY: HIGHLY QUALIFIED TEACHER
REQUIREMENTS**

Revised Requirements for Highly Qualified Teacher Identification and Use of the HOUSSE Rubric

Please be advised that Local Education Agencies (LEAs) responsible for determining veteran teachers' Highly Qualified status after August 31, 2006 may be subject to new rules as to the use of the HOUSSE Rubric. At present, in order to be considered Highly Qualified, a veteran teacher must demonstrate content area competency by:

1. Holding a Bachelor's degree or higher; and
2. Holding full Maine State Teaching Certification (Provisional, Professional, or Master); and
3. Having a major, or coursework equivalent to a major (24 semester hours), from an accredited four-year college(s) or university in the assigned core content area; or holding an advanced degree in that content area; or holding National Board Certification in that content area; or having passed the PRAXIS II in that content area; or having achieved 100 points in at least 3 columns, on Maine's HOUSSE Rubric in that content area.

Recent guidance from the United States Department of Education indicates that the use of the HOUSSE may be curtailed after this year. **LEAs may want to apply the HOUSSE procedure, before August 31, 2006, to all veteran teachers who have not yet demonstrated Highly Qualified status and are eligible for the HOUSSE, or are anticipated to transfer teaching assignment into another content area in which they**

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do not meet the other criteria listed in # 3 above. The reasons for this are detailed in the remainder of this letter.

We are advising that *all veteran teachers* (teachers with at least one year of teaching experience) to use HOUSSE to determine their highly qualified status in all possible core academic subjects. Once HOUSSE is phased out for veteran teachers, the only means of demonstrating highly qualified status in a subject will be to: 1) pass the PRAXIS II; 2) earn a major, or 24 credits in the subject or; 3) earn an advanced degree in a subject or an advanced certificate in a subject.

Deputy Secretary of Education Henry L. Johnson recently announced that the use of the HOUSSE Rubric for veteran teachers, except in certain situations, should be completed by the end of the 2005-06 school year, to achieve conformity with the deadline by which teachers of core subjects must be highly qualified. I have designated August 31, 2006 as the official end of Maine's 2005-2006 school year.

After August 31, 2006, according to this new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- secondary school teachers teaching multiple subjects in eligible rural schools (who, if highly qualified in at least one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years); and
- those special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and
- teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.

All other new hires are required to demonstrate competency by meeting the 3 listed criteria in the first paragraph on page one of this letter, excluding the HOUSSE procedures.

Teachers currently qualified under HOUSSE procedures (i.e. having demonstrated content competency through use of the HOUSSE prior to this end of the current school year) should continue to be counted as Highly Qualified for that content area. Teachers operating under a "Teacher Action Statement," working toward Highly Qualified status, may continue to do so, and be reported as not Highly Qualified. At present, as has been the case in the past, there are no legally required employment consequences for not being Highly Qualified, there are only reporting requirements to parents, and to the State, in the yearly Highly Qualified Teacher data collection process.

If you have questions, or if we can assist you further, please contact Daniel J. Conley, at 207-624-6639, or by e-mail to dan.conley@maine.gov.

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Chapter 13, and 115 of Maine State Regulations governing Public Education reflect changes described in the text of the plan, specifically the requirement for all new certified teachers to pass the appropriate PRAXIS I and II exams. Thus this supports the phase out of the use of the Housse Rubric, as all newly certified teachers will have demonstrated “Highly Qualified” status in order to attain State certification. The link below leads to these updated rules.

<http://www.maine.gov/sos/cec/rules/05/chaps05.htm>
