

SCHOOL UNION #98



LOCAL STAFF DEVELOPMENT & CERTIFICATION HANDBOOK

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PURPOSE

This handbook explains the function of the Local Staff Development and Certification Committee (LSDCC), as well as the process by which each of the levels of certification is granted. The LSDCC has been in existence in Union 98 since 1974. Over the years, the LSDCC has developed procedures and guidelines that teachers and educational specialists employed in Union 98 schools work through to obtain and retain their professional teacher certification. This Union 98 model for staff development and certification has often been used as an exemplar for other school districts in Maine. With this current revision, it is the intent of the LSDCC to maintain the spirit of the original guidelines in Maine's Teacher Certification Law Chapter 502.

Due to changes in federal and state teacher certification requirements, revisions to Union 98's Teacher Supervision & Evaluation Process, and the cumbersome nature of our previous LSDCC procedures, our committee has revised the process. This latest draft of the *LSDCC Handbook* was completed in August, 2005 and we have high hopes that it will be adopted by the faculty on August 29, 2005.

LOCAL STAFF DEVELOPMENT AND CERTIFICATION COMMITTEE (LSDCC)

The Support System for Union 98 faculty is the Local Staff Development and Certification Committee (LSDCC). The LSDCC is the governing committee responsible for assisting teachers and educational specialists in meeting the requirements of [20-A MRSA, Chapter 502](#).

Composition

The LSDCC is made up of 14 members:

Bar Harbor	2 faculty and 1 community representative
Mount Desert	1 faculty and 1 community representative
Southwest Harbor	1 faculty and 1 community representative
Tremont	1 faculty and 1 community representative
MDIHS	2 faculty
Union 98	Administrator, Superintendent's Designee
University/College Liaison	COA Representative

Election

Past practice has allowed teachers and educational specialists who are interested in serving on this committee every opportunity to participate as members. Teachers/educational specialists and community members who are interested in being appointed to the LSDCC should contact the LSDCC chairperson in the spring prior to the year in which they wish to serve in order to facilitate an election and school board approval--otherwise, representatives will serve for a minimum of one full year, but may serve indefinitely. All committee members, except community representatives, must have at least three years of experience in education. Voting power of new members begins at the first regular meeting of the LSDCC in September. School Board members are not eligible for membership on this committee.

Meeting Procedures

- a. Regular meetings shall be held monthly during the school year. Special meetings shall be called when necessary.
- b. A quorum for conducting business shall be seven members, and a majority of the members present shall be required for passage of a motion.
- c. All members have equal voting power. The chairperson(s) shall vote only to break a tie or make a quorum.
- d. Copies of meeting minutes shall be sent to all committee members. A permanent record of all meeting minutes will be kept on file in the Superintendent's Office.
- e. Initial approval for courses and projects, final approval for courses, projects and certification plans will be on the agenda of each regularly scheduled meeting.

Timelines

- a. Support teams/mentors for teachers/educational specialists with provisional, conditional, and/or targeted need certificates and with transitional endorsements will be determined at the time of hire, or no later than the New Teacher Orientation Meeting in August to be presented to the LSDCC at the first meeting in September.

- b. Approval of all September to May Teacher Action Plans (TAPs) will be finalized at the November meeting each year.
- c. Recommendations concerning renewal and upgrade of any non-professional (provisional, conditional, and targeted need) certificates and transitional endorsements will be made by the May meeting each year. These recommendations will then be submitted to the Superintendent of School Union 98 and then to the Commissioner of the Maine Department of Education (MDOE).

Responsibilities

- a. To approve the support teams/mentors for teachers/educational specialists who hold provisional, conditional, and targeted need certificates, with transitional endorsements, candidates for master teacher/educational specialist certification. The assignment of support teams/mentors shall be made collaboratively by the LSDCC representative and the building principal prior to the New Teacher Orientation or at the time of hire.
- b. To provide formal orientation to the process of achieving higher level certification.
- c. To coordinate LSDCC information, requirements and resources to support teams/mentors and candidates for certification.
- d. To review and approve Teacher Action Plans (TAPs), Professional Recertification Plans (PRPs), and Master Teacher Professional Recertification Plans (MTPRPs) before and after implementation.
- e. To make recommendations concerning the renewal of non-professional (provisional, conditional and targeted need) certificates and transitional endorsements on an annual basis.
- f. To make recommendations concerning the renewal of professional and master teacher/educational specialist certificates on an annual basis.
- g. To submit recommendations related to all levels of certificates and proof of completion of TAPs and PRPs to the Commissioner of Education using the required format and timeline.
- h. To facilitate the training and orientation of support team members/mentors.
- i. To support Union 98's long-range professional development goals and opportunities.
- j. To provide examples of exemplary certification plans and competencies to faculty members.
- k. To communicate information pertaining to certification to faculty members in each school building.
- l. To maintain, for each teacher and educational specialist, a confidential cumulative **Certification File** (different from the **Supervision and Evaluation File**) containing the TAP or PRP and official documentation of professional achievement. These files will be located in the office of the Superintendent of Schools.
- m. To provide faculty members access to their own files and to provide state certification officials with access to all portfolios described in "l" above.

RULES GOVERNING HANDBOOK GUIDELINES

- a. Evaluation of these guidelines will be an ongoing process. Suggestions for changes/revisions will be considered during the regular LSDCC meetings.
- b. Amended guidelines will be submitted to faculties for approval. A two-thirds majority of the total number of professional staff members in Union 98 will be required for adoption of amendments.

SUPPORT TEAMS/MENTORS

Support Team/Mentor Pool and Master Teacher Support Team Pool

A support team is a team of professional teachers, administrators, educational specialists, and other educators responsible for assisting holders of provisional, conditional, and targeted need certificates and transitional endorsements to achieve professional teacher certificates. A support team also assists a professionally certified teacher/educational specialist to achieve a master teacher certificate.

The support team/mentor pool will consist of educators from Union 98. Those serving on support teams or as mentors must have three years experience in education and must have participated in support team/mentor training. A support team will be composed of three members, who may include any combination of the following: an administrator, teachers/educational specialists from the same school as the candidate, and a teacher/educational specialist from the same discipline (not necessarily from the same school). An administrator with evaluation responsibility over the candidate may serve on that candidate's support team only upon the request of the candidate and mutual agreement between the administrator and the candidate. Consultants from outside the school system, who qualify by virtue of their experience or special expertise in the teaching/learning and evaluation process, may also be a part of the support team. All members of the support team must hold a professional level certificate.

Mentors must hold a professional certificate and have participated in mentor training. Mentors perform the same function as the support team.

Members of the Master Teacher Support Team Pool should be master teachers/educational specialists. If a master teacher/educational specialist is not available to represent a specific school, the building principal may select a proxy.

Qualifications

Those serving on support teams or as mentors will be selected based on their ability to:

- Be willing and able to devote significant amounts of time over a minimum of a two (2) year period to support their mentees
- Encourage positive relationships based on mutual respect and trust
- Be knowledgeable in the characteristics of effective instruction
- Use problem-solving skills
- Use listening skills
- Work collaboratively

Responsibilities

The support team/mentor shall carry out no fewer than three classroom observations annually for teachers/educational specialists holding **provisional, conditional, and targeted need** certificates. The first observation shall be for at least

one instructional period, preceded and followed by a conference with the teacher/educational specialist. All observations shall be done by persons trained in peer coaching/mentoring techniques.

There are two TAPs to be developed by the candidate and the support team/mentor during the two year process. Requiring two plans assures continuity in the procedure and provides monitoring for future reference. The first TAP spans the first teaching year from September to May (presented to the LSDCC before November). The second TAP completes the first teaching year from May to June and spans the second teaching year from September to January (presented to the LSDCC in May of the first teaching year). From January to March of the second teaching year, the support team/mentor is engaged in determining the candidate's competency for recommendation using the 10 Teacher Certification Standards.

The support team for a **master teacher candidate** shall carry out no fewer than six (6) classroom observations. The first observation shall be for at least one instructional period, preceded and followed by a conference with the candidate. All observations shall be done by persons trained in peer coaching/mentoring techniques.

The LSDCC representative and/or support team members/mentor will present the TAP to the LSDCC. The candidate's presence at these meetings is optional; however, it is encouraged by the LSDCC.

TEACHER CERTIFICATION STANDARDS

STANDARD 1: Knowledge of Content/Subject Area

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

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

STANDARD 2: Integration of Disciplines

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

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

STANDARD 3: Differentiating for the Learner

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

- a. Discern individual, student and group differences (e.g., intellectual, cultural, social).
- b. Support individual student's physical, social, emotional, cognitive, and moral development.
- c. Observe how students learn and thus ascertain different learning styles.
- d. Identify when and how to access appropriate services or resources to meet learners' needs.
- e. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- f. Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.
- g. Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.
- h. Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

STANDARD 4: Planning of Instruction

Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard. The ability to:

- a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.
- c. Demonstrate originality in lesson development within the parameters of the existing school curriculum.
- d. Articulate lesson goals and provides educationally and ethically defensible rationales for those goals.
- e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

STANDARD 5: Instructional Strategies/Technologies

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

- a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
- b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- c. Monitor and adjust strategies in response to learner feedback.
- d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- g. Use educational technology to broaden student knowledge about technology as well as deliver instruction.
- h. Encourage all students to use technology and help them to access that technology.
- i. Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).

STANDARD 6: Positive Classroom Environment

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

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

STANDARD 7: Communication/Engagement

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

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

STANDARD 8: Assessment/Evaluation

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

- a. Describe the purposes of assessment.
- b. Use a variety of formal and informal strategies to assess student outcomes
- c. Match assessment strategies and instruments to Learning Results and program objectives.
- d. Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
- e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
- f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- g. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
- h. Involve learners in self-assessment and goal setting for learning.
- i. Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students.

STANDARD 9: Legal/Ethical Responsibilities

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

- a. Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- c. Demonstrate knowledge of situations which make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance, and follows appropriate school and district procedures to avoid liability.
- d. Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- e. Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in an equitable manner. He/She does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin, and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of sex, or physical or mental disability.
- f. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious diversity into account when planning and implementing lessons and activities.
- g. Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
- h. Treat others with respect and honor the dignity of all people.
- i. Document incidents which may have legal or ethical implications.
- j. Take appropriate steps to obtain and maintain professional certification/licensure.
- k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.)

STANDARD 10: Professional Contribution/Involvement

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

- a. Be an active, contributing member of Union 98 work teams and committees.
- b. Participate in Union 98 staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- c. Utilize and share information gained from reading professional journals.
- d. Apply information gathered during attendance at professional conferences.
- e. Develop associations with organizations dedicated to learning.
- f. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- g. Stay abreast of and employ new teaching strategies and technologies.
- h. Develop and implement a personal development plan to enhance his/her professional growth.
- i. Maintain a professional demeanor and recognize the teacher's role as a model for students.
- j. Work with colleagues to achieve school and Union 98 goals and to address problems in the school.

TYPES OF CERTIFICATION

Professional Certificate

The professional certificate is the standard 5-year certificate issued to teachers and educational specialists. The criteria for obtaining and maintaining a professional certificate are the 10 Teacher Certification Standards developed by Maine's Department of Education (MDOE). A professional certificate may be renewed for successive five-year periods. **To renew a professional certificate**, the teacher/educational specialist shall submit proof of six (6) credits, or the corresponding contact hours/CEUs, which are germane to the applicant's area of certification and previously approved by LSDCC. At that time the professional teacher/educational specialist must also submit a Professional Recertification Plan (PRP) and his/her previous PRP which has been annotated to show completion of previous professional goals.

Provisional Certificate

A provisional certificate is the initial two-year certificate issued to teachers and educational specialists. The provisional certificate is the prerequisite for the professional certificate regardless of the candidate's prior experience, academic preparation or certification status in another state. The provisional certificate is issued for a two-year period and is not renewable except (1) for unemployed teachers/educational specialists who have been employed for less than two consecutive school years; (2) if the superintendent and the LSDCC both recommend the renewal of the provisional certificate; or (3) if unforeseeable and extenuating circumstances of genuine hardship documented to the satisfaction of the Commissioner of Education prevent the teacher/educational specialist from demonstrating competency during the provisional certification period.

Prior to the New Teacher Orientation day, held before the start of the school year, the LSDCC representative in the provisional teacher/educational specialist's school will meet with the building principal to select a support team/mentor. The support team/mentor is presented to the LSDCC for final approval at the September meeting.

The approved support team/mentor will meet with the provisional teacher/educational specialist to address the items on the [Orientation Checklist](#) and develop a TAP that will cover the time frame of November to May. All TAPs shall be based on the 10 Teacher Certification Standards listed above. By the end of year #2, all 10 Teacher Certification Standards should have been addressed.

The applicant must:

- Obtain approval by the support system (LSDCC) of a TAP for provisional certificate holders.
- Demonstrate to the support system (LSDCC) that he or she has annually completed the TAP developed in conjunction with the support team/mentor.
- Be observed at least 3 times by support team members/mentor.
- Obtain a recommendation of the Support System (LSDCC) to continue on to year #2 of the support team/mentor process.

- Obtain a recommendation of the Support System (LSDCC) indicating competency applicable to the professional certificate at the end of year #2.

Fast Track

Fast track refers to a certification process for those candidates who are certified and have taught for at least two years outside the State of Maine, or who have been on conditional certificates to fulfill State requirements. A candidate may be recommended by the support teams/mentors for fast tracking to professional certification. This recommendation may be made at the end of year #1 only after serious consideration is given to the impact of discontinuing the support team/mentor process for the teacher.

The support team/mentor must submit a letter of recommendation for fast tracking to the LSDCC. Documentation of classroom observations, completed forms addressing the teaching competencies, and minutes of support team/mentor meetings must be attached to the letter. An annotated TAP and a 5-year PRP must also be submitted at this time.

Conditional Certificate

A conditional certificate is a waiver of requirements for the provisional or professional certificate. It is granted to teachers and some categories of educational specialists. The MDOE will notify the candidate by letter of the coursework and/or professional requirements of the certificate. The candidate must receive prior approval from the MDOE for all coursework. The conditional certificate is issued for one-year at a time and may be renewed for up to two additional one-year periods. A minimum of six (6) semester hours must be completed annually. A TAP or revised TAP must be developed each year that the conditional certificate is sought, and it must be presented to the LSDCC by the November meeting. The TAP must reflect the six (6) semester hours of coursework required by the MDOE. Documentation of completion of the six (6) semester hours must be presented to the LSDCC by the May meeting. Upon completion of all requirements for the conditional certificate, the candidate will receive either a provisional or a professional certificate.

Prior to the New Teacher Orientation day held before the start of the school year, the LSDCC representative in the conditional teacher/educational specialist's school will meet with the building principal to select a support team/mentor. The support team/mentor is presented to the LSDCC for final approval at the September meeting.

The approved support team/mentor will meet with the conditional teacher/educational specialist to address the items on the [Orientation Checklist](#) and develop a TAP that will cover the time frame of November to May. All TAPs shall be based on the 10 Teacher Certification Standards listed above and must focus on the requirements as set by the MDOE.

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

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

The applicant must:

- Obtain approval by the support system (LSDCC) of a TAP for conditional certificate holders.
- Demonstrate to the support system (LSDCC) that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the MDOE gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.
- Be observed at least 3 times by support team members/mentor.
- Obtain a recommendation of the support system (LSDCC) for the conditional certificate to be renewed (may be renewed twice).

Transitional Endorsement

A transitional endorsement is an endorsement issued to a certified teacher who does not meet all of the requirements for the endorsement. A transitional endorsement may only be issued if the candidate has been assigned to teach the subject for which the transitional endorsement is sought. The MDOE will notify the candidate by letter of the coursework and/or professional requirements of the endorsement. The candidate must receive prior approval from the MDOE for all coursework. The transitional endorsement is issued for one-year at a time and cannot be issued for more than five years. A minimum of six (6) semester hours must be completed annually. A TAP or revised TAP must be developed each year that the transitional endorsement is sought and presented to the LSDCC by the November meeting. The TAP must reflect the six (6) semester hours of coursework required by the MDOE. Documentation of completion of the six (6) semester hours must be presented to the LSDCC by the May meeting. Upon completion of all requirements for the transitional endorsement, the candidate will receive a full endorsement.

Prior to the New Teacher Orientation day held before the start of the school year, the LSDCC representative in the transitional teacher's school will meet with the building principal to select a support team/mentor. The support team/mentor is presented to the LSDCC for final approval at the September meeting.

The approved support team/mentor will meet with the teacher holding a transitional endorsement to develop a TAP that will cover the time frame of November to May. All TAPs must focus on completing the requirements as set by the MDOE.

The applicant must:

- Obtain approval of Teacher Action Plan (TAP) by the support system (LSDCC).
- Demonstrate to the support system (LSDCC) that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the MDOE gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.
- Be observed by support team members/mentor
- Obtain a recommendation of the support system (LSDCC) for the transitional endorsement to be renewed. It may be renewed four times.

Targeted Need Certificate

The targeted need certificate is a one-year certificate issued to teachers and educational specialists who are employed in a shortage area and not eligible for another certificate. The MDOE will notify the candidate of the coursework and/or professional requirements of the certificate. The candidate must receive prior approval from the MDOE for all coursework. The targeted need certificate must be renewed annually and cannot be issued for more than three years. A minimum of six (6) semester hours must be completed annually. A TAP or revised TAP must be developed each year that the targeted need certificate is sought and presented to the LSDCC by the November meeting. The TAP must reflect the six (6) semester hours of coursework required by the MDOE. Documentation of completion of the six (6) semester hours must be presented to the LSDCC by the May meeting.

Prior to the New Teacher Orientation day held before the start of the school year, the LSDCC representative in the targeted need teacher/educational specialist's school will meet with the building principal to select a support team/mentor. The support team/mentor is presented to the LSDCC for final approval at the September meeting.

The approved support team/mentor will meet with the targeted need teacher/educational specialist to address the items on the [Orientation Checklist](#) and develop a TAP that will cover the time frame of November to May. All TAPs shall be based on the 10 Teacher Certification Standards listed above and must focus on the requirements as set by the MDOE.

The applicant must:

- Obtain approval by the support system (LSDCC) of a TAP for a targeted need certificate.
- Have met the qualifying scores for reading, writing and math on the Pre-Professional Skills Test (PPST) or the Computer-Based Exam prior to issuing a second certificate.
- Demonstrate to the support system (LSDCC) that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the MDOE gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.
- Be observed at least 3 times by support team members/mentor
- Obtain a recommendation of the support system (LSDCC) for the targeted need certificate to be renewed. It may be renewed twice.

Master Teacher Certificate

Master teacher/educational specialists are continually growing professionally. They participate in activities such as conferences, seminars, workshops and study committees. Master teacher/educational specialists take courses to increase their skills in new areas or to work on advanced degrees. Master teacher/educational specialists author papers and books, write grant proposals, conduct research and give talks at professional meetings. Master teacher/educational specialists are committed to continually improving their own teaching abilities. Master teacher/educational specialists serve actively on support teams, as mentors, and on master teacher/educational

specialist selection committees. Master teacher/educational specialists are actively involved in curriculum review and development in their subject, in their departments, and in interfacing departments; their involvement is school-wide and union-wide. Master teacher/educational specialists are broadened through travel, community involvement, extracurricular advisorships, and additional work experiences related to their profession. Master teacher/educational specialists are open to new ideas and are continually trying new strategies to accomplish tasks in more effective ways.

The master teacher/educational specialist certificate is a five-year professional certificate issued to indicate that the holder is an especially capable and knowledgeable teacher or educational specialist. To obtain a master teacher/educational specialist certificate, the candidate must hold a valid professional certificate (meet the standards for a professional certificate). A master teacher/educational specialist certificate may be renewed for successive five-year periods if the candidate continues to meet the standards for a professional certificate and the criteria for master teacher/educational specialist. At the time of recertification, the master teacher/educational specialist must also submit a Master Teacher Professional Recertification Plan (MTPRP) and his/her previous Master Teacher Professional Recertification Plan (MTPRP) which has been annotated to show completion of previous professional goals. The MTPRP should reflect the master teacher/educational specialist's projected professional goals for the next five years and be based on the 10 Teacher Certification Standards and the Master Teacher criteria. The master teacher/educational specialist should be as specific as possible in projecting goals and methods of implementation which will lead to professional growth.

A new Master Teacher/educational specialist must submit a MTPRP to the LSDCC the month following his/her recommendation for Master Teacher/educational specialist.

A candidate for a Master Teacher certificate (or when renewing a Master Teacher certificate) must meet the following Master Teacher criteria:

- Meet the eligibility requirements for a professional certificate (proof of six (6) credits, or the equivalent, which are germane to the applicant's area of certification and previously approved by LSDCC)
- Demonstrate exemplary professional skills in classroom teaching or an educational specialty in the standards of professional growth leading to competency (10 Teacher Certification Standards).
- Be knowledgeable in current theories of effective instruction
- Make **outstanding contributions to the teaching profession** in one or more of the following areas:
 - ▶ curriculum design
 - ▶ teacher in-service training and staff development
 - ▶ clinical supervision of student teachers/practicum students and peer observation of teachers, including instructional methodology
 - ▶ educational leadership

PROCEDURE FOR APPLICATION FOR MASTER TEACHER CERTIFICATION

The decision to apply for master teacher/educational specialist certification may be made at any time during the school year, including the time for renewal of a professional certificate.

1. Write a **letter of intent** to the LSDCC, including suggestions for members of the Support Team. At this point, the applicant may begin the **reflective process of gathering evidence** to support the Master Teacher criteria.
2. The LSDCC will **appoint a support team** for the candidate, taking into account the candidate's suggestions for members.
3. The **support team convenes** to review the Master Teacher process, which should include discussion of portfolio development and setting up observation dates in a variety of settings for the purpose of gathering evidence which supports the Master Teacher criteria. During the support team process, each member of the support team completes two classroom observations, and sends copies to the support team chair and the applicant. Evidence of the communication/engagement, legal/ethical responsibilities, and professional contribution/involvement criteria may be gathered in other settings, such as faculty meetings, faculty room, workshops, curriculum committees, etc. All observations must be documented at the second support team meeting.
 - a. review observations (total of six), to identify areas of growth needed.
 - b. review applicant's first draft of application.
 - c. review documentation gathered to date.
 - d. support team and applicant determine if a TAP based on established areas of growth is required. If not, the support team facilitates the applicant's completion of the Master Teacher portfolio in preparation for the selection process.

The Master Teacher Support Team

1. The 3-member support team will work with the applicant to formulate an initial Master Teacher Action Plan (MTAP) for Master Teacher certification. The MTAP should reflect areas of growth based on the 10 Teacher Certification Standards and the Master Teacher criteria identified by the support team and the applicant. The Master Teacher TAP is based on no fewer than six (6) observations
2. When the support team and the applicant agree that the applicant is prepared, the LSDCC will be informed in writing and a Master Teacher Selection Committee (MTSC) will be requested. This committee will be formed from the Master Teacher selection pool. The application will be processed according to the set procedures.
3. For the successful candidate, the support team will work with the candidate to develop a 5-year MTPRP for the ensuing 5-year period. When the plan is formulated, the work of this support team is completed.
4. The unsuccessful candidate, who elects not to continue the process, has the option to continue to work with the support team to formulate plans for the next recertification period. When the plan is formulated, the work of this support team is completed.

Master Teacher Selection Committee (MTSC)

1. **Composition** – MTSCs shall be composed of seven (7) members. Committee membership must reflect a broad representation of master teachers/educational specialists from each of the Union 98 schools. No more than one (1) master teacher/educational specialist from any one school may participate on this committee at the same time. If a master teacher/educational specialist is not available in a specific school, the building principal may select a proxy. Other members of the committee will be an administrator from the school of the candidate, the Director of Curriculum and Staff Development, and a school board member from the applicant’s school.

2. **Responsibilities** – Responsibilities of each MTSC include reviewing the application of the master teacher candidate, observing classroom teaching, interviewing the applicant, doing follow-up research, and evaluating all the documentation. For the successful applicant, the committee will recommend master teacher certification in writing to the LSDCC. The LSDCC will activate the support team to assist the candidate in developing the first 5-year MTAP.

3. Procedures

a. **Selecting a Chair** – MTSC members will designate a chairperson. A chair is needed to call meetings, lead the interview of candidate, handle correspondence, etc. The chair will be a faculty member rather than a member of the administration.

b. **Getting to know the Candidate -**

1. Each member of the MTSC makes at least one (1) classroom observation.
2. After discussing the applicant’s strengths and weaknesses (as evidenced by the application form), an approach for the interview will be agreed upon by the MTSC.
3. The applicant will be interviewed by the MTSC.
4. The MTSC will discuss the interview, the summations of surveys, and share observations.

c. **Scoring Process -**

1. The MTSC will use the [10 Teacher Certification Standards](#) and the Master Teacher criteria plus the application form as a scoring sheet (the application form may contain additional examples of ways in which the applicant has met a particular criterion).
2. Evaluation of the candidate and application will be done for each of the [10 Teacher Standards](#).

Levels of evaluation will be as follows:

<u>Evaluation</u>	<u>Point Value</u>
Excellent	3
Very Good	2
Satisfactory	1
Needs Improvement	0

The MTSC may wish to consider both the quality and quantity of professional activity involved, and may wish to use both interviews and observations to assist in making the evaluation; however, the score assigned is considered to be an overall rating awarded to the candidate in each area, and only one final score for each criteria may be submitted by each selection committee member.

3. Using numerical values (from C.2. above), MTSC members will each calculate an overall average score for each of the [10 Teacher Certification Standards](#). These averaged scores from each MTSC member will be again averaged to obtain an average for each of the [10 Teacher Certification Standards](#).
4. The average scores assigned by MTSC members to each standard are not considered to be confidential information insofar as the committee's membership is concerned. That is, each MTSC member has the right to know how every other MTSC member scored the applicant for any Master Teacher standard.

d. Interpreting the Scores – Scores will fall into one of the following three categories. Corresponding actions by the MTSC will be taken in accordance with the magnitude of the score computed and the category entered.

Category 1. An average score of 2.70 or greater (total averaged point 27.0 or more)

If applicant has received scoring in this category, no further discussion is necessary by the MTSC. The applicant should automatically be awarded an affirmative decision regarding Master Teacher certification. (This is intended to save committee time if the applicant happens to be a very strong candidate.)

Category 2. An average score of at least 2.4, but below 2.7 (total averaged points between 24.0 and 27.0)

If applicant has received scoring in this category, further discussion is necessary by the MTSC. Proponents and opponents should express views. Any time after discussion has begun, a request for a simple "yes-no" vote can be made by any one member. No further scoring numbers should be used here. A simple majority of "yes" votes means that Master Teacher certification can be awarded. VOTING IN THIS CATEGORY SHALL BE BY SECRET BALLOT. If an applicant does not obtain a favorable majority, further discussion may be held at the request of any one member; in any event, the MTSC should satisfy itself that the proper decision has been made. Additional voting on the question can occur at the request of any MTSC member. (It is expected that not all candidates falling into this category will receive favorable decisions, but some of them may.)

Category 3. An average score of less than 2.40 (total averaged points less than 4.4)

Scoring in this category requires further discussion. The MTSC should discuss the applicant's talents in depth and may wish to score the applicant again

in the light of these discussions. Any MTSC member can request a new round of scoring. Until an average score of 2.40 or greater is obtained, however, the applicant cannot be considered for Master Teacher certification. If scoring does eventually fall into the second category (above), then the rules for that category apply. If continued scoring fails to yield an average score of 2.40 or more, then Master Teacher certification must be denied.

e. Reporting MTSC Findings - The committee will need to agree on the specific form of written presentation for a negative decision. The applicant deserves to know in writing the reasons for his/her denial in order that changes can be made. Included in the letter will be the MTSC's suggestion for a new support team. Teachers who are not recommended for Master Teacher certification have the opportunity to meet with representatives of the MTSC for comments. The recommendations of the MTSC will be included in the adjusted Teacher Action Plan (TAP). The newly appointed support team and the applicant will collaborate on the new TAP.

Affirmative decisions will certainly be easier for the MTSC to deal with than negative decisions, so nothing more will be said about them here.

4. Action to Finalize Master Teacher Certification

a. Teachers who receive a positive recommendation from the MTSC will work with the original support team to develop a 5-year MTPRP for LSDCC approval. The MTPRP is presented to the LSDCC the month following the candidate's recommendation to the LSDCC.

b. Master Teacher portfolios are returned to the candidate. The supporting documentation and a copy of the Master Teacher application will be kept in the applicant's professional file in the Superintendent's Office.

c. The unsuccessful candidate may elect to continue the application process by notifying the MTSC in writing within six (6) working weeks. To do so, the candidate will work with the support team to incorporate the specific recommendations from the MTSC in the new TAP. The LSDCC reserves the right to make changes in the composition of the support team to best match the particular identified needs of the candidate. Alternately, the candidate may elect not to continue to pursue master teacher certification.

5. Continuing the Application Process

a. The MTC will determine which components of the application process need to be redone and will inform the candidate accordingly. The candidate interview phase will **always** be required.

b. The MTSC will establish a time frame for reconsidering the candidate's application. The second vote on the Master Teacher application will be taken no sooner than one (1) calendar year following the first vote.

c. Following the second vote, the work of the MTSC is completed and that committee is dissolved. Should the candidate wish to reapply for Master Teacher certification, the process may begin anew no sooner than one (1) year after the second vote.

SUPPORT TEAM PROCESS FOR MASTER TEACHER APPLICATION

Letter of Intent Received from Applicant
(include suggestions for support team members)



LSDCC Assigns Support Team (with input from applicant)



Candidate May Begin Reflective Writing in Response to Master Teacher Standards/Criteria



Support Team Convenes
(Review of application process to include portfolio development, observations, etc.)



Observations – 6 total



2nd Support Team Meeting
(Review observations, 1st draft of Master Teacher Standards and Documentation to Date)



Decision



TAP for growth is warranted

- *Develop TAP (focused on areas of growth identified by teacher and support team to be completed prior to MTSC review of Master Teacher application)
- *Determine observations (Each member observes teacher enough so that consensus can be achieved re: readiness of candidate for selection process)

Facilitate Completion of Portfolio*

- *Finalize Master Teacher Application
- *Gather documentation
- *Letter to LSDCC requesting formation of MTSC

CERTIFICATION PLANS

Teacher Action Plan (TAP)

The purpose of the TAP is to provide professional support and guidance to teachers/educational specialists working towards a higher level certificate. The TAP shall be developed by the teacher/educational specialist in consultation with his/her support team/mentor. The TAP maps out the professional growth necessary to achieve the next level of certification. It may specify graduate or advanced study which the MDOE or the support team/mentor believes is necessary for the candidate to receive a positive recommendation for certification. The TAP must be on LSDCC forms and may target skills which need improvement identified through the Supervision and Evaluation Process. The TAP must be based upon an initial assessment of the teacher/educational specialist by the support team/mentor and the 10 Maine Teacher Certification Standards. **(EXCEPTION: Conditional and Targeted Need certificate holders and holders of a Transitional Endorsement MUST focus on the recommendations articulated in the Transcript Analysis Report from the MDOE)**

Each September to May TAP shall be based on no fewer than three (3) classroom observations by the assigned support team/mentor. Each TAP developed by a master teacher/educational specialist candidate shall be based on no fewer than six (6) classroom observations. . The first observation shall be for at least one (1) instructional period, preceded and followed by a conference with the teacher/educational specialist. All observations shall be done by persons trained in peer observation/mentor techniques.

The first TAP developed by holders of provisional, conditional, and targeted need certificates will also include a completed [Orientation Checklist](#).

Professional Recertification Plan (PRP)

The PRP shall be submitted when the teacher/educational specialist applies to the LSDCC for recertification. The purpose of the PRP is to reflect the teacher/educational specialist's projected professional goals for the next five (5) years. The PRP must be based upon the 10 Maine Teacher Certification Standards and submitted on LSDCC forms. The teacher/educational specialist should be as specific as possible in projecting goals and methods of implementation which will lead to professional growth

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

For the professional teacher/educational specialist new to Union 98, a system of support will be established within the local school. The teacher/educational specialist will be provided with guidance in the writing of a PRP on Union 98 forms (including an [Orientation Checklist](#)) to be submitted to the LSDCC before the October meeting. Professional goals accepted by other school districts may need to be revised to reflect employment/position in Union 98. It is the responsibility of the building administrator to ensure that this is accomplished.

The Master Teacher Professional Recertification Plan (MTPRP)

The MTPRP shall be submitted when the teacher/educational specialist applies to the LSDCC for recertification. The purpose of the MTPRP is to reflect the teacher/educational specialist's projected professional goals for the next five years. The MTPRP must be based upon the 10 Maine Teacher Certification Standards and the Master Teacher criteria and submitted on LSDCC forms. It is the responsibility of the Master Teacher to maintain a cumulative professional development portfolio containing information regarding progress toward the professional goals of the MTPRP. This portfolio should also document those individuals who have served as resources (e.g. administrators, scientists, librarians) and in what capacity they have served. A letter signed by the LSDCC chairperson needs to be attached to the Master Teacher's renewal form stating that he/she continues to meet the standards for Master Teacher. A certificate will not be issued without this letter.

TIPS FOR PRP/MTPRP SUCCESS:

- Current job expectations and program/classroom goals should not be included as professional growth activities/goals.
- Maintenance activities (*ex. Entering grades into Power School, maintaining classroom discipline, communicating with parents, etc.*) should not be included as growth activities/goals.
- Participation as an officer in a teachers' association or being a mentor on a voluntary basis to another faculty member (not assigned by the building administrator) should not be included as a growth activities/goals.
- Develop goals that reflect an area of your professional need – where would you like to be professionally in 5 years?
- Write goals that are specific, but provide flexibility.
- The PRP/MTPRP may specify graduate or advanced study.
- To streamline the number of professional growth activities you are engaged in, you should include activities that will also target areas of need identified through the Supervision and Evaluation Process.
- The goals should reflect enough growth to accumulate 90 contact hours or six (6) credits.

PROCEDURES FOR RECERTIFICATION

Professional and Master Teacher

The professional teacher/educational specialist shall submit:

- Proof of six (6) credits or the equivalent germane to the applicant's area of certification and, aligned to the current Professional Recertification Plan (PRP) and previously approved by the LSDCC.
- A new 5-year Professional Recertification Plan (PRP) based on the 10 Teacher Certification Standards.
- An annotated previous 5-year PRP

The Professional Master Teacher shall submit all of the above plus provide documentation of continued **contributions to the teaching profession reflecting the outstanding practices required of Master Teachers.**

TIPS FOR RECERTIFICATION SUCCESS

- Teacher/educational specialist recertification packets must be submitted on established LSDCC forms available at www.u98.k12.me.us/lzdcc Required documents include: [Cover Sheet](#), Professional Recertification Plan (PRP), previous annotated PRP, and documented proof of completion for activities with attached (and filled out) [LSDCC Approval Forms](#).
- The **Maine Department of Education Application for Recertification** (blue and white form) must also be submitted to the LSDCC. The state mails this form to the candidate in the spring of the renewal year.
- Candidates for recertification must demonstrate to the LSDCC that they have successfully completed their PRP/MTPRP or present a written rationale for appropriate changes to the PRP/MTPRP.
- All PRPs and MTPRPs must have prior approval and endorsement of the LSDCC.
- All recertification packets shall be considered on their own merits, their suitability to the individual's certificate, and the individual's previously approved PRP/MTPRP.
- All candidates for renewed certificates must receive a certification recommendation from the LSDCC. This recommendation is sent to the MDOE.
- Teachers/educational specialists and the LSDCC may receive support from outside professionals in the development and recommendation process.

Candidates for recertification MUST complete all requirements and submit all paperwork to the LSDCC no later than the March meeting.

AVENUES TOWARD RECERTIFICATION

Credits for Recertification – The Maine Department of Education (MDOE) requires six (6) credits (equal to 90 contact hours) of approved study every five (5) years for the purpose of recertification/renewal of a 5-year professional certificate. Credits are in the following categories:

- **Semester Hours (not necessarily credit hours)**– hours of academic study received at an accredited institution of higher education or from an approved preparation program – the number of class hours required for one university or college credit vary depending on the institution. **The Department of Education considers one (1) semester hour to consist of 15 contact hours equal to one (1) credit.**
- **Continuing Education Units (CEUs)** – hours of study at an accredited institution of higher education or in an in-service training program approved by the Council on the Continuing Education Unit. **The Department of Education considers one (1) CEU to consist of 10 contact hours. 1.5 CEUs are equal to one (1) credit.**
- **Contact Hours** – hours of participation in an in-service training program or individual study program approved by the Support System (LSDCC) that is designed to improve the performance of the teacher/educational specialist/educational specialist. **The Department of Education considers one (1) contact hour to consist of one (1) clock hour of participation. 15 contact hours are equal to one (1) credit.**

The LSDCC will consider these three points when discussing professional growth activities (both formal study/coursework and portfolio activities): How does the activity relate to the individual's teaching certificate? How does the activity relate to the individual's PRP? How does the activity extend the individual's professional knowledge?

Formal Study/Coursework

- The MDOE defines a course as “an organized subject offering by an educational institution in which instruction is offered within a period of time and for which credit is usually granted toward graduation or license.” Please note that the LSDCC is not allowed to assign either semester hours or CEUs to activities. The LSDCC does approve activities that have had semester hours, CEUs, or contact hours assigned by the sponsoring institution or preparation program.

Professional and master teacher/educational specialists who wish to receive credit for study taken at an institution of higher learning or state approved credit awarding institution must complete an [LSDCC Approval Form](#) prior to taking the course or beginning the project and submit it to their LSDCC representative. Attach a course description/outline if available. A copy of the official transcript is documentation of course completion.

Reimbursement for courses taken through institutions of higher learning, with prior approval of the Superintendent, is according to the terms of the

negotiated contract. Refer to the Teachers' Contract for specifics. **Course reimbursement is not a function of the LSDCC.**

Conferences/workshops/seminars or any activity that provides more than 15 hours of professional growth will be discussed at LSDCC meetings. Please fill out the [LSDCC Approval Form](#) and attach a copy of the program/outline with the specific activities that you attended highlighted. Provide a certificate of attendance for the number of contact hours that you are requesting.

Portfolio

Portfolio activities are any professional growth activity where semester hours or CEUs are not assigned by an accredited institution of higher learning or state approved credit awarding institution. Portfolio activities may have contact hours assigned by the sponsoring agency or the individual may document the number of contact hours involved in completing the activity. Activities not assigned semester hours or CEUs may be assigned contact hours by the LSDCC with proper documentation. One (1) clock hour of participation will be designated as one (1) contact hour. All portfolio activities must be relevant to an individual's PRP, related to the individual's teaching position, and/or extend the individual's professional knowledge. It is the responsibility of the individual to provide evidence of the direct relationship between the professional growth activity, the PRP, and the teaching assignment.

Teachers/educational specialists may compile a portfolio of professional growth activities for presentation to the LSDCC. The portfolio should reflect varied activities completed during the 5-year term of the certificate. Portfolios must be presented to the LSDCC in September of the year prior to the certificate expiration date. Individuals planning to be recertified using portfolio activities should be prepared to present and explain their portfolio at an LSDCC meeting. Portfolio approval will be determined by the LSDCC following an evaluation of the portfolio contents.

All portfolios must include:

- Completed [Recertification Cover Sheet](#) summarizing the contents of the portfolio
- Completed [LSDCC Approval Forms](#) filled out and attached to each portfolio activity. Provide a statement of the hours involved in each activity.
- Documentation of completion for each activity. (although portfolio activities do not require initial approval, documentation of completion is required)

Examples of portfolio activities (use [LSDCC Approval Form](#)):

Workshops/Conferences/Seminars/In-service programs¹: Please attach program/agenda/outlines. Highlight sessions attended or provide description of sessions. Detail how the knowledge you gained will be useful to you in the classroom. Provide verification of participation, including contact hours, on a certificate or letterhead of the sponsoring organization. **(No maximum Contact Hours in a 5-year period).**

Independent Studies: (*Professional reading, adult education courses*², *video courses, Internet courses, self-teaching activities*): Please submit a description of the activity. For professional reading attach a bibliography. Detail how the knowledge you gained will be useful to you in the classroom. Provide an estimate of contact hours **(Maximum of 20 Contact Hours Credit in a 5-year period)**

Workshops or Courses Conducted by the Candidate for Other Professionals: Please attach copy of agenda(s), handouts, evaluation/feedback, preparation requirements, etc. Provide a detailed statement of the knowledge you gained through this activity and how it will improve your professional practice in your classroom. Experience that is not directly related to your teaching assignment does not qualify for portfolio credit. **(Maximum of 30 Contact Hours in a 5-year period)**

Union 98 Professional Development Days: (May be used for recertification if applicable to the individual's PRP and with documentation provided by the Director of Curriculum and Staff Development.) Please submit a description of the activity. Detail how the knowledge you gained will be useful to you in the classroom. **(Maximum of 45 Contact Hours in a 5-year period)**

Participation/Active Involvement On Study Committees or Task Forces: Please attach a description of the focus of this committee/task force. Provide a statement of your involvement and how your participation in this activity relates to your PRP/MTPRP, teaching position, or extends your professional knowledge. The committee chairperson must document your hours of participation. **(Maximum of 45 contact hours may be accumulated for all committee work in a 5-year period, with the exception of participation on an NEASC visitation committee, which receives a maximum of 60 contact hours (30 contact hours per visitation))** Refer to Union 98 website for current committee list. www.98.k12.me.us

¹ *The LSDCC recognizes the professional growth to be gained by attending major annual professional conferences and the variety of activities such conferences offer each year.*

² *Teachers who take courses which must be repeated (e.g. First Aid, CPR, MANDT) may receive credit for participation only once within a five year certification cycle.*

Educational Research Related to Classroom Practice: Please provide topic(s) outline, bibliography, and an explanation of how the information will be used in your classroom or curriculum. Estimate the clock hours spent in research **(Maximum of 20 Contact Hours in a 5-year period)**

Extended Mentoring of a Student Teacher/Intern/Practicum Student: Please provide documentation of clock hours of extended mentoring beyond the school day. **(Maximum of 30 Contact Hours in a 5-year period)**

Travel Resulting in Projects and Activities Applied in the Classroom: Please provide a description of the trip and several classroom activities/projects developed for classroom use based on your travel experience/information gained while traveling. **(Maximum of 10 Contact Hours in a 5-year period)**

Formal Coursework/Classwork Taken While Traveling: Please provide a course/class description. Attach transcript or grade report as documentation. **(No Maximum Contact Hours in a 5-year period)**

Publication of Educational Articles Or books: Please provide a copy of the published article/book, or draft submitted for publication, and an estimate of clock hours. **(Maximum of 30 Contact Hours in a 5-year period)**

Innovative Programs, Projects, and Teaching Units Developed Independently or With Others Beyond The Regular Teaching Responsibilities: Please provide a copy of the program, project, or teaching unit with an estimate of clock hours spent preparing it. Include goals, objectives, sample activities, and evaluation strategies. **(Maximum of 30 Contact Hours in a 5-year period)**

Experiences Outside the School Setting Which Provide Professional Growth: Please provide a detailed description of the experience. Attach a statement of the knowledge you gained through this activity and how it will be useful in your classroom. Experience that is not directly related to your teaching assignment does not qualify for portfolio credit. **(Maximum of 20 Contact Hours in a 5-year period)**

APPEAL PROCESS FOR ANY CERTIFICATION ISSUE

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