

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>§1. Definitions As used in this Title, unless the context indicates otherwise, the following terms have the following meanings. [...]</p> <p>21. Principal. <i>"Principal" means the person who supervises the operation and management of a school and school property</i> as determined necessary by the superintendent under policies established by the school board.</p>	<ul style="list-style-type: none"> • Definition of school principals [1981]
<p>§8. Restructuring public schools The commissioner shall encourage school administrative units to pursue an ongoing process of school restructuring as a means of more effectively meeting the learning needs and improving the academic performance of all students. <i>The public and private postsecondary institutions of higher education in the State are urged to cooperate with the department, the state board and school administrative units to provide appropriate and timely professional development programs and other support services to educators employed in public schools engaged in school restructuring efforts.</i></p> <p>1. School restructuring. For the purposes of this section, the term <i>"school restructuring"</i> means the process by which schools and communities make significant changes in the existing school structure, including the policies, roles, relationships and schedules that influence teaching and learning in the school. School restructuring recognizes the critical educational role of technology and integrates technology and technological systems in the classroom, in school governance and in school record keeping. School restructuring is based on:</p> <p>A. The development of comprehensive educational goals establishing community expectations for what all students should know, the skills they should possess, the attitude toward work and learning they should hold upon completing school and the role of the school in the community;</p> <p>B. A formal appraisal of the basic structures that govern operation of the school; and</p> <p>C. A commitment to revise the basic school structure to achieve the comprehensive educational goals.</p> <p><i>School restructuring, which is most effectively carried out at the local level, depends on community and educator involvement and approval and student participation. School restructuring includes consideration of changing roles for parents, students, teachers, administrators, support staff, postsecondary education institutions and officials, and various segments of the community.</i> It may include a significantly broadened role for schools.</p> <p><i>School restructuring may include schools and school administrative units combining efforts to cooperatively pursue restructuring activities. When that occurs, one or more schools or units may be designated as demonstration sites.</i></p> <p>2. Waiver of rules for local schools. <i>A school administrative unit undergoing school restructuring may request that the commissioner waive the application of specific rules to that unit, or to certain schools in that unit, if such action is necessary to achieve school restructuring. The commissioner shall grant a waiver if the requesting unit, as determined by the commissioner, has:</i></p> <p>A. Demonstrated that one or more state rules prevent or seriously handicap the</p>	<ul style="list-style-type: none"> • Restructuring includes professional development programs and support services [1991] • Definition of school restructuring • Restructuring includes community and educator involvement; changing roles of teachers and administrators • Restructuring may include cooperation among school units that may designate demonstration sites • A school unit that is restructuring may seek a waiver of rules from DOE to work with an institution of higher education or a service provider to establish professional development programs for teachers and administrators (also see ¶ E below)

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>unit's pursuit of its restructuring goals;</p> <p>B. Demonstrated that reasonable steps have been taken to provide the safeguards offered by the rules in question to allow continued educational progress by students and protect the continuity and integrity of the unit and employees of that unit;</p> <p>C. Provided evidence that the necessary resources and community and staff support are present to ensure that the restructuring changes requiring the waiver stand a reasonable chance of succeeding;</p> <p>D. Informed any bargaining agent or agents representing affected school employees of the waiver request; and</p> <p>E. <i>Established a working relationship regarding professional development with an institution of higher education or a professional development service provider.</i> The request for the waiver must include documentation to substantiate the conditions of this subsection. If the request is denied, the commissioner shall provide the reasons for denying the request to the school unit.</p> <p>3. Waiver of rules for educator preparation programs. In order to prepare educators to work in restructuring schools, an <i>educator preparation program may request that the state board waive the application of specific rules governing approval of that program.</i> The state board shall grant waiver requests if, in the board's opinion, the program has:</p> <p>A. Demonstrated that the rules for which a waiver is requested prevent or seriously handicap the program in its pursuit of a plan to meet the educational needs of its students and the staffing needs of restructuring schools;</p> <p>B. Demonstrated that reasonable steps have been taken to provide the safeguards offered by the rules in question to allow continued educational progress by students and protect the continuity and integrity of the program and employees of that program;</p> <p>C. Provided evidence that the necessary resources and support from the governing body and staff of an institution of higher education are present to ensure that the changes requiring the waiver stand a reasonable chance of succeeding;</p> <p>D. Informed any bargaining agent or agents representing affected program employees of the waiver request; and</p> <p>E. Developed service, research and teaching relationships with one or more restructuring public schools.</p> <p>The request for the waiver must include documentation to substantiate the conditions of this subsection. If the request is denied, the state board shall communicate the reasons for denying the request to the petitioning program.</p>	<ul style="list-style-type: none"> ● Educator preparation programs may seek a waiver of rules from the SBE to approve work with restructuring schools ▶ DOE/SBE Chapter 114 Rules: Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs (scroll to Ch. 114) http://www.maine.gov/sos/cec/rules/05/chaps05.htm
<p>§1001. Duties of school boards</p> <p><i>School boards shall perform the following duties.</i> [...]</p> <p>[...]</p> <p>13. Nondiscriminatory hiring. <i>They shall develop a nondiscriminatory hiring</i></p>	<ul style="list-style-type: none"> ● School board hiring practice for administrators [1989]

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p><i>practice for positions requiring administrator certification. That hiring practice must include:</i></p> <p><i>A. Creation or reassessment of job descriptions;</i></p> <p><i>B. Clearly stated criteria for positions; and</i></p> <p><i>C. An interview format that includes questions based on job descriptions and stated criteria.</i></p>	
<p>§1055. Superintendent; powers and duties</p> <p>The superintendent is responsible for the ongoing administration of the school administrative unit and for ensuring that the operation of the schools conforms to policies and rules as adopted by the school board and to state laws and rules. [...]</p> <p>10. Supervise school employees. <i>The superintendent is responsible for implementing a performance evaluation and professional growth system for all teachers and principals pursuant to chapter 508</i> and an evaluation system for all other employees of the school administrative unit. [...]</p>	<ul style="list-style-type: none"> • Superintendent responsibility for implementing a PEPG system in accordance with Ch. 508, Educator Effectiveness (see §13701-§13706 below) [2011]
<p align="center">CHAPTER 114-A</p> <p>FUND FOR THE EFFICIENT DELIVERY OF EDUCATIONAL SERVICES</p> <p>§2651. Fund for the Efficient Delivery of Educational Services</p> <p>1. Fund created. The Fund for the Efficient Delivery of Educational Services, referred to in this chapter as "<i>the fund</i>" is created to assist in financing the cost of local and regional initiatives to improve educational opportunity and student achievement through more efficient delivery of educational programs and services. The fund is a dedicated, nonlapsing account within the department.</p> <p>2. Use of fund. <i>The department shall award grants from the fund to school administrative units, municipalities, counties and groups of 2 or more such entities, including such groups that have entered into a collaborative agreement pursuant to chapter 114, to fund the costs of implementing changes in</i> governance, administrative structures or policies that result in the creation of consolidated school administrative units; purchasing alliances; <i>innovative, autonomous public schools, teacher-led schools, innovative public school districts or innovative public school zones; regional delivery of collaborative programs and educational services; or collaborations of municipal-school service delivery or support systems, with the purpose of improving educational opportunity and student achievement.</i> Grants must be used to implement changes that will be sustained by the school administrative unit, municipality or county without the need for additional grants from the fund or other sources.</p> <p>3. Grant criteria. Grants must be awarded on a competitive basis, in accordance with procedures and criteria set forth in rules adopted by the department. <i>The rules must give priority to projects</i> that:</p> <p>A. Involve 2 or more school administrative units, municipalities, counties or a combination of these entities;</p> <p>B. Are sufficiently developed to be implemented in a short period of time after the award of the grant;</p> <p>B-1. Facilitate the transformation of the public education system to one in which</p>	<ul style="list-style-type: none"> • FEDES grants may be provided to innovative public schools, districts and zones or to teacher-led schools for delivery of collaborative programs and services (also see §6212 below) [2011; 2013] ▶ DOE Rules Chapter 122: Grant Application and Award Procedure: Fund for the Efficient Delivery of Educational Services (scroll to Ch. 122) http://www.maine.gov/sos/cec/rules/05/chaps05.htm

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>standards are used to guide curriculum and instruction and in which student advancement and graduation are based on student demonstration of proficiency in meeting educational standards;</p> <p>C. <i>Expand access to high-quality professional development initiatives aligned with evidence-based best practices that can be linked to improvements in student learning and expansion of opportunities for professional growth for teachers and principals pursuant to chapter 508</i>; more fully integrate educational technology and expand access to online and digital learning opportunities; <i>improve management and use of data to enhance instruction and increase student achievement</i>; broaden access to opportunities for career and technical education; expand access to early college opportunities for high school students; or increase student choice; or</p> <p>D. Implement projects that have demonstrated significant and sustainable savings in the cost of delivering educational services and improving student achievement.</p> <p>4. Sources of money. The fund consists of amounts appropriated or allocated by the State and any gifts or grants made to the department for the purpose of deposit in the fund.</p> <p>5. Rules. Rules adopted or amended by the department to implement this section are major substantive rules as defined in Title 5, chapter 375, subchptr 2-A.</p>	<ul style="list-style-type: none"> ● FEDES rules related to priorities for awarding grants include high-quality professional development initiatives and opportunities for professional growth for teachers and principals (pursuant to performance evaluation and professional growth systems; see “PEPG” systems below in Chapter 508, Educator Effectiveness, §13701-§13706)
<p>§6212. Innovative, autonomous public schools</p> <p>A school administrative unit may establish and operate an innovative, autonomous public school. <i>The school board may approve an instruction design, a school calendar, a staff selection process and a method for assessing professional development to be used in an innovative, autonomous public school that exceed or differ from, but do not conflict with, applicable statutory and regulatory requirements.</i> The school board shall propose, receive and allocate funding for an innovative, autonomous public school as part of the budget process for that school administrative unit in accordance with this Title. A school board may request waivers as necessary to implement an instructional model and associated curriculum that meet the standards of this section for innovation and autonomy. [...]</p> <p>2. More accountability for student achievement. An innovative, autonomous public school must demonstrate a system for accountability for student achievement that exceeds, but is not in conflict with, the State's accountability standards and the State's assessment system.</p> <p>§6213. Innovative public school zones and innovative public school districts</p> <p>1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings. [...] B. "Innovation plan" means a plan for the creation and operation of an innovative, autonomous public school, a teacher-led school or innovative zone or district as described in subsections 2, 3 and 4. [...]</p> <p>2. School-initiated innovation plan. A public school or a group of 2 or more public schools in a school administrative unit may submit to its school board an innovation plan. <i>The school board may approve an instruction design, a school</i></p>	<ul style="list-style-type: none"> ● Innovative, autonomous public schools may be established to include a staff selection process and a method for assessing professional development that exceed or differ from, but do not conflict with, requirements in applicable laws and rules [2009] ● A school board may approve an

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p><i>calendar, a staff selection process and a method for assessing professional development to be used in an innovative, autonomous public school or teacher-led school that is not in conflict with applicable statutory and regulatory requirements.</i></p> <p>A. A school board shall receive and review each innovation plan submitted pursuant to this subsection. The school board shall either approve or disapprove the innovation plan within 60 days after receiving the plan. [...]</p> <p>C. If the school board approves the plan, it shall proceed to seek the commissioner's approval of the public school or public schools as an innovative, autonomous public school, a teacher-led school, an innovative public school zone or an innovative public school district pursuant to subsection 9.</p> <p>3. Board-initiated innovation plan. A school board may initiate and collaborate with one or more public schools within the school administrative unit to create one or more innovation plans. In creating an innovation plan, the school board shall ensure that each public school that would be affected by the plan has the opportunity to participate collaboratively in the creation and implementation of the plan.</p> <p>4. Innovation plan. An innovation plan must include the following information:</p> <p>A. A statement of the mission of the school, zone or district and why designation as a school, zone or district would enhance the ability of the school, zone or district to achieve its mission;</p> <p>B. <i>A description of the innovations the school, zone or district would implement, which may include, but are not limited to, innovations in school staffing, curriculum and assessment; school calendar; use of financial and other resources; and the recruitment, employment, evaluation and compensation of teachers, administrators and other staff employed by the school;</i></p> <p>C. An identification of the improvements in academic performance that the school, zone or district expects to achieve in implementing the innovations;</p> <p>D. A listing of the programs, policies and practices within the school, zone or district that would be affected by the innovations identified by the school, zone or district and the manner in which they would alter current programs, policies and practices. The programs, policies or practices may include, but are not limited to:</p> <p>(1) A description of any research-based educational program to be implemented;</p> <p>(2) The length of the school day and the school year;</p> <p>(3) The student promotion and graduation policies;</p> <p>(4) The assessment plan;</p> <p>(5) The budget; and</p> <p>(6) The staffing plan.</p> <p>E. <i>A description of any statutory requirements applicable to public schools or school administrative unit policy requirements that would need to be waived for the school, zone or district to implement the identified innovations;</i></p> <p>F. An identification of the improvements in academic performance that the school, zone or district expects to achieve in implementing the innovations;</p>	<p>innovation plan that includes a staff selection process and a method for assessing professional development that are not in conflict with applicable laws and rules [2013]</p> <p>• An innovation plan must describe the innovations that would be implemented, including those affecting the recruitment, employment, evaluation and compensation of teachers, administrators and other staff employed by the school and a description of any statutory requirements that would need to be waived for the school or district, among other requirements (also see ¶ E below)</p>

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>G. An identification of the strategic partnerships, including partnerships with business, industry, postsecondary education institutions, nonprofit educational organizations and other educational entities, that the school, zone or district expects to develop in implementing its identified innovation;</p> <p>H. An estimate of the cost savings and increased efficiencies, if any, the school, zone or district expects to achieve in implementing the identified innovations;</p> <p>I. A description of the strategies that the school, zone or district expects to implement in the future to secure and maintain the resources necessary to sustain the identified innovations;</p> <p>J. A provision for the continuation and assignment of collective bargaining agreements as they apply to the school, zone or district for the duration of those agreements and the continuation of representational rights;</p> <p>K. A provision for the continuation of continuing contract rights under section 13201; and</p> <p>L. Any additional information required by the school board.</p> <p>[...]</p> <p>7. Innovations. In considering or creating an innovation plan, each school board may consider innovations in the following areas:</p> <p>A. Curriculum and academic standards and assessments;</p> <p>B. Accountability measures, including, but not limited to, expanding the use of a variety of accountability measures to more accurately present a complete measure of student learning and accomplishment. The accountability measures adopted may include, but are not limited to:</p> <ol style="list-style-type: none"> (1) Use of graduation or exit examinations; (2) Use of end-of-course examinations; (3) Use of formative assessments that measure student growth over time; (4) Use of multiple measures of student achievement; (5) Measuring the percentage of students continuing on to postsecondary education; and (6) Measuring the percentage of students simultaneously obtaining a high school diploma and an associate's degree or a career and technical education certificate from a postsecondary educational institution; <p>C. Provision of services, including, but not limited to, special education services; services for gifted and talented students; services for students with limited English proficiency; educational services for students at risk of academic failure, expulsion or dropping out; and support services provided by the Department of Health and Human Services or the Department of Corrections to a state ward or to a state agency client;</p> <p>D. Teacher recruitment, training, preparation and professional development;</p> <p>E. Teacher employment;</p> <p>F. Performance expectations and evaluation procedures for teachers and</p>	<p>• A school board may approve an</p>

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p><i>principals;</i></p> <p><i>G. Compensation for teachers, principals and other school personnel, including, but not limited to, performance pay plans, total compensation plans and innovations with regard to retirement and other benefits;</i></p> <p><i>H. School governance and the roles, responsibilities and expectations of principals;</i> and</p> <p>I. Preparation and counseling of students for transition to postsecondary education or the workforce.</p> <p>8. Gifts, grants and donations. A school, zone or district may seek and accept public and private gifts, grants and donations to offset the costs of developing and implementing an innovation plan. Any gift, grant or donation received pursuant to this subsection must be approved by the school board prior to the receipt of the gift, grant or donation.</p> <p>9. Commissioner's approval. A school board shall submit school, zone or district innovation plans approved pursuant to subsection 4, paragraph J to the commissioner.</p> <p>A. Within 60 days after receiving an innovation plan for a school, zone or district, the commissioner shall approve the innovation plan unless the commissioner concludes that the plan:</p> <p style="padding-left: 40px;">(1) Is likely to result in a decrease in academic achievement in the innovative school, zone or district; or</p> <p style="padding-left: 40px;">(2) Is not fiscally feasible.</p> <p>B. If the commissioner does not approve the innovation plan, the commissioner shall provide to the school board a written explanation of the basis for the decision. The school board may submit an amended innovation plan for the commissioner's approval at any time.</p> <p>[...]</p> <p>10. Commissioner's waiver. Upon approval of an innovation plan for a school, zone or district, the commissioner shall waive requirements of any statutes or rules specified in the approved innovation plan as they pertain to the innovative school, zone or district, except that the commissioner may not waive requirements pertaining to:</p> <p>A. School administrative unit employee participation in the Maine Public Employees Retirement System;</p> <p>B. The standards established by the school board for awarding a high school diploma as set forth in chapter 207-A, subchapter 3;</p> <p>C. The statewide assessment program established under this chapter to measure student achievement of the content standards in the system of learning results set forth in this chapter and in department rules implementing this chapter and other curricular requirements established by the school board;</p> <p>D. The applicable federal statutes and regulations pertaining to student assessment as required by the federal No Child Left Behind Act of 2001, 20</p>	<p>innovation plan that includes performance expectations and evaluation procedures for teachers and principals, compensation for teachers, principals and other school personnel, and school governance and the roles, responsibilities and expectations of principals</p>

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>United States Code, Chapter 70; and</p> <p>E. The legal obligations and duties that a school administrative unit implementing an innovation plan owes to its employees prior to the formation of a district or zone, including but not limited to those obligations and duties arising under federal or state law, collective bargaining agreements and individual employment contracts, including but not limited to:</p> <p style="padding-left: 40px;">(1) Continued recognition of all bargaining agents that represent any bargaining units of employees who are employed by a school administrative unit implementing an innovation plan; and</p> <p style="padding-left: 40px;">(2) Assumption and continued observance of all collective bargaining agreements between such bargaining agents and a school administrative unit implementing an innovation plan.</p> <p>Except as otherwise provided in this subsection, the commissioner may not waive any requirements of any law or rule specified in the approved innovation plan for an innovative school, zone or district if the law or rule relates to the implementation of or requirements for any program or grant for which the school administrative unit is receiving funds appropriated or allocated for the support of public school activities. The commissioner may waive any requirements of any law or rule that relates to the implementation of or requirements for any program or grant only if the funding for the program or grant is no longer allocated to the school administrative unit.</p> <p>11. State subsidy. Designation as a school, zone or district may not affect the allocation of state subsidy for the school administrative unit as calculated pursuant to chapter 606-B. [...]</p> <p>14. Performance review. Three years after the commissioner approves an innovation plan for a school, zone or district, and every 3 years thereafter, the school board shall review the level of performance of the school, zone or district and determine whether the school, zone or district is achieving or making adequate progress toward achieving the academic performance results identified in the innovation plan of the school, zone or district. The school board, in collaboration with the school, zone or district, may revise the innovation plan as necessary to improve or continue to improve academic performance at the school, zone or district. Any revisions to the innovation plan require the consent of a majority of the teachers and a majority of the administrators employed at each affected school. [...]</p> <p>15. Annual report. By March 1, 2012, and each year thereafter, the commissioner shall submit to the Governor and to the joint standing committee of the Legislature having jurisdiction over education matters a report concerning the schools, zones and districts. [...]</p>	
<p>§13008. Educator preparation program data</p> <p>1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.</p> <p>A. "Educator preparation program" means a public or private baccalaureate-level or postbaccalaureate-level program approved by the state board to recommend graduates for certification pursuant to chapter 502 as prekindergarten to grade 12 teachers, educational specialists or school leaders.</p>	

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>B. "Program completer" means a person who, by successfully completing all of an educator preparation program's requirements, has qualified for a recommendation for certification as a prekindergarten to grade 12 teacher, an educational specialist or a school leader.</p> <p>2. Data collection. <i>The department shall collect data relating to educator preparation programs, including</i> but not limited to the following information with respect to each educator preparation program:</p> <p>A. <i>The number of program completers;</i></p> <p>B. <i>The number of program completers who pass certification tests and the number of those who attain provisional licensure in the State;</i></p> <p>C. <i>The number of program completers who proceed from provisional licensure to professional licensure;</i> and</p> <p>D. The number of program completers who are teaching in schools in this State 3 and 5 years after they complete that educator preparation program.</p> <p>3. Report. The department shall annually report the data collected under this section to the Governor, the state board and the joint standing committee of the Legislature having jurisdiction over education matters.</p>	<ul style="list-style-type: none"> • DOE is required to collect and report data related to the number of completers who pass certificate tests and of educator preparation programs, including A school board may approve an innovation plan that includes performance expectations and evaluation procedures for teachers and principals, compensation for teachers, principals and other school personnel, and school governance and the roles, responsibilities and expectations of principals [2011]
<p align="center">CHAPTER 502</p> <p align="center">CERTIFICATION OF EDUCATIONAL PERSONNEL</p> <p>§13011. General authorization of state board [...]</p> <p>5. Administrator certificates. <i>The state board rules shall establish qualifications for certifying superintendents of schools, principals and directors of career and technical education and shall also establish qualifications for such other certificates for administrators as may be determined to be necessary and beneficial for the efficient operation of the schools.</i></p> <p>6. Alternative pathways to certification. <i>The state board shall develop and adopt rules providing a method for a person who has not completed an approved educator preparation program as defined under section 13008 to obtain provisional educator certification through an alternative pathway</i> that:</p> <p>A. Is designed for candidates who can demonstrate subject matter competency that is directly related to the certificate endorsement being sought and obtained through prior academic achievement or work experience;</p> <p>B. May feature an accelerated program of preparation;</p> <p>C. Uses mentorship programs that partner teacher candidates with mentor teachers; and</p> <p>D. Includes accountability provisions to ensure that teacher candidates demonstrate the knowledge and skills established pursuant to section 13012, subsection 2-B prior to issuance of a provisional teacher certificate.</p> <p>7. Certification waiver. <i>Under rules adopted by the state board, the commissioner may grant a waiver for an appropriate period of time to an</i></p>	<ul style="list-style-type: none"> • State Board of Education (SBE) authority for certification of school administrators [1985; 2005] • SBE authority to develop an alternative pathway for a person who has not completed an approved educator preparation program to obtain a provisional certificate [2011] • Commissioner's authority, pursuant to SBE rules, to provide a waiver to a person

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p><i>individual seeking the issuance or renewal of a certificate. The commissioner may grant a waiver to an individual who:</i></p> <p>A. Receives allegedly inaccurate, incomplete or untimely information or action from the department, the local support system or a regional support system. The waiver must be for a reasonable period of time to permit the applicant to complete certification requirements; or</p> <p>B. <i>Demonstrates compliance with certification requirements by professional alternative methods, including the following:</i></p> <p>(1) <i>Scores on Graduate Record Examinations demonstrating content area proficiency equal to approved course work</i>, with passing scores established under rules adopted by the state board;</p> <p>(2) <i>Examinations accepted by state-approved programs in lieu of course work</i>, with passing scores established under rules adopted by the state board;</p> <p>(3) <i>Examinations from professional testing corporations demonstrating content area proficiency equal to approved course work</i>, with professional testing corporations approved by the state board and passing scores established under rules adopted by the state board; and</p> <p>(4) <i>Work experience equivalent to outcomes for approved course work and a formal recommendation from the state professional organization in that content area</i>. The professional organizations are established under rules adopted by the state board. The waiver is for the duration of the certificate or endorsement sought.</p>	<p>seeking an initial or a renewal of a certificate and who meets professional alternative methods [1995]</p> <p>► DOE Rules Chapter 115: Certification, Authorization and Approval of Education Personnel Part I, Standards and Procedures for Certification, Authorization, and Approval Part II, Requirements for Specific Certificates and Endorsements (scroll to Ch. 115) http://www.maine.gov/sos/cec/rules/05/chaps05.htm</p>
<p>§13019-B. Principal certificate</p> <p>1. Initial certificate. A principal's certificate is the certificate required for employment as principal of a public school and as chief administrator of a private school approved for attendance purposes pursuant to section 2901, subsection 2, paragraph B. <i>State board rules shall require that qualifications for such a certificate include the following:</i></p> <p>A. <i>Three years of satisfactory teaching experience or an equivalent relevant experience;</i></p> <p>B. <i>Academic and professional knowledge as demonstrated through the completion of graduate or undergraduate courses or programs, performance in examinations or completion of specialized programs approved for this purpose;</i></p> <p>C. <i>A basic level of knowledge in competency areas determined by the state board; and</i></p> <p>D. <i>Satisfactory completion of an approved internship or practicum</i> in the duties of a principal.</p> <p>2. Certificate renewal. <i>A principal's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.</i></p> <p>3. Rulemaking. Rules adopted pursuant to this section are major substantive rules as defined in Title 5, chapter 375, subchapter II-A.</p>	<p>● SBE rules for qualifications for an initial certificate for a principal [1985; 2001]</p> <p>● Principal certificate renewal via an approved administrator action plan aligned with SBE rules [1985]</p>

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>§13019-D. Recertification of administrators</p> <p><i>Administrators who hold certificates issued in accordance with chapter 501 continue to hold those certificates until their termination dates.</i> Renewal of administrator certificates issued in accordance with chapter 501 that are granted after Sept. 19, 1985 and before July 1, 1988 are valid for 5 years. <i>All certificates issued after June 30, 1988 must be issued in accordance with this chapter.</i></p>	<ul style="list-style-type: none"> ● Recertification of administrator certificates [1991]
<p>§13019-F. One-year conditional certificates for administrators</p> <p><i>An individual may be granted a maximum of 2 one-year conditional administrator certificates in a specific capacity if the individual:</i></p> <p>1. Conditional administrator certificate. <i>Will be employed in this State</i> under that one-year conditional administrator certificate;</p> <p>2. Basic level knowledge areas. <i>Meets a majority of the basic level knowledge areas</i> described in sections 13019-A, 13019-B and 13019-C; <i>and</i></p> <p>3. Other requirements. <i>Meets other requirements in accordance with state board rules</i> that are adopted pursuant to this section.</p>	<ul style="list-style-type: none"> ● Conditional administrator certificates [1985; 2005]
<p>§13021. Periodic review</p> <p><i>The state board shall review teacher and administrator certificate standards every 6 years and report the results of its review to the Legislature,</i> along with any proposed legislation. The first report to the Legislature shall be due starting with the legislative session beginning in December 1990.</p>	<ul style="list-style-type: none"> ● SBE 6 year review of teacher and administrator certificate standards [1985]
<p align="center">CHAPTER 502-B PROFESSIONAL STANDARDS BOARD</p> <p>§13101. Professional Standards Board</p> <p>1. Board established. There is established the Professional Standards Board, referred to in this chapter as "the board," <i>to advise the state board regarding professional growth, certification, endorsement, authorization and governance of the education profession in this State.</i> The board consists of the following 22 members and 2 ex officio members:</p> <p>[... teachers, education technicians, administrators, special education director, curriculum coordinator, superintendents, faculty members in an approved teacher preparation program, a member of the state board (ex officio) and the commissioner or designee (ex officio)...]</p> <p>The board shall consider the commissioner's or the designee's recommendations. [...]</p> <p>2. Appointments. The Governor shall appoint the 23 members of the board specified in subsection 1, paragraphs A to M from nominations submitted by the education profession and interested persons. Members representing practitioner groups must be active practitioners and are appointed from a list of nominees presented by the largest organization in the State representing education paraprofessionals, elementary and secondary teachers, university faculty and each administrator specialty. [...]</p> <p>6. Powers and duties. <i>The board has the following powers and duties.</i></p> <p>A. The board shall <i>make recommendations to the state board, including, but not</i></p>	<ul style="list-style-type: none"> ● Board advises SBE on professional growth, certification, endorsement, authorization and governance of the education profession (see board's powers and duties described in sub-§ 6 below) [2005]

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p><i>limited to, preservice education, continuing education, professional growth, initial certification, recertification and paraprofessional training and certification, and shall advise the department on rule-making procedures.</i></p> <p>B. The board shall <i>monitor the impact of the policies adopted pursuant to paragraph A on the education profession in making recommendations and reports to the commissioner and the state board.</i></p> <p>C. In <i>making policy recommendations on the certification process, the board shall consider complaints received by the department</i> regarding the certification or certification approval process.</p> <p>D. The board shall meet 5 times annually.</p> <p>E. The board shall maintain records and minutes of its meetings and shall file them in the certification office within the department.</p> <p>§13102. Work plan and annual report</p> <p>The board shall develop an annual work plan in consultation with the commissioner and the state board that includes ongoing work and new issues for study. The annual work plan must be set by September 1st of each year. The board shall submit a report by June 30th of each year to the commissioner and the state board with its recommendations.</p> <p>§13103. Recommendations to State Board of Education</p> <p>The state board shall act on standards definitions or other recommendations within 60 days of presentation to the state board by the board.</p> <p>§13104. Rulemaking</p> <p>The state board may adopt rules to implement this chapter. Rules adopted pursuant to this chapter are routine technical rules pursuant to Title 5, chapter 375, subchapter 2-A.</p>	<p>► Rules have not been adopted</p>
<p align="center">CHAPTER 504 EMPLOYMENT OF PRINCIPALS</p> <p>§13301. Definition</p> <p>For the purposes of this chapter, <i>"principal" means any person certified as a principal in accordance with chapter 501 or 502 who is employed as a supervising principal for more than 50% of the time in any public elementary or secondary school</i> in the State.</p> <p>§13302. Nomination and approval; contracts</p> <p>1. Employment of principals. The superintendent shall nominate principals for employment, subject to regulations established by the school board governing salaries and qualifications and the requirements of section 1001, subsection 13. If the school board approves the nomination, the superintendent may employ a principal for a term not to exceed 3 years as determined by the school board.</p> <p>2. Written contract. Employment of principals must be by written contract that includes, but is not limited to:</p>	<p>● Definition of school principals aligned with state certification laws for principals employed as supervising principals [1991]</p>

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>A. The identification of the parties to the contract;</p> <p>B. The responsibilities of the position;</p> <p>C. The renewal or extension provisions; and</p> <p>D. The salary and benefits for the position.</p> <p>§13303. Contract renewal</p> <p>1. Notice. A school board shall provide notice of the renewal or nonrenewal of a principal's employment contract as follows.</p> <p>A. Notwithstanding any contract provision to the contrary and no later than March 1st of the year the contract expires, the school board shall notify a principal who has been employed by the board for more than 2 years of its decision to renew the principal's contract for a period not to exceed 3 years or not to renew the principal's contract. Notice of a principal's nonrenewal of contract must be in writing. Upon written request, the school board shall provide a written statement of the reasons for nonrenewal to a principal.</p> <p>B. Notwithstanding any contract provision to the contrary and no later than April 1st of the year the contract expires, the school board shall notify a principal who has been employed by the board for 2 years or less of its decision to renew the principal's contract for a period not to exceed 3 years or not to renew the principal's contract. Notice of nonrenewal of a principal's contract must be in writing.</p> <p>[...]</p>	
<p align="center">CHAPTER 508 EDUCATOR EFFECTIVENESS</p> <p>§13701. Definitions</p> <p>As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.</p> <p>1. Educator. "Educator" means a teacher or a principal.</p> <p>2. Effectiveness rating. "Effectiveness rating" means the level of effectiveness of an educator derived through implementation of a performance evaluation and professional growth system.</p> <p>3. Performance evaluation and professional growth system. "Performance evaluation and professional growth system" or "system" means a method developed in compliance with this chapter by which educators are evaluated, rated on the basis of effectiveness and provided opportunities for professional growth.</p> <p>4. Professional improvement plan. "Professional improvement plan" means a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.</p> <p>5. Summative effectiveness rating. "Summative effectiveness rating" means the</p>	<ul style="list-style-type: none"> • Educator Effectiveness pursuant to performance evaluation and professional growth systems ("PEPG") for teachers and principals [2011; 2015]

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>effectiveness rating of an educator that is assigned at the end of an evaluation period. Ratings or comments provided to the educator during the evaluation period for the purpose of providing feedback, prior to assignment of a final effectiveness rating, are not summative effectiveness ratings.</p> <p>§13702. Local development and implementation of system</p> <p>Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators. The system must meet the criteria set forth in this chapter and rules adopted pursuant to this chapter and must be approved by the department.</p> <p>§13703. Use of effectiveness rating; grievance</p> <p>A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.</p> <p>Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.</p> <p>Any appeal of, or grievance relating to, an evaluation conducted pursuant to this chapter or an effectiveness rating resulting from implementation of a system is limited to matters relating to the implementation of the system or the existence of bad faith in an evaluation or the assignment of a rating. The professional judgment involved in an evaluation or implementation of the system is not subject to appeal or grievance.</p> <p>§13704. Elements of system</p> <p>A performance evaluation and professional growth system consists of the following elements:</p> <p>1. Standards of professional practice. Standards of professional practice by which the performance of educators must be evaluated.</p> <p>A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for principals;</p> <p>2. Multiple measures of effectiveness. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;</p> <p>3. Rating scale. A rating scale consisting of 4 levels of effectiveness.</p> <p>A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator. School administrative units shall use state assessment growth data for English language arts, literacy and mathematics as at least one measure of the performance of English language arts and mathematics teachers in tested grades</p>	

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>and as a measure for the performance of principals.</p> <p>An educator whose summative effectiveness rating indicates ineffectiveness must receive an annual summative effectiveness evaluation and rating until the rating improves.</p> <p>An individualized education plan may not be used to measure student growth for the purposes of teacher and principal evaluation, but an individualized education plan may be a source of evidence from which learning objectives and learning targets may be developed.</p> <p>B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.</p> <p>C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;</p> <p>4. Professional development. A process for using information from the evaluation process to inform professional development;</p> <p>5. Implementation procedures. Implementation procedures that include the following:</p> <p>A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;</p> <p>B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;</p> <p>C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and</p> <p>D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the performance evaluation and professional growth system to ensure that it is aligned with school administrative unit goals and priorities; and</p> <p>6. Professional improvement plan. The opportunity for an educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.</p> <p>§13705. Phase-in of requirements</p> <p><i>The requirements of this chapter apply to all school administrative units beginning in the 2016-2017 school year. In the 2014-2015 school year, each unit shall develop a system that meets the standards of this chapter, in collaboration with teachers, principals, administrators, school board members, parents and other members of the public. In the 2015-2016 school year, each unit shall operate as a pilot project the system developed in the prior year by applying it in one or more of the schools in the unit or by applying it without using results in any official manner or shall employ other means to provide information to enable the unit to adjust the</i></p>	

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

Provisions in Title 20-A Statutes & Maine DOE Rules	Notes [Dates Enacted & Rules Chapters]
<p>system prior to the first year of full implementation. Nothing in this section prohibits a unit from fully implementing the system earlier than the 2016-2017 school year.</p> <p>§13706. Rules</p> <p><i>The department shall adopt rules to implement this chapter</i>, including but not limited to a rule relating to the method of identifying the educator or educators whose effectiveness ratings are affected by the measurement of learning or growth of a particular student. The department shall also adopt rules pertaining to the approval of performance evaluation and professional growth systems pursuant to section 13702. The department shall also adopt rules pertaining to the ongoing monitoring of the implementation and results of district performance evaluation and professional growth systems. Rules adopted pursuant to this section are major substantive rules pursuant to Title 5, chapter 375, subchapter 2-A.</p>	<p>► DOE Rules Chapter 180: Performance Evaluation and Professional Growth Systems (scroll to Ch. 180) http://www.maine.gov/sos/cec/rules/05/chaps05.htm</p>
<p>§13802. Teacher and principal evaluation models</p> <p>1. Department to propose models. The department shall propose models for evaluation of the professional performance of teachers and principals employed in a school administrative unit within the State. The models must include multiple measures.</p> <p>2. Use of models. Each school administrative unit within the State may select and incorporate one or more of the models proposed pursuant to subsection 1 for the evaluation of the professional performance of a teacher or principal employed by that school administrative unit. Nothing in this section prevents a school administrative unit from developing and adopting its own models for teacher and principal evaluation.</p>	

*** MAINE DEPARTMENT OF EDUCATION & STATE BOARD OF EDUCATION RULES ***

05-071 DEPARTMENT OF EDUCATION

Chapter 114: PURPOSE, STANDARDS AND PROCEDURES FOR THE REVIEW AND APPROVAL OF PREPARATION PROGRAMS FOR EDUCATION PERSONNEL

SUMMARY: This Chapter contains the State Board of Education standards and procedures for the review and approval of preparation programs for education personnel.

SECTION 1: PURPOSE, PREPARATION AND DEFINITIONS

1.1 Statement of Purpose

The preparation of educators cannot be a static process in an ever-changing environment. Maine higher education units with programs that have been approved for this purpose are expected to be dynamic, to strive for continuous improvement, and to utilize the outcomes of new knowledge, practices, and technologies. They are expected to be involved in a process by which faculty and administrators, in collaboration with practitioners, are thinking and talking about the preparation of teachers and other educators. They are expected to be committed to assuring that teacher candidates are prepared with the knowledge and skills necessary to assist Maine students to meet Maine’s Learning Standards. They are expected to collect and analyze data about their effectiveness, and make changes to improve their programs. They are expected to be engaged in ongoing self-assessment in which they assess the needs of schools and candidates, identify potential problems and points of vulnerability, and develop strategies for becoming more effective.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

They are expected to be in a transitional mode where an early and on-going emphasis upon clinical practice experiences becomes the norm. The evolving world of education and educational reform demands the continuous development of education programs. For this reason, state program approval must be initially conducted and periodically revisited.

A preparation program for education personnel must meet the state adopted standards and be authorized as an accredited degree-granting unit to recommend its graduates for certification. All units preparing educators for certification must have State approved programs. *Successful completion of an approved program entitles an individual to be recommended for certification in the appropriate categories for which the unit is approved.*

Following a unit's initial approval to offer educator preparation programs, approval must be reaffirmed every five (5) or seven (7) years, so long as a unit continues to satisfy the standards and requirements as established by the Maine State Board of Education as demonstrated in an annual Program Update as described in Section 4.4(1).

The State Board of Education and the Department of Education are committed to promoting the development of innovative and collaborative practices in programs for the preparation of educator personnel. The six program approval standards encourage innovations and interactive practices in such areas as gender equity, cultural diversity, involvement of parents and community and to preparing education personnel. Additionally, the Board and the Department clearly support innovation in unit/school relationships in areas such as collaborative program development, and school- and classroom-based research. These innovative and collaborative approaches must be evident in unit policies and practices.

[...]

1.3 Definitions:

The following definitions refer to the specific use of terms in this Chapter only as they relate to the program review and approval process for certification of education personnel.

[...]

Administrator: *An administrator is a leader in a district, school building or program area who focuses on improved learning by managing, supervising, mentoring and evaluating professional staff and by overseeing programs, curriculum, instruction, and student assessment.* He/she is an individual certified to provide services in any of the following capacities: superintendent, assistant superintendent, principal, assistant principal, teaching principal, administrator of special education, assistant administrator of special education, administrator of career and technical education, assistant administrator of career and technical education, curriculum coordinator/instructional supervisor, director of adult and community education, or assistant director of adult and community education.

[...]

ISLLC: Interstate School Leaders Licensure Consortium, a source of national standards for school administrators developed by the Council of Chief School Officers (CCSSO).

[...]

Mentor: A professional teacher, master teacher, administrator, educational specialist or other educator from inside or outside the school unit who may perform functions of support for an initial educator.

[...]

Preparation Program: A series or combination of courses, related instructional services and practicum, internship or other student experience designed to meet the academic and professional requirements necessary to establish eligibility for certification as a teacher, administrator or educational specialist.

[...]

Professional Educator: A person qualified to hold a PK-12 certificate as a teacher, administrator or a specialist as defined in Maine Department of Education Regulation Chapter 115 and who demonstrates, through performance, the knowledge, skills, and abilities to improve student learning.

[...]

School Leader: An administrator whose position requires possession of an administrative certificate.

[...]

2.1. 12 -18 UNIT STANDARD ONE: *School Building Leader and School District Leader Performance and Knowledge Indicators*

The field of school leadership has coalesced around the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Thirty-five states have adopted them; the National Council for the Accreditation of Teacher Education (NCATE) used them to develop their standards; tens of thousands of candidates for principal licensure have taken the ISLLC licensing exam; hundreds of preparation programs have revised their curricula aligned with the ISLLC Standards; and other organizations such as the National Association of

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

State Boards of Education (NASBE) have openly endorsed the use of the ISLLC Standards. The ISLLC Standards contain a common set of standards developed by a national body of state departments of education and national leadership organizations, including the National Policy Board for Educational Administration (NPBEA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the American Association of School Administrators (AASA). Unit Standard One – Standards 12 – 18 are based on the ISSLC Standards.

The curriculum for school building and district level administrators must prepare candidates for the areas in which they will seek certification in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Certification of Educational Personnel: Standards and Procedures. The following six (6) Interstate School Leaders Licensure Consortium (ISLLC) administrator candidate standards have been adopted by Maine. Additionally, the curriculum for administrators must prepare candidates to meet the Internship provisions that appear as Standard #17, the National Educational Technology Standards (NETS.A) which appear as Standard #18, and the requirement that all school building leader and school district leader candidates will be required to successfully complete an approved exceptionality course as well as a course in special education law before seeking initial certification. The related performance and knowledge indicators are provided to suggest holistic ways that mastery of each standard can be demonstrated.

In order to help all students achieve Maine’s Learning Standards, school building leader and school district leader candidates are expected to demonstrate the following proficiencies:

Standard #12 – Vision, Mission, and Goals

Education leaders promote the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

2.1.8. Element A: High Expectations for All

[The vision and goals establish high, measurable expectations for all students and educators.]

A leader...

- 12 A.1 Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
- 12 A.2 Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).
- 12 A.3 Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective opportunities.
- 12 A.4 Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

2.1.12. Element B: Shared Commitments to Implement the Vision, Mission, and Goals

[The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.]

A leader...

- 12 B.1 Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.
- 12 B.2 Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.
- 12 B.3 Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
- 12 B.4 Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
- 12 B.5 Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

2.1.12. Element C: Continuous Improvement Toward the Vision, Mission, and Goals

[Education leaders promote the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.]

A leader...

- 12 C.1 Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- 12 C.2 Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly reviews their effects.
- 12 C.3 Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
- 12 C.4 Identifies and removes barriers to achieving the vision, mission, and goals.
- 12 C.5 Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
- 12 C.6 Obtains and aligns resources to achieve the vision, mission, and goals.
- 12 C.7 Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission and goals.

2.1.12. Element D: Essential Knowledge

Education leaders have knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementation strategic plans
- systems theory
- information sources, data collection and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

2.1.12. Element E: Critical Dispositions

Education leaders believe in, value, and are committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills and values needed to become successful adults
- a willingness to continuously examine one’s own assumptions, beliefs and practices
- doing the work required for high levels of personal and organizational performance

2.1.12. Elements A – D: Key Performance and Knowledge Indicators: *****[Note: School district leader column was deleted]*****

12. Program Quality Indicators for School Building Leadership Standards	
Performance Indicators:	
SBL.1	Design, articulate, and support a collaborative process for developing and implementing a vision and mission for a school.
SBL.2	Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate constituencies.
SBL.3	Develop and utilize data- based research strategies and strategic planning processes that inform the development and support

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

of a vision and mission that promotes learning.
SBL.4 Involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.
SBL.5 Create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.
SBL.6 Develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.
SBL.7 Identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement.
SBL.8 Identify capacity building strategies for developing school leadership capacity.
SBL.9 Create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building level
SBL.10 Design a comprehensive building-level professional development program.
SBL.11 Develop plans to monitor program development and implementation to achieve school goals.
SBL.12 Construct evaluation processes to assess the effectiveness of school plans and programs.
Knowledge Indicators:
SBL.13 The nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.
SBL.14 Theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
SBL.15 The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning.
SBL.16 The design and utilization of assessment data for learning.
SBL.17 Organizational effectiveness and learning.
SBL.18 Strategic, tactical and operational program planning, implementation, and evaluation.
SBL.19 School improvement planning processes.
SBL.20 Variables that affect student achievement.
SBL.21 The role of professional learning in continuous and sustainable improvement.
SBL.22 Continuous and sustained improvement models and processes.
SBL.23 Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level.
SBL.24 Strategic management of human capital and its impact on continuous and sustainable improvement.
SBL.25 Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.
SBL.26 Program evaluation models.

Standard #13 – Teaching and Learning

Education leaders promote achievement and success of all students by monitoring and continuously improving teaching and learning.

2.1.13. Element A: Strong Professional Culture

[A strong professional culture supports teacher learning and shared commitments to the vision and goals.]

A leader...

- 13 A.1** Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
- 13 A.2** Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
- 13 A.3** Models openness to change and collaboration that improves practices and student outcomes.
- 13 A.4** Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- 13 A.5** Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

vision and goals for teaching and learning.

13 A.6 Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.

13 A.7 Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

2.1.13. Element B: Rigorous Curriculum and Instruction

[Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.]

A leader...

13 B.1 Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.

13 B.2 Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.

13 B.3 Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.

13 B.4 Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

All school building leader and school district leader candidates will be required to successfully complete an approved exceptionality course as well as a course in special education law before seeking initial certification.
--

2.1.13. Element C: Assessment and Accountability

[Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.]

A leader...

13 C.1 Develops and appropriately uses aligned standards-based accountability data to improve the quality of teaching and learning.

13 C.2 Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.

13 C.3 Guides regular analyses and disaggregation of data about all students to improve instructional programs.

13 C.4 Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.

13 C.5 Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

2.1.13 Element D: Essential Knowledge

Education leaders have knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation and refinement
- principles of effective instruction
- measurement, evaluation and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations and individuals
- the role of technology in promoting student learning and professional growth

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- school cultures

2.1.13. Element E: Critical Dispositions

Education leaders believe in, value, and are committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life-long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

2.1.13. Elements A – D: Key Performance and Knowledge Indicators ***[Note: School district leader column was deleted]***

13. Program Quality Indicators for School Building Leadership Standards
Performance Indicators:
SBL.1 Work collaboratively with others to accomplish school improvement goals.
SBL.2 Incorporate cultural competence in development of programs, curriculum, and instruction.
SBL.3 Monitor school programs and activities to ensure integrated learning opportunities aligned with standards, and consistent with the vision.
SBL.4 Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices.
SBL.5 Design comprehensive curriculum development plans.
SBL.6 Analyze instructional lessons.
SBL.7 Collaborate with faculty to plan, implement, and evaluate a coordinated and articulated curriculum.
SBL.8 Use technology to design, monitor and/or evaluate instructional programs.
SBL.9 Facilitate the use of appropriate content-based, customized learning materials and learning strategies in the instruction of students.
SBL.10 Create and analyze individualized improvement plans, use data to design learning plans, design and /or implement changes in learning environments.
SBL.11 Develop school-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel.
SBL.12 Promote equity, fairness, and respect among students and faculty.
SBL.13 Provide feedback to improve teaching and learning.
SBL.14 Work collaboratively at the building-level to improve practice for teaching and learning.
SBL.15 Monitor individual professional development and continuous improvement.
SBL.16 Use standards-based accountability data to improve the quality of teaching and learning.
SBL.17 Provide feedback using data, assessments, and evaluation methods to improve practice and student achievement.
SBL.18 Design evaluation systems, make plans based on assessment data, and provide feedback based on data.
SBL.19 Design, develop, and utilize school assessments for instruction and reporting.
SBL.20 Participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials.
SBL.21 Design building-level professional growth plans that reflect national professional development standards.
SBL.22 Use a variety of approaches to improve staff performance.
SBL.23 Provide and monitor the use of differentiated strategies, materials, and technologies to maximize instructional time.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

SBL 24 Support initiatives that utilize technologies for improved teaching and student achievement.
SBL.24 Use technology for school improvement.
SBL.25 Interpret information and communicate progress toward vision and goals for educators, the school community, and other stakeholders.
SBL.26 Use disaggregated data to improve instructional programs.
SBL.27 Use effective technology and performance management systems where appropriate to improve classroom instruction.
SBL.28 Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous school improvement.
Knowledge Indicators:
SBL.29 The elements of school culture and ways it can be influenced to ensure student success.
SBL.30 The development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources.
SBL.31 Human development theories, proven learning and motivational theories and how diversity influences the learning process.
SBL.32 Supervision strategies that ensure teachers are demonstrating research based professional practices.
SBL.33 Individual professional development plans and continuous progress.
SBL.34 Multiple methods of evaluation, accountability systems, data collection, and analysis of data.
SBL.35 Principles of quality professional development.
SBL.36 Effective instructional techniques.
SBL.37 Evaluation of professional development.
SBL.38 School systems that promote efficient practices in the management of people, processes, and resources.
SBL.39 Technology as pedagogical and administrative tools.
SBL.40 Program Evaluation.

Standard #14: Managing Organizational Systems and Safety

Education leaders promote the success of all students by managing organizational systems and resources for a safe, high performing learning environment.

2.1.14. Element A: Effective Operational Systems

[Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.]

A leader...

- 14 A.1** Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
- 14 A.2** Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
- 14 A.3** Develops and facilitates communication and data systems that assure the timely flow of information.
- 14 A.4** Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
- 14 A.5** Distributes and oversees responsibilities for leadership of operational systems.
- 14 A.6** Evaluates and revises processes to continuously improve the operational system.

2.1.14. Element B: Aligned Fiscal and Human Resources

[Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.]

A leader...

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- 14 B.1 Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
- 14 B.2 Allocates funds based on student needs within the framework of federal and state rules.
- 14B.3 Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
- 14B.4 Implements practices to recruit and retain highly qualified personnel.
- 14B.5 Assigns personnel to address diverse student needs, legal requirements, and equity goals.
- 14B.6 Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
- 14B.7 Seeks and secures additional resources needed to accomplish the vision and goals.

2.1.14. Element C: Protecting the Welfare and Safety of Students and Staff

[Leaders promote a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.]

A leader...

- 14 C.1 Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
- 14 C.2 Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
- 14 C.3 Develops and monitors a comprehensive safety and security plan.

2.1.14. Element D: Essential Knowledge

- theories and models of organizations and the principles of organizational development
- operational procedures at school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

2.1.14. Element E: Critical Dispositions

Education leaders believe in, value, and are committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations and performances
- involving stakeholders in management processes
- a safe environment

2.1.14. Elements A – D: Key Performance and Knowledge Indicators ***[Note: School district leader column was deleted]***

14. Program Quality Indicators for School Building Leadership Standards	
Performance Indicators:	
SBL.1	Analyze the school’s processes and operations to identify and prioritize daily and long-term challenges for the school.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

SBL.2	Write policies and procedures for the school.
SBL.3	Implement and manage long range planning for the school.
SBL.4	Identify and appropriate funds for the school using a variety of tools and processes, including collaborating with stakeholders.
SBL.5	Develop multi-year fiscal plans and annual budgets for the school.
SBL.6	Audit the school's budget and financial status.
SBL.7	Develop facility and space utilization plans for the school.
SBL.8	Project short-term, mid-term, and long-term resource needs of the school.
SBL.9	Use technology to manage school operations.
SBL.10	Create policies for a safe and secure building environment.
SBL.11	Identify leadership capabilities of staff at various levels of the school.
SBL.12	Model collaboration skills.
SBL.13	Authentically involves faculty and staff in decision- making processes.
SBL.14	Use power and political skills in ethical ways.
SBL.15	Serve as a role model for effective management and leadership.
SBL.16	Write school policies that protect instructional time and schedules.
SBL.17	Develop a master schedule for the school.
Knowledge Indicators:	
SBL.18	How to assess and manage organizational, operational, and legal resources of the school.
SBL.19	How to manage the marketing and public relations functions of the school.
SBL.20	How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework.
SBL.21	Methods and procedures for managing the school's resources, including human resource development.
SBL.22	Methods and procedures for managing the school's operations.
SBL.23	Methods and procedures for managing school facilities.
SBL.24	Methods and procedures for strategically aligning resources with school priorities.
SBL.25	Methods and procedures for forecasting resource requirements for the school.
SBL.26	Strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school.
SBL.27	The meaning of distributed leadership and how to create and sustain it.
SBL.28	How to manage personal managerial and leadership responsibilities.
SBL.29	How to manage time and priorities.
SBL.30	How to create and manage school schedules.

Standard #15: Collaboration with Families and Stakeholders

Education leaders promote the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

2.1.15. Element A: Collaborating with Families and Community Members

[Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.]

A leader...

- 15 A.1** Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
- 14 A.2** Involves families in decision making about their children's education.
- 15 A.3** Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
- 15 A.4** Applies communication and collaboration strategies to develop family and local community partnerships.
- 15 A.5** Develops comprehensive strategies for positive community and media relations.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

2.1.15. Element B: Community Interests and Needs

[Leaders respond and contribute to community interests and needs in providing the best possible education for their children.]

A leader...

- 15 B.1 Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
- 15 B.2 Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
- 15 B.3 Seeks out and collaborates with community programs serving students with special needs.
- 15 B.4 Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
- 15 B.5 Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

2.1.15. Element C: Building on Community Resources

[Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.]

A leader...

- 15 C.1 Links to and collaborates with community agencies for health, social, and other services to families and children.
- 15 C.2 Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing, parks, medical clinics, and so on).
- 15 C.3 Uses public resources and funds appropriately and effectively.
- 15 C.4 Secures community support to sustain existing resources and add new resources that address emerging student needs.

2.1.15. Element D: Essential Knowledge

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

2.1.15. Element E: Critical Dispositions

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families are partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

2.1.15. Elements A – D: Key Performance and Knowledge Indicators ***[Note: School district leader column was deleted]***

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

15. Program Quality Indicators for School Building Leadership Standards
Performance Indicators:
SBL.1 Use the appropriate strategies to collect, analyze and interpret data and information pertinent to the school environment.
SBL.2 Communicate information about the school to the community.
SBL.3 Identify and use diverse community resources to improve school programs and meet the needs of all students.
SBL.4 Assess the needs of students, parents or caregivers.
SBL.5 Articulate a vision of school leadership characterized by respect for children and their families.
SBL.6 Apply oral and written communication and collaboration strategies to develop school relationships with families and caregivers.
SBL.7 Involve families and caregivers in decision making about their children's education.
SBL.8 Assess the needs of school community partners.
SBL.9 Articulate a vision of school leadership characterized by respect for community partners.
SBL.10 Apply oral and written communication and collaboration strategies to develop school relationships with community partners.
Knowledge Indicators:
SBL.11 The collection and analysis of data and information pertinent to the school educational environment.
SBL.12 Cultural competence.
SBL.13 Diverse cultural, social and intellectual community resources.
SBL.14 The needs of students, parents or caregivers.
SBL.15 Organizational culture that promotes open communication with families and caregivers.
SBL.16 Strategies for effective oral and written communication and collaboration with families and caregivers.
SBL.17 The needs of school community partners.
SBL.18 School organizational culture that promotes open communication with community partners.
SBL.19 School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.

Standard #16: Ethics and Integrity

Education leaders promote the success of all students by being ethical and acting with integrity.
--

2.1.16 Element A: Ethical and Legal Standards

[Leaders demonstrate appropriate ethical and legal behavior expected by the profession.]

A leader...

- 16 A.1** Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
- 16 A.2** Protects the rights and appropriate confidentiality of students and staff.
- 16 A.3** Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

2.1.16. Element B: Examining Personal Values and Beliefs

[Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.]

A leader...

- 16 B.1** Demonstrates respect for the inherent dignity and worth of each individual.
- 16 B.2** Models respect for diverse community stakeholders and treats them equitably.
- 16 B.3** Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
- 16 B.4** Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
- 16 B.5** Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
- 16 B.6** Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments,

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

and every student learning.

2.1.16 Element C: Maintaining High Standards for Self and Others

[Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.]

A leader...

- 16 C.1 Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
- 16 C.2 Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
- 16 C.3 Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
- 16 C.4 Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.
- 16 C.5 Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

2.1.16. Element D: Essential Knowledge

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

2.1.16. Element E: Critical Dispositions

- the ideal of the common good
- the principles of the Bill of Rights and responsibilities of citizenship
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one’s own interest to the good of the school community
- accepting the consequences for upholding one’s principles and actions
- using the influence of one’s office constructively and productively in the service of all students and their families
- development of a caring school community

2.1.16. Elements A – D: Key Performance and Knowledge Indicators *****[Note: School district leader column was deleted]*****

16. Program Quality Indicators for School Building Leadership Standards	
Performance Indicators:	
SBL.1	Plan, implement, and evaluate policies, procedures, and practices within the school that support students’ academic and social successes.
SBL.2	Formulate a building-level leadership platform grounded in ethical standards and practices.
SBL.3	Analyze decisions in terms of established ethical standards.
SBL.4	Develop, implement, and evaluate a professional development plan for a school that clearly addresses democratic values, equity, and diversity.
SBL.5	Formulate sound solutions to educational dilemmas across a range of content areas in educational leadership.
SBL.6	Develop and evaluate school policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

SBL.7	Utilize federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice.
SBL.8	Utilize legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, building culture and student achievement.
Knowledge Indicators:	
SBL.9	The effect of ethical behavior on one's own leadership.
SBL.10	Democratic values, equity, and diversity.
SBL.11	Current ethical and moral issues facing education, government, and business and their consequences.
SBL.12	The relationship between social justice, school culture, and student achievement.

Standard 17: The Education System

Education leaders promote the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

2.1.17. Element A: Exerting Professional Influence

[Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.]

A leader...

- 17 A.1** Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 17 A.2** Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
- 17 A.3** Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

2.1.17 Element B: Contributing to the Educational Policy Environment

A leader...

- 17 B.1** Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
- 17 B.2** Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
- 17 B.3** Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
- 17 B.4** Advocates for increased support of excellence and equity in education.

2.1.17. Element C: Policy Engagement

[Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.]

A leader...

- 17 C.1** Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
- 17 C.2** Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
- 17 C.3** Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

17 C.4 Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

2.1.17. Element D: Essential Knowledge

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

2.1.17. Element E: Critical Dispositions

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

2.1.17. Elements A – D: Key Performance and Knowledge Indicators ***[Note: School district leader column was deleted]***

17. Program Quality Indicators for School Building Leadership Standards	
Performance Indicators:	
SBL.1	Analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.
SBL.2	Advocate for school policies and programs that promote equitable learning opportunities and success for all students.
SBL.3	Communicate policies, laws, regulations and procedures to appropriate school stakeholders.
SBL.4	Identify emerging trends and issues likely to impact the school.
SBL.5	Adapt leadership strategies and practice to address emerging issues.
SBL.6	Policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.
Knowledge Indicators:	
SBL.7	The larger political, social, economic, legal and cultural context.
SBL.8	Knowledge of how to use power and political skills to influence local, state and federal decisions.
SBL.9	Anticipating future issues and trends that can affect schools.
SBL.10	Contemporary and emerging leadership theories.

2.1.18 UNIT STANDARD ONE: The Internship ***[Note: School district leader column was deleted]***

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the ISSLC Standards 1-6 through authentic experiences that are field-based, standards-based, sustained, and guided by qualified on-site mentors for graduate credit.

Program Standards	Program Quality Indicators for School Building Leadership Standards
--------------------------	--

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

18.1 Field-based Internship Experiences	SBL.1 Candidates participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.
	SBL.2 Candidates document all field experiences.
	SBL.3 Field experiences occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.
	SBL.4 Field experiences provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.
18.2 Standards-based Internship Experiences	SBL.5 Internship experiences provide candidates with significant opportunities to synthesize and apply the knowledge and skill abilities identified in the previous Standards 12 - 17.
	SBL.6 Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.
	SBL.7 Intern experiences provide candidates with authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders.
	SBL.8 Candidates are provided opportunities to apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.
18.3 Sustained Experiences	SBL.9 Candidates are provided a six-month, full-time (9-12 hours per week) internship experience. This experience need not be consecutive and may include experiences of different lengths. However, the internship must include an extended capstone experience to maximize the candidate’s opportunities to practice and refine their building-level knowledge and skills. This experience may include two noncontiguous internships of three months each, a four-month internship and two months of field experiences, or another equivalent combination.
	SBL.10 Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty. The selected internship site must be in a different educational setting than that in which the candidate is employed.
18.4 Qualified On-site Mentor	SBL.11 A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.
	SBL.12 Each on-site mentor has demonstrated successful experience as an educational leader within a school.
	SBL.13 High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.
18.5 Credit	SBL.14 Candidates take the internship for credit according to the policies of the program.

2.1.19 UNIT STANDARD ONE: Technology Standards for Administrators - (NETS.A)

Effective educational administrators model and apply the National Educational Technology Standards for Administrators (NETS.A). All administrators will meet the following standards and performance indicators.

2.1.19. 1- 5 Performance - Indicators:

1. Visionary Leadership.

[Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.]

Educational Administrators:

- 19 (a)** Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- 19 (b)** Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- 19 (c)** Advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

2. Digital-Age Learning Culture.

[Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.]

Educational Administrators:

- 19 (d)** Ensure instructional innovation focused on continuous improvement of digital-age learning
- 19 (e)** Model and promote the frequent and effective use of technology for learning
- 19 (f)** Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- 19 (g)** Ensure effective practice in the study of technology and its infusion across the curriculum
- 19 (h)** Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice.

[Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.]

Educational Administrators:

- 19 (i)** Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- 19 (j)** Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- 19 (k)** Promote and model effective communication and collaboration among stakeholders using digital-age tools
- 19 (l)** Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement.

[Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.]

Educational Administrators:

- 19 (m)** Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- 19 (n)** Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- 19 (o)** Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- 19 (p)** Establish and leverage strategic partnerships to support systemic improvement
- 19 (q)** Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship.

[Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.]

Educational Administrators:

- 19 (r)** Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- 19 (s) Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- 19 (t) Promote and model responsible social interactions related to the use of technology and information
- 19 (u) Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

05-071 MAINE STATE BOARD OF EDUCATION

Chapter 115: CERTIFICATION, AUTHORIZATION, AND APPROVAL OF EDUCATION PERSONNEL

SUMMARY: This rule contains the requirements for certification, authorization, and approval of educational personnel who serve in the public and in certain approved private schools of the State of Maine. Standards and procedures for certification, authorization, and approval are included and are intended to provide the highest quality of personnel to help students meet the standards of the system of Learning Results.

PART I: STANDARDS AND PROCEDURES FOR CERTIFICATION, AUTHORIZATION, AND APPROVAL

SECTION 1. GENERAL PROVISIONS

1.1 Introduction

The quality of education personnel is critically important to the successful implementation of the system of Learning Results for each Maine child. *This rule governs the certification of teachers, educational specialists, and administrators*; the authorization of educational technicians; and the approval of those serving in positions for which certification or authorization is not required. Pursuant to that end, this rule applies to Maine public schools and private schools that are approved in accordance with 20-A M.R.S.A. §2901(2)(B). Sections of the rule addressing approval of personnel also apply to private schools enrolling 60% or more students at public expense. This rule implements 20-A M.R.S.A. Chapter 502, and supersedes all previous rules on the same subject. Other rules relating to certification, authorization or approval include Me. Dept. of Ed. Reg. 13, Qualifying Examinations; Me. Dept. of Ed. Reg. 114, Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs; Me. Dept. of Ed. Reg. 118, Purposes, Standards and Procedures for Educational Personnel Support Systems and Me. Dept. of Ed. Reg. 119, Procedures for Denial, Non-renewal, Suspension, or Revocation of a Certificate, Endorsement, Authorization or Approval.

The establishment of certification, authorization, and approval standards and procedures for education personnel is the responsibility of the State Board of Education. The Commissioner of Education is responsible for implementing the certification, authorization, and approval process. Nothing in this rule shall preclude an employing school administrative unit or private school from establishing requirements in addition to those specified in this rule to meet local needs and expectations.

[...]

SECTION 8. ADMINISTRATOR CERTIFICATES

8.1 Professional Certificate

- A. **Function:** The professional administrator certificate is the standard certificate awarded to eligible applicants for service in one of the following capacities: superintendent of schools, assistant superintendent, principal, assistant principal, teaching principal, administrator of special education, assistant administrator of special education, administrator of career and technical education, assistant administrator of career and technical education, curriculum coordinator, director of adult and community education, and assistant director of adult and community education. Administrator certificates shall designate the capacity for which they are issued.
- B. **Eligibility:** Holders of an administrator certificate shall meet the requirements specified in Sections 3.1 and 4.1 of this rule as well as the requirements in Part II of this rule for the specific administrator certificate for which the application is made, except that applicants who cannot document compliance with the "teaching exceptional students in the regular classroom" requirement at the time of initial application must do so prior to the first renewal of the administrator certificate.
- C. **Term:** The professional administrator certificate is valid for a five-year term.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

D. **Renewal:** Administrator certificates are renewable as follows:

1. Holders employed in Maine under the administrator certificate to be renewed shall:

- (a) Meet the requirements specified in Sections 3.1 and 4.1 of this rule;
- (b) Provide documentation of graduate degrees earned as required in Part II of this rule; and
- (c) Meet the requirements of an approved administrator action plan in accordance with Me. Dept. of Ed. Reg. 118.

2. Holders not employed in Maine under the administrator certificate to be renewed shall:

- (a) Meet the requirements specified in Sections 3.1 and 4.1 of this rule;
- (b) Provide documentation of graduate degrees earned as required in Part II of this rule; and
- (c) Provide documentation of six credits of approved study completed before the expiration of the certificate.

E. Administrator Certificate Extensions

At the discretion of the Commissioner and based upon extenuating circumstances as recommended by the administrator's support system, the Commissioner may grant a one-time, one year extension of a professional administrator certificate who meets the requirements of Sections 8.1.D.1(a) and 8.1.D.1(b) in order to complete requirements of Section 8.1.D.1(c) of this rule.

8.2 Conditional Administrator Certificate

- A. **Function:** A conditional administrator certificate provides an opportunity for individuals who have not met all of the requirements for a professional administrator certificate but can reasonably be expected to meet all requirements for professional administrator certification within two years while working as an administrator.
- B. **Eligibility:** The Commissioner shall issue a conditional administrator certificate upon receipt of an affidavit of employment from the superintendent and if the applicant meets the requirements of Section 3.1 and Section 4.1 of this rule, as well as the requirements set forth for the particular certificate specified in Part II of this rule.
- C. **Term:** The conditional administrator certificate is issued for a one-year term.
- D. **Renewal:** No more than two conditional administrator certificates shall be issued to an individual for the same administrator certification area, unless otherwise indicated under Part II of this rule. The applicant must complete the following requirements to be eligible for a second conditional certificate:
 - (a) A minimum of six semester hours of the requirements for the area in which the certificate is issued or, if fewer than six semester hours are required, completion of all required coursework; and
 - (b) A completed renewal application.

[...]

8.4 Alternate Administrative Pathways

The guidelines in this Section apply to those individuals who elect to use equivalent training experiences or the appropriate Interstate School Leaders Licensure Consortium (ISLLC) standards to address the knowledge areas required for administrator certificates specified in Part II of this rule.

A. Equivalent Training Experiences

1. Equivalent training experiences may not be used to satisfy the knowledge area requirements "teaching exceptional students in the regular classroom" and "federal and Maine civil rights and education laws," both of which may be satisfied only by completion of specialized courses approved by the Commissioner.
2. Applicants with at least three years of prior administrator experience in public or private schools in Maine or elsewhere may use equivalent training experiences to satisfy any of the knowledge area requirements other than those specified in Section 8.3.A.1.
3. Applicants with less than three years of administrative experience in public or private schools may use equivalent training experiences to satisfy no more than four knowledge area requirements other than those specified in Section 8.3.A.1.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

4. **Permissible Activities:** Equivalent training experiences are subject to approval by the Commissioner and must be documented in a portfolio. Equivalent training experiences may include the following:
 - (a) Consulting services and/or training;
 - (b) Community based activities and projects;
 - (c) Publications;
 - (d) Research;
 - (e) Building-based or district-wide training;
 - (f) Workshops, seminars, or institutes;
 - (g) Grant development or coordination;
 - (h) Additional education related activities;
 - (i) Teaching experience at the university level; or
 - (j) Completion of specialized courses approved or offered by the Department.

B. Interstate School Leaders Licensure Consortium Standards (ISLLC)

1. Qualifying Scores on the ISLLC Examination

For all administrator certificates the applicant must achieve the required scores on the appropriate assessment based on the ISLLC standards, as specified in Me. Dept. of Ed. Reg. 013.

2. Documentation that the applicant meets the following ISLLC Standards:
 - (a) Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;
 - (b) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
 - (c) Ensuring management of the organization, operations, and resources for a safe and effective learning environment;
 - (d) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
 - (e) Acting with integrity, fairness, and in an ethical manner; and
 - (f) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Chapter 115:

PART II: REQUIREMENTS FOR SPECIFIC CERTIFICATES AND ENDORSEMENTS

SUMMARY: This part of Chapter 115 provides the specific requirements for each certificate and endorsement for teachers, educational specialists, and administrators. For each certificate or endorsement in Part II, applicants shall meet the requirements of Part I Section 3.1, Section 3.2, and Section 4.1.

[...]

4.5 Certificate 040: Building Administrator

- A. **Function:** *This certificate allows the holder to serve as principal, career and technical education administrator, assistant principal, assistant career and technical education administrator, or teaching principal.*
- B. **Eligibility:** Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.5.B.1 and either Section 4.5.B.2 Section 4.5.B.3, or Section 4.5.B.4, below. *Individuals who*

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.5.B.4, below, and Part I Section 8.2 of this rule.

1. **Requirements for either Certificate Eligibility Pathway:**

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (b) Earned a master's degree, in any field, from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (c) Evidence of a minimum of three years of satisfactory public or private school teaching experience, or three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, schools);
- (d) Completed through approved courses the following three knowledge areas:
 - i. Teaching exceptional students in the regular classroom;
 - ii. Federal and Maine civil rights law and education laws; and
 - iii. Special education law
- (e) Meets, through one of the pathways specified in Section 4.5.B.2, 4.5.B.3, or 4.5.B.4, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:
 - i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;
 - ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
 - iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;
 - iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
 - v. Acting with integrity, fairness, and in an ethical manner; and
 - vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- (f) Satisfactory completion of an approved internship or practicum based on the Interstate School Leaders Licensure standards and relating to the duties of a principal or career and technical education administrator, which shall take place in a school setting and shall be met by one of the following:
 - i. Completion of a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;
 - ii. Completion of a minimum of one full year of employment as an assistant principal, assistant career and technical education administrator, principal out-of-state, or career and technical education administrator out-of-state; or
 - iii. Completion of a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being for one academic year.

2. **Certificate Eligibility Pathway 1**

Meets the ISLLC standards through completion of a Maine approved program for principals.

3. **Certificate Eligibility Pathway 2**

Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training, or experience in all of the following knowledge areas:

- (a) School finance and budget;
- (b) Supervision and evaluation of personnel;
- (c) Organizational theory and planning;

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- (d) Community relations;
- (e) Educational leadership;
- (f) Instructional leadership;
- (g) Curriculum development;
- (h) Cultural differences; and
- (i) Ethical decision making.

4. **Certificate Eligibility Pathway 3**

Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

5. **Conditional Certificate**

- (a) Meets the requirements of Section 4.5.B.1(a) and (c), above;
- (b) Meets the knowledge area requirement specified in Section 4.5.B.3(b), above;
- (c) Meets a majority of the remaining knowledge area requirements specified in Section 4.5.B.3, above; and
- (d) Meets the internship requirement for this certificate specified in Section 4.5.B.1(f), above, or has a supervised internship plan approved by the Department prior to the issuance of the conditional certificate.

C. **Renewal Requirements**

- 1. For those employed in Maine under this certificate, completed an approved administrator action plan; and
- 2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

4.6 **Certificate 045: Assistant Building Administrator**

- A. **Function:** This certificate allows the holder to serve as assistant principal, assistant administrator of career and technical education or teaching principal.
- B. **Eligibility:** Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 4.6.B.2, below, and Part I Section 8.2 of this rule.

1. **Certificate Eligibility Pathway**

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
- (b) Evidence of a minimum of three years of satisfactory public school teaching experience, or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, school);
- (c) Completed through approved courses the following three knowledge areas:
 - i. Teaching exceptional students in the regular classroom;
 - ii. Federal and Maine civil rights law and education laws; and
 - iii. Special education law
- (d) Evidence through coursework or equivalent training experiences of knowledge in the following areas:
 - i. Supervision and evaluation of personnel; and
 - ii. Organizational theory and planning.

2. **Conditional Certificate**

- (a) Meets the requirements specified in Sections 4.6.B.1(a) and (b), above; and

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- (b) Meets two of the three requirements in Sections 4.6.B.1(c)ii and 4.6.B.1(d), above.
- (c) Special Condition: Evaluation of staff is not permitted until the holder meets the knowledge area supervision of school personnel specified in Section 4.6.B.1(d)(i).

C. **Renewal Requirements**

1. **First Renewal:**

- (a) For those employed in Maine under this certificate, completion of an approved administrator action plan.
- (b) For those not employed in Maine under this certificate, a minimum of six credits of approved study.

2. **Second Renewal:**

- (a) Meets, through one of the pathways specified in Section 4.6.C.2(b), (c), or (d), below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:
 - i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;
 - ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
 - iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;
 - iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
 - v. Acting with integrity, fairness, and in an ethical manner; and
 - vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
 - (b) Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training, or experience in all of the following knowledge areas:
 - i. School finance and budget;
 - ii. Community relations;
 - iii. Educational leadership;
 - iv. Instructional leadership;
 - v. Curriculum development;
 - vi. Cultural differences; and
 - vii. Ethical decision making.
 - (c) Have a master's degree in education administration; or
 - (d) Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.
- 3. For those employed in Maine under this certificate, completed an approved administrator action plan; and
 - 4. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

4.7 **Certificate 057: Teaching Principal**

- A. **Function:** This certificate allows the holder to serve as principal of a kindergarten through grade 8 school for less than 50 percent of the school day. A teaching principal shall have release time during regular school hours to perform ongoing and substantial administrative duties and shall also have a teaching assignment.
- B. **Eligibility:** Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

1. Eligibility Pathway

- (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
 - (b) A Maine teaching certificate issued with an endorsement corresponding to the grade level to be served; and
 - (c) Evidence of a minimum of three years of satisfactory public or private school teaching experience, or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, school).
2. **Special Condition:** Evaluation of staff is not permitted until the holder meets the knowledge area supervision of school personnel specified in Section 4.7.C.3(a), below.

C. Renewal Requirements

All of the following requirements shall be met for the first and subsequent renewals of a teaching principal certificate.

1. Completion of an approved teacher professional renewal plan;
2. Completed through approved courses the following three knowledge areas:
 - i. Teaching exceptional students in the regular classroom;
 - ii. Federal and Maine civil rights law and education laws; and
 - iii. Special education law
3. Evidence of a basic level of knowledge through coursework or through equivalent training experiences in the following knowledge areas:
 - (a) Supervision and evaluation of personnel; and
 - (b) Organizational theory and planning.

05-071 DEPARTMENT OF EDUCATION

Chapter 180: PERFORMANCE EVALUATION AND PROFESSIONAL GROWTH SYSTEMS

SUMMARY: This rule establishes standards and procedures for implementation of performance evaluation and professional growth systems (PEPG systems) for educators, as required in Chapter 508 of Title 20-A of the *Maine Revised Statutes*. It defines terms, identifies professional practice standards for use in PEPG systems, establishes criteria that must be met by student learning and growth measures used in a PEPG system and requires involvement of educators in implementation of systems. The rule sets forth the process for obtaining Department approval of locally-developed plans, and describes technical assistance to be provided by the Department.

SECTION 1. PURPOSE OF THE RULE

This rule sets forth requirements for implementing Chapter 508 of Title 20-A of the *Maine Revised Statutes*. Chapter 508 requires school administrative units to develop, pilot and implement systems of performance evaluation and professional growth for teachers and principals. The purpose of Chapter 508 and this rule is to improve educator effectiveness by clearly setting forth expectations for professional practice and student learning and growth, and providing actionable feedback and support to help educators meet those expectations. The goal of improving educator effectiveness is to improve student achievement.

SECTION 2. DEFINITIONS

[...]

7. “Educational Leadership Policy Standards: ISLLC 2008” or “ISLLC standards” means the set of professional practice standards for educational leaders adopted by the National Policy Board for Educational Administration/Interstate Leader Licensure Consortium Steering Committee.

8. “Performance evaluation and professional growth system”, or “PEPG system” means a system of evaluation and support as described in Chapter 508.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

9. “PEPG system plan” means the documents governing the operation of a local PEPG system, including but not limited to professional practice standards, descriptors and rubrics; student learning and growth measures; the method for combining measures into a summative effectiveness rating; and other documents describing implementation of the PEPG system.

10. “Principal” means person who supervises teachers in delivering the instructional program of a school This includes a person serving as principal, assistant principal, teaching principal, career and technical education administrator and assistant career and technical education administrator serving in a position that requires certification under State Board of Education Rule Chapter 115, Part II, Section 4.5, 4.6, and 4.7.

[...]

SECTION 6. PROFESSIONAL PRACTICE STANDARDS FOR PRINCIPALS

The *Educational Leadership Policy Standards: ISLLC 2008* is the benchmark for principal effectiveness in Maine schools. To evaluate the professional practice of principals, a school administrative unit must use a principal evaluation model that includes performance standards that align with the ISLLC 2008 standards; supporting descriptions or indicators for each standard as published or endorsed by the creator /sponsor of the standards; and rubrics for each standard that are aligned with the adopted standards and descriptors. At the time this rule was drafted, the creators of the ISLLS 2008 standards had not created rubrics to be used with the standards and descriptors. Therefore, a school administrative unit must either locate or create rubrics for the ISLLC 2008 standards or use a professional practice model that includes a complete set of ISLLC-aligned standards, descriptors and rubrics.

The Department has determined that the following models contain all of the elements necessary to be approved for use as the professional practice element of a PEPG system for principals:

1. *National Board Core Propositions for Accomplished Educational Leaders*, adopted by the National Board for Professional Teaching Standards in 2009, along with the rubrics created by the Maine Schools for Excellence; and
2. The principal professional practice evaluation model created by the Supervision and Evaluation Committee of the Maine Principal’s Association, dated September 2013 and posted on the Association’s Website at www.mpa.cc;
3. *The Marzano School Leader Evaluation Model*;
4. The Kim Marshall Principal Evaluation Rubrics.

If a school administrative unit chooses to use a professional practice model other than the models listed above, it must demonstrate to the Department that the model meets the criteria set forth in this section.

[...]

SECTION 7. STUDENT LEARNING AND GROWTH MEASURES

1. “Significant Factor”

Student learning and growth measures must be a significant factor in the determination of the summative effectiveness rating of an educator. To be considered “significant,” student learning and growth measures must have a discernible impact on an educator’s summative effectiveness rating.

The proportionate weight of the student learning and growth measures that are considered to be a significant factor in the determination of the summative effectiveness rating of an educator must be a local decision made by a school administrative unit in accordance with the provisions in section 12.

[...]

3. Permissible Measures

Student learning and growth measures must meet the criteria established in this subsection. Student learning and growth measures must be appropriately attributed to the teacher or principal whose evaluation is impacted by those measures.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

- A. A student learning and growth measure must measure a change in a student's knowledge or skills between two points of time during which an educator has influence.
- B. Multiple measures of student learning and growth must be factored into the summative effectiveness rating of an educator. At a teacher's discretion, large-scale standardized tests may be the sole type of student learning and growth measures used.
- C. To obtain growth information, the knowledge and skills must have been assessed before the student is taught or led by the teacher or principal, and after, i.e., there must be a comparable pre-assessment and post-assessments to measure the growth of the student under instruction or leadership of the teacher or principal whose evaluation is impacted by the student. The pre-assessment and post-assessment are not required to occur in the same school year.
- D. To obtain growth information, the knowledge and skills must have been assessed before the student is taught or led by the teacher or principal, and after, i.e., there must be a comparable pre-assessment and post-assessments to measure the growth of the student under instruction or leadership of the teacher or principal whose evaluation is impacted by the student. The pre-assessment and post-assessment are not required to occur in the same school year.

[...]

SECTION 12. EDUCATOR INVOLVEMENT IN DEVELOPING, IMPLEMENTING AND REVIEWING PEPG SYSTEMS

1. Development of system

Title 20-A of the *Maine Revised Statutes*, Section 13705 requires school administrative units to develop PEPG systems "in collaboration with teachers, principals, administrators, school board members, parents and other members of the public."

- A. A majority of the members of the initial group of stakeholders must be composed of at least a majority of teachers. Of the teachers appointed to the initial group of stakeholders, 2/3rds must have the endorsement of the majority of the teachers in the school administrative unit and 2/3rds must have the endorsement of the majority of the school administrative unit's governing body.
- B. For a school administrative unit that has established an initial group of stakeholders to develop the unit's performance evaluation and professional growth system prior to the effective date of this rule, the existing group of stakeholders, with the consent of a majority of teachers in the school administrative unit, may continue as constituted even if the group of stakeholders does not meet the specific composition established in paragraph A.
- C. The initial group of stakeholders must use a consensus decision-making process to develop the performance evaluation and professional growth system, including the proportionate weight of the student learning and growth measures as set forth in section 7.
- D. If the stakeholder group fails to reach consensus on the issue of the proportionate weight of student learning and growth measures by July 15, 2015 the proportionate weight of student learning and growth measures in that school administrative unit must be 20%.
- E. If the stakeholder group fails to reach consensus on any issue in addition to the proportionate weight of the student growth measures by July 15, 2015, the school administrative unit shall adopt one of the State Model PEPG systems developed pursuant to section 16 of the rule. Upon request by the entire membership of the stakeholder group, the commissioner may provide additional time to the group to reach consensus. Upon the expiration of that additional time, the school administrative unit shall adopt one of the State Model PEPG systems developed pursuant to section 16 of this rule.

Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals

2. Implementation, review and refinement of systems; Steering Committee

Each school administrative unit shall form a Steering Committee to regularly review and refine the PEPG system to ensure that it is aligned with school administrative unit goals and priorities. The Steering Committee must include representatives of the local education association, appointed by the local association, teachers, administrators and other school administrative unit staff. The structure and proposed operation of a Steering Committee, including the method of appointing members to the Steering Committee, must be included in the PEPG system plan. The Steering Committee must be formed no later than the beginning of the pilot period of the PEPG system.

3. Peer review and collaboration

Each PEPG system must include a peer review component and opportunities for educators to share, learn and continually improve their practice. A school administrative unit shall specify in its system plans what peer review components will be included and what qualifications will be required of peer reviewers, including, but not limited to, training.

Peer review includes, but is not limited to, observation of peers, review of portfolios and other evidence offered to demonstrate an educator's performance, and review of professional improvement plans. Peer review is for formative evaluation purposes only, and must not be included in determining the summative effectiveness rating unless the peer reviewer is trained in the evaluation process as required under Section 11 of this rule, and the educator being evaluated chooses to include the peer review as part of the summative effectiveness rating.

Educator opportunities for sharing, learning and continually improving practice include, but are not limited to, providing opportunities for mentoring and coaching, involvement in professional learning communities, and targeted professional development.

[...]

SECTION 15. TECHNICAL ASSISTANCE; STATE MODEL PEPG SYSTEM

1. The Department shall provide technical assistance to school administrative units in developing, piloting and implementing PEPG systems, including, but not limited to: an online bank of tools, training and resources for use in developing, piloting and implementing PEPG systems; posting of approved PEPG systems and system tools; and technical assistance in developing student learning and growth measures. *The Department shall develop at least one complete State Model PEPG system for teachers and at least one complete State Model PEPG system for principals.*
2. The Department shall implement a system of monitoring and providing feedback and support based on information gathered through the monitoring system. Ongoing monitoring will include the collection of data including but not limited to:
 - A. The aggregate summative ratings for each school.
 - B. The process for and frequency of observation and feedback
 - C. Opportunities for targeted professional growth and improvement
 - D. The types and descriptions of individual assessments used in the evaluation of educators
 - E. The process for developing student learning and growth measures
 - F. Exemplars of student learning and growth measures
 - G. District criteria for the development, review and approval of growth measures
 - H. The use of ratings for employment decisions
 - I. The mechanism for sustaining the PEPG system
 - J. Evaluator and educator training programs

SECTION 16. FUNDING FOR DEVELOPMENT, PILOTING AND IMPLEMENTATION

The Department shall provide guidance to school administrative units on sources of funding for development and implementation of PEPG systems, which may include guidance on the permissible use of federal *Elementary and Secondary Education Act* (ESEA) funds, state essential programs and services (EPS) funds and potential grant sources.