

Teacher Preparation Program Approval

Many Maine education professionals are graduates of Maine's public and private approved Teacher Preparation Programs. The State Board is responsible for the approval of these programs. Programs submit institutional reports following standards set by the Board; then Board-appointed teams visit the campuses to observe programs and interview faculty, students, administrators and others before reporting their findings and recommendations to the State Board to inform the approval-granting deliberations. The Board collaborates with national organizations when the Preparation Program is also seeking national accreditation.

The Qualifications of Maine's Educators

The State Board of Education adopts the rules that govern the certification of Maine educators. Over the last few years, the Board has made changes to the Department's rule Chapter 115, with regard to the requirements for certification, authorization or approval of educators at various levels. The changes are intended to ensure that all Maine educators are highly qualified in their areas of specialization and have the necessary knowledge and skills needed to enable students to master the

Maine *Learning Results: Parameters for Essential Instruction* (MLRs).

The State Board supports the availability of multiple pathways for teacher certification, either through completion of a traditional university teacher education program or by the use of alternative routes to demonstrate proficiency.

The State Board of Education is committed to the goal of attracting and retaining a wide variety of highly qualified educators and leaders for Maine public schools.

Technology in Education

The State Board of Education knows that appropriate use of technology by all parties involved in public education is a critical element of today's quality schools. The Board continues its efforts to ensure that Maine's students and educators obtain maximum benefit from such use.

With the constantly evolving new technologies, there is an increasing number of opportunities for Maine students to engage in virtual learning. Technologies, in the future, will continue to open new routes to learning for Maine students, routes that are not restricted by geography. Access to

college-level courses is just one of the new opportunities available as Maine's environment for students becomes technology-rich.

In carrying out its responsibilities in overseeing educator preparation and school construction, the State Board works to ensure that both new educators and new school facilities are ready to make the best use of technology.

Student Board Membership

The State Board of Education voted in the spring of 2007 to begin the process that would place two non-voting students on the Board. Each year after the year of implementation for student participation, a high school junior will join the Board for a two-year term. Excepting the vote, student members have full privileges and responsibilities of membership. This is a timely step as Maine moves forward in its commitment to student engagement and empowerment statewide.

A student member on the Board will gain invaluable experience and insight into educational policy in Maine, and familiarity with State laws, policies, and regulations as they relate to education. Students will have an opportunity to explore job connections and career choices, and will have a mentoring

relationship with a State Board member. Student Board members have a great opportunity to make a difference in Maine educational policy.

Degree-Granting Authority

The State Board, working with the Legislature, grants the authority to confer degrees to Maine institutions as well as out-of-state institutions seeking to confer degrees in Maine. The application process is defined in rule. When applications are received, review teams selected by the Board meet with the applicants and develop reports of findings for the Board to use in approving the authority to grant degrees. Certain approvals must then be affirmed by the Legislature.

Charter Schools

The State Charter School Commission consists of seven members appointed by the State Board for three-year terms. Three members must be members of the State Board, and those three members shall nominate the other four members who must be approved by a majority vote of the State Board.

The Commission shall adopt rules to develop, implement and refine its procedures for authorizing public charter schools in Maine.

Strategic Plan Goals

GOAL #1 CURRICULUM

Every student shall receive a seamless, rigorous, and consistent level-by-level curriculum designed to promote literacy and meaningful employment and delivered in a way that recognizes the importance of lifelong learning in a global society.

A rigorous standards based curriculum requires all students to become critical thinkers, and prepares students for successful transition into post-secondary education, meaningful employment, and citizenship. Graduates of secondary institutions with rigorous curricula can then apply their knowledge in post-secondary work and further education.

GOAL #2 SCHOOL SYSTEMS

Every student shall be educated in school systems that provide equitable education opportunities delivered efficiently and effectively in a safe and healthy environment that promotes responsibility,

citizenship, and strong character.

Every student shall be prepared for post-secondary education, meaningful employment, and citizenship. School systems must ensure an education that is nationally competitive and focuses on the support of equitable learning opportunities that are rigorous and relevant to the demands of a knowledge-based economy and the global market.

GOAL #3 RESOURCES

Every student shall be taught by educators who are thoroughly versed in content and pedagogy to prepare students for successful post-secondary education, work, and citizenship. Educators must be provided with mentoring and ongoing educational opportunities to foster success in the classroom.

Schools and school systems shall provide environments that support continued development of content knowledge and teaching skills, and that reward effective teaching. Educators must be provided career learning opportunities that support

continued developments in content knowledge and research-based instructional strategies.

GOAL #4 STUDENT ACHIEVEMENT

Every student shall master or exceed educational standards that incorporate regional, national, and international measures and reflect the skills and learning needed to succeed in a global society.

Every student shall have access to a rigorous curriculum that integrates standards, instruction and assessment that clearly communicates requirements for mastery of content standards in courses that are responsive to our changing world.

GOAL #5 EDUCATIONAL LEADERS

Every student shall have educational leaders who are well-prepared and capable of leading changes in curriculum and instruction that result in higher levels of learning for all groups of students. These leaders shall create a school culture of high expectations conducive to the success of all students.

Effective school leaders use both qualitative and quantitative assessment data to guide the professional learning community. Leadership programs must provide school leaders with the skills necessary to supervise, evaluate and support a professional staff. Effective school leaders must be involved in the community and understand the cultural context and learning needs of all students.

GOAL #6 RESOURCES

Every student shall attend schools that have sufficient resources to achieve a 21st Century education that is, resources that drive effective leadership, educator quality, community and parent involvement to allow students to meet the Core Curriculum Standards.

For a complete copy of the State Board of Education Strategic Plan, visit our website:
<http://www.maine.gov/sbe>

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Maine State Board of Education



*Preparing Maine public school graduates
with the skills and knowledge needed to be
college, career, citizenship and life ready.*

Our Mission

The mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards, and to make recommendations to the Executive and Legislative Branches of State Government that will further this mission.

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Who are we?

The Maine State Board of Education (SBE) represents the public's voice in Maine's public education structure. It consists of nine adult members. They are appointed by the Governor and confirmed by the State Senate. Members serve a staggered five-year term. The Board also has two non-voting student members representing the two Congressional Districts. Each student member is nominated and confirmed in the same way as an adult member, and serves a two-year term. Maine law specifies that the SBE be "broadly representative of the public" and each new member is limited to no more than two terms. There must be at least four members from each Congressional District. As an independent body, the State Board has the students of the State as its constituency and is committed to seeing that the resources provided by Maine taxpayers produce the highest quality, most cost-effective education for Maine's students.

The responsibilities of the SBE, as specified in Maine's laws and rules, have an impact on every public school in Maine. The Board has a responsibility to advise the Commissioner of Education by providing recommendations for pre-K-12 public education that aids the Commissioner in carrying out his/her role. If a school hires a new teacher or administrator, that individual must meet qualifications specified in certification rules adopted by the State Board. If your school administrative unit seeks state funds for major school construction, it will need SBE approval for the site and at various stages of the construction process.

In addition to its oversight roles in construction and educator certification, the SBE carries major responsibilities for approving teacher education programs in institutions of higher education, recommending degree-granting authority for higher education, and adopting and receiving federal funding for the state plan for career and technical education. At least every five years, the Board is charged to make recommendations for the future of pre-K-12 education in Maine.

What do we do?

Service to the Legislature

Another major focus for the State Board is the requests it receives from the Legislature's Joint Standing Committee on Education and Cultural Affairs to undertake a study and/or make recommendations on pending legislation. Members of the State Board frequently appear before committees of the Legislature to offer testimony on bills with implications for education.

Working with the Commissioner of Education

The State Board works collaboratively with the Commissioner and Department of Education. Sometimes this entails advising the Commissioner on the implementation of policy. In other instances, responsibilities are shared by the SBE and the Commissioner. Support services for the work of the State Board are provided by the Department of Education.

School Construction

All state-supported major capital school construction projects require approval by the State Board of Education at several stages.

A continuing need for improved school facilities lies ahead. One of the on-going challenges for the State Board is to foster the wise use of state resources during a time of shifting and declining student populations and resources. The SBE will continue to promote responsive and responsible state school construction policies and processes that address health and safety to serve the facilities needs of Maine students.

The State Board strongly endorses the Revolving Renovation Fund. Although the Fund does not have the same level of funding that it had in the past, it is still a very viable program that meets specific smaller-scale renovation needs of local school units.

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