

**Hermon School Department
Professional Learning Community
Support System**

**Mentoring
and
Certification (Renewal)
Process**



September 2017

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Introduction

The Professional Learning Community Support System (PLCSS) will provide professional supportive services to new teachers and educational specialists including a high school athletic director, library – media specialists, speech and hearing clinicians, school nurses, literacy specialists and guidance counselors seeking Professional certification. The PLCSS will be managed by a Support System Steering Committee (SSSC) which oversees the mentoring program for those seeking initial Professional certification and the certification renewal process for teachers, educational specialists, guidance counselors and athletic directors.

While the Support System Steering Committee **may** maintain a file of submitted forms, **it is the responsibility of the individual to retain copies of all certification records.**

Additionally, the SSSC oversees the certification renewal process for professional personnel listed above and provides the Commissioner of Education with a recommendation for certification renewal based upon successful completion and documentation of a Professional Renewal Plan as described within the PLCSS plan.

Governance

Hermon's Professional Learning Community Support System (PLCSS) will be governed by a Support System Steering Committee (SSSC). While the SSSC operates independently of school and district administration, they may consult with the Superintendent of Schools and building principals as appropriate to assist teachers with the certification process. Additionally, the Maine Department of Education serves as a resource to both the SSSC and the teacher/candidate seeking certification.

The Support System Steering Committee will be comprised of a four member team including one representative from each school (Hermon Elementary School, Hermon Middle School, and Hermon High School) and one district administrator. Each SSSC member shall complete a Department of Education approved training session prior to making any decisions regarding teacher or specialist certification.

All SSSC members must be Professional or Master Teacher certificate holders and have completed a minimum of three years teaching experience as well as one five year renewal cycle. SSSC members will serve a three year term after which the position will be opened to other appropriately qualified teacher or administrators. Those teachers and administrators who are interested in serving on the Steering Committee should indicate their interest in writing to the chairperson of the SSSC no later than May 1st each year. If more than one representative of a school or the administrative team is interested in serving on the committee, one candidate will be chosen by written ballot to represent school or team. The SSSC will make a recommendation to the superintendent. New members from a pool of qualified applicants may be nominated by the Superintendent and approved by the Hermon School Committee. New members of the SSSC must complete the Maine Department of Education's training for PLCSS members prior to service on the SSSC. .

The SSSC will meet at least four times annually to review action plans prior to implementation, to verify the completion of a plan and meet with certification candidates and/or mentors. Other meetings will be convened as requested by SSSC members, teachers, candidates or mentors. A minimum of three SSSC members are required to convene a meeting.

Decisions to approve or deny a recommendation to the Commissioner of Education for teacher certification require a majority $\frac{3}{4}$ or unanimous $\frac{3}{3}$ agreement of the SSSC.

Should the SSSC committee be unable to reach the required agreement, the candidate seeking approval may be asked to present additional documentation to support the request. The SSSC Chairperson will consult with the DOE for guidance in the event that agreement is not reached after a reasonable discussion has taken place. The SSSC Chairperson will then deliver a final decision for the SSSC. Appeals may be presented according to the process outlined under ***Appealing the Decision of the SSSC on page 9***

Support System Steering Committee Responsibilities

The Support System Steering Committee shall:

1. Provide new teachers and educational specialists as well as Provisional, Targeted Need, and Conditional Certificate holders with details of navigating the certification process;
2. Assign trained mentors to all new teachers and educational specialists holding Provisional, Conditional and/or Targeted Need certificates;
3. Answer or refer to an appropriate resource any questions regarding teacher and educational specialist certification;
4. Notify teachers and educational specialists of their need to prepare and present a Professional Certification Action Plan (PCAP or Professional Renewal Plan (PRP) **two years prior** to the expiration of a certificate;
5. Collaborate with certification candidates, building principals and the curriculum coordinator to determine appropriate professional development activities for teachers and educational specialists;
6. Document the development and approve initial Professional Certification Action Plans (PCAP), Professional Renewal Plans (PRP) and Master Teacher Plans;
7. Recommend or not recommend teachers and educational specialists employed by the Hermon School Department for certification renewal based upon the completion of the PCAP or PRP
8. Maintain files of certification records for teachers and educational specialists;
9. Assist new SSSC members with obtaining and completing a state approved training program for service on the Steering Committee.

Hermon School Department Mentor Program

All mentors must complete a State approved mentor training program prior to serving as a mentor.

The goals of the mentor program are:

1. To create a cooperative work environment within our school unit by providing on-going support, encouragement, and advice through the transition from teacher preparation to practice
2. To become a community of reflective learners through professional development and the utilization of the coaching model
3. To improve the retention, and success of novice teachers
4. To improve and strengthen teaching performance and student achievement

The Mentors

The central office will notify administrators and the SSSC of any new hires. The SSSC will determine which new hires need to be assigned mentors. Mentors assigned to collaborate with candidates will be Professional Certificate holders or Master Teachers who have been formally trained in mentoring strategies through participation in a state approved mentor training program and are choosing to mentor new colleagues.

Mentors must have a minimum of three years of successful teaching experience with at least two years experience in the Hermon School Department. Any teacher who wants to become a mentor should approach a member of the SSSC to seek the necessary State approved mentor training. The SSSC has final approval of all mentor/mentee assignments.

Every effort will be made to limit mentors to mentoring a single candidate in a year. If an insufficient number of mentors are available, a mentor may be asked to work with more than one candidate until additional mentors are trained.

Only when specifically requested by a candidate, will an administrator who is responsible for evaluating that candidate serve as a mentor for the PLCSS.

Who receives a mentor?

All teachers who are new to the profession will engage in the program at some level. The program may be modified for individual differences in teaching background, education, certification and placement.

Educators working under an initial Provisional, Targeted Need, or Conditional certificates will be part of the mentoring program for up to two years and will follow guidelines towards certification as specified in the certification plan. Educators seeking to become certified as a Master Teacher will be assigned a mentor providing a qualified mentor is available. The Professional Learning Community Support System Steering Committee will determine whether or not Transitional certificate holders require a mentor according to the documentation provided in the candidate's portfolio.

Who does not receive a mentor?

Educators who hold Maine Professional Certification at the time of hire are not mandated to participate, but they may opt to receive support through the mentor program.

A teacher who has previously held a Professional Certificate and is granted a Transitional endorsement as he/she expands his/her field of experience may **request** but is not required to be assigned a mentor. Long-term substitute teachers and veteran teachers filling one-year positions who do not hold professional certificates also may opt to receive support through the mentor process.

Mentor/Mentee Responsibilities

Year One:

- Mentors and their assigned candidate (mentee) will sign an agreement to work together for a period of two years.
- Mentors and mentees will collaborate to prepare a Professional Certification Action Plan (PCAP) based on Maine's initial teacher certification standards.
- Mentees shall express his/her needs for specific support to the mentor.
- The PCAP shall be submitted to the Support System Steering Committee no later than November 1 of the first year for initial approval.
- Mentors will monitor the implementation of the PCAP.
- Mentors will conduct a minimum of three formal observations including a pre and post conference, of the mentee during the first year and submit written documentation of those observations to the mentee for inclusion in a professional portfolio.
- Meet after each observation to provide the teacher with feedback.
- Mentors and mentees will sign and submit a log of contacts and conferences to the SSSC.
- Mentors will submit a written summary of the mentee's progress toward the PCAP goals no later than June 30th of the first year.

Year Two:

- Mentors and mentees will collaborate to review, modify and/or amend the Professional Certification Action Plan (PCAP) for year two based upon the ten standards for initial certification.
- The PCAP shall be submitted to the Support System Steering Committee no later than October 1 of the second year.
- Mentors will continue to monitor the implementation of the PCAP.
- Mentors will conduct a minimum of three formal observations including a pre and post conference with the mentee during the first three quarters of the second year and submit written documentation of those observations to the mentee for inclusion in a professional portfolio.
- Mentors will submit a written summary of the mentee's two year progress toward the PCAP goals no later than April 15th of the second year.
- Mentors and mentees will sign and submit a log of contacts and conferences to the SSSC.

Resolving Conflicts

If, at any time throughout the duration of the mentor/mentee relationship, a conflict should arise which is not be satisfactorily resolved by the two parties either party may request a member of the SSSC to intervene. The parties may also request assistance from a building administrator or mediator. If resolution cannot be reached within thirty days of notifying the SSSC an alternate mentor will be asked to work with the mentee.

Year End Paperwork

At the end of each year the mentor will complete and submit paperwork to the SSSC. This paperwork will provide verification that the mentor process was completed for the school year. All paperwork should be submitted to the Support System Steering Committee no later than May 15th.

1. At the end of the first year the mentor will complete the Mentor Program Progress Report. The form must be signed by both the mentor and the mentee.
2. At the end of the second year the mentor will complete the Mentor Program Completion Form. The form must be signed by both the mentor and the mentee.
3. The year end paperwork has been completed and filed with the SSSC. If the mentee has received a Certification Renewal Form from the Department of Education, it may be sent to the SSSC for signature.

Program Evaluation

All mentor/mentees will participate in two program evaluations each year using anonymous surveys.

The first evaluation will be conducted mid-year to review the process and verify that all components of the program are being implemented.

The second evaluation should take place near the end of the school year. Both evaluations will be used to assess the effectiveness of the mentor program. The SSSC will use the evaluations to make necessary changes to the mentor program.

Attaining the Initial Professional Certificate

Provisional → *Professional*

The SSSC will assign a mentor to the new teacher no later than two weeks after the first day the teacher is in school. If the new teacher has not been approached by the SSSC he/she should initiate the assignment of a mentor.

- The new teacher assesses his/her needs using the ten standards for new teacher induction. standards which may be found on the Maine Department of Education website at <http://www.maine.gov/education/teacherinduction/induction.html>
- The mentor and mentee will prepare a PCAP (Professional Certification Action Plan) based upon the standards for certification and submit it to the SSSC for initial approval by October 15th.
- Once initial approval is granted as indicated by a signature on the PCAP, the mentor and mentee follow the steps as outlined under Mentor/mentee responsibilities
- If a majority of the SSSC determine there to be sufficient evidence that the goals of the PCAP have been met, a member of the SSSC will sign the Maine Department of Education certification renewal form recommending Professional certification for the candidate.
- If a majority of the SSSC determine there to be insufficient evidence that the goals of the PCAP have been met, the committee will meet with the candidate and his/her mentor to determine what steps need to be taken.
- In the event that the SSSC determines that a candidate has failed to make reasonable progress toward the goals of the PCAP, a SSSC member will sign the renewal form indicating that the candidate **is not** recommended for Professional certification.
- Once signed, the renewal form will be returned to you. Retain a copy of the renewal form for yourself and mail the original to the Department of Education with any required fees and documentation requested in the renewal packet you received from the DOE.
- After receiving your new certificate, send a copy to the superintendent's office and a copy to the Professional Learning Community Support System Steering Committee.

Appealing the Decision of the SSSC

The candidate may appeal the decision of the SSSC in writing. An appeal must be presented within fifteen working days of receiving the decision. The candidate will be required to provide additional documentation reflecting successful work toward the ten standards for initial certification. Any person denied or given notice of the potential denial of a professional certificate may initiate an adjudicatory proceeding by filing with the Maine Department of Education.

Conditional or Targeted Need Certificate

A Conditional or Targeted Need certificate may be awarded to teachers who have not met all of the requirements for a provisional or professional certificate. The Conditional or Targeted Need certificate is initially granted after the superintendent submits an affidavit of employment certifying that the school administrative unit actively sought to employ a provisionally or professional certified candidate but was unable to do so and that the individual is being nominated for a teaching or educational specialist position. The Conditional or Targeted Need certificate is a one year certificate which may be renewed twice. Along with the Targeted Need or Conditional certificate, the candidate will receive a needs analysis from the Department of Education indicating precisely what needs to be completed in order to acquire the Professional certificate. The certificate candidate and his/her mentor should use the analysis as a guide in preparing the PCAP and follow the procedure outlined as Mentor/Mentee responsibilities.

Renewal of a Conditional or Targeted Need Certificate

To renew a Conditional or Targeted Need certificate a teacher must:

- Continue to work with the assigned mentor
- Complete a Professional Certification Action Plan (PCAP) including your plans for professional development based on the requirements outlined by the Department of Education and submit it to the SSSC by October 15th
- Receive initial approval of the PCAP from the SSSC
- Complete six credit hours of approved study as specified by the Department of Education unless fewer are indicated by the DOE as requirements for the Professional certificate
- Submit transcripts or other approved evidence that the outlined requirements and PCAP goals have been met to the SSSC by May 15th
- Receive SSSC recommendation for renewal
- Submit the signed renewal form to the Commissioner of Education. (The superintendent of schools must also submit an affidavit of employment to the Commissioner of Education.)

Renewal of a Transitional Endorsement

A teacher who has previously held a Professional Certificate and is granted a Transitional endorsement as he/she expands his/her field of experience may request but is not required to be assigned a mentor. The process for renewing the Transitional endorsement is similar to that of Conditional and Targeted Need Certificates. The certificate candidate should prepare a PCAP based upon the requirements set forth in the analysis provided by the DOE. Upon completion of the PCAP, the candidate submits a renewal form and transcripts or other documentation that he/she has completed requirements of the PCAP to the SSSC and secures a recommendation for renewal. Submit the signed renewal form to the Commissioner of Education retaining a copy for the professional portfolio.

Renewal of a Professional Certificate

- In the fall that you receive your Professional certificate you should complete a Professional Renewal Plan (PRP). The PRP will outline your plans to meet the 6 credits of approved study required for the next renewal. **Only those courses, activities etc. approved on the PRP** and related to your stated goals will be considered for renewal credit.
- You must present your PRP to the Professional Learning Community Support System Steering Committee (PLCSSSC) for initial approval at least two years (24 months) before the expiration of your current certificate. If you do not seek SSSC approval (list on the PRP) for courses, conferences, workshops etc. prior to completion, they **will not** be counted for renewal credits.
- After the SSSC has been approved your PRP, you will work toward meeting your identified goals. You will retain verification of all work completed in your professional portfolio.
- In the fall of the school year in which your professional certificate expires you will present your professional portfolio with the portfolio checklist to the SSSC. You may opt to present earlier, if your work is completed.
- If you have met your goals, the SSSC member will approve and sign your portfolio checklist.
- If you have not satisfactorily met the goals of your PRP, the SSSC will offer guidance to help you to do so. You must re-present your portfolio to the committee by May 15th for approval.
- Once you receive your certification renewal form from the State, send it to the SSSC for the required signature indicating a recommendation to the Commissioner for renewal or non-renewal.
- If you have met the goals of your previously approved PRP and presented your portfolio to the SSSC, your renewal form will be signed and returned to you.
- Keep a copy for yourself and send the original to the Department of Education.
- Once you receive your new recertification, send a copy to the SSSC and to the Superintendent's Office.
- If you have not met the goals of your previously approved PRP or if you submitted documentation for credit that did not receive prior approval, the SSSC chairperson will recommend that your certificate **not** be renewed.
- NOTE: The Hermon Teachers Association Negotiated Agreement (Article XII B) requires that a complete PRP be filed and approved no later than 2 years before the expiration of a certificate in order to qualify for a partial reimbursement of the required fee. If your certificate expires on July 1, your PRP must be approved by the SSSC by June 30th two years prior to the year the certificate will expire. **(No reimbursement will be paid if plans are not submitted and approved two years prior to the expiration date.)**

Master Teacher Certification

Initial and Renewal

Master Teacher Certification is a two year process. Master Teacher candidates must have a minimum of five years of teaching experience with at least two years in the Hermon School Department and hold a valid Professional or Master Teacher certificate in the same certification area for which the Master Teacher certificate or renewal is being sought. The Master Teacher candidate may not serve as a mentor while in pursuit of the Master Teacher certificate.

The Master Teacher certificate is based upon successful the 5 core propositions of the National Board of Professional Teachers Standards (NBPTS):

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities

One may achieve National Board Teacher certification by following the guidelines in the appropriate content area which may be found at <http://www.NBTPS.org> National Board Certification is independent of a Maine teaching certificate. One must hold a Maine certificate in order to teach in the State of Maine. The Master Teacher certificate is a five year certificate.

The candidate must submit a **letter of intent** indicating his/her intention to acquire the National Board Teacher Certificate and a Professional Action Plan demonstrating a plan to earn the required 6 credit hours to renew the Professional certificate to the SSSC at least two years prior to the expiration of the current certificate.

In addition to the NBPT requirements, the following **district** requirements must be met:

- attendance at a minimum of one conference related to current teaching assignment within the past three years
- successful completion of a graduate level university course within the past five years **in addition** to courses taken to meet Professional certificate renewal requirements and at least four of the following within the past five years:
 - supervised a student teacher
 - served as a mentor
 - published an education related article in a nationally recognized journal or magazine
 - served on the district's curriculum committee
 - presented at a local, state or national educational conference or in-service
 - collaborated on an educational project with a local college or university
 - written and been awarded an educational grant to support classroom efforts
 - served in a leadership role supported by a building principal

Master Teacher Certification

Year One:

Master Teacher candidates must:

- complete and submit a (two year) Professional Action Plan that includes a minimum of 6 credit hours of approved or equivalent study to the SSSC for initial approval by October 15th
- be assigned a mentor
- follow the NBPT standards
- maintain a written log of mentor/mentee meetings
- be observed at least three times by the mentor and/or an SSSC member and submit the written documentation of the observations to the SSSC
- maintain all documents in a professional portfolio
- provide the SSSC with an end-of-year summary of progress toward National Board Certification from the mentor

Year Two:

Master Teacher candidates must:

- review and update the PAP with mentor and submit it to the SSSC for final approval by October 15th
- be observed at least three times by the mentor and/or an SSSC member and submit the written documentation of the observations to the SSSC
- maintain a log of all mentor/mentee meetings
- maintain all documents in a professional portfolio
- provide the SSSC with an end-of-year summary from the mentor with evidence that the core propositions of the NBPT standards have been met

The Professional Portfolio

As part of our PLCSS process, **all** teachers must develop and maintain a cumulative professional portfolio. The portfolio is intended to be an aid to teachers as they plan and document certification and professional development activities. The portfolio will be used by the SSSC to determine if you have met the goals of your Professional Renewal Plan.

The portfolio is yours. You maintain it. It includes only items you put in it. The following is a list of items you might consider including, if appropriate:

- updated resume
- transcripts of college and other course work
- mentor/mentee logs and notes
- a copy of past and present Professional Action Plans
- a copy of your present certificate
- certificates of membership in professional associations
- certificates of participation in curriculum development
- documentation of involvement in school related activities
- certificates of attendance at professional workshops and conferences
- letters of commendation
- published articles
- professional awards and recognition
- documentation of any professional contributions:

Use a divider to separate any materials related to the Professional Action Plan that you are currently working under, clearly marking those items that received approval for certification as **only those courses and activities that have received the prior approval of the SSSC will be accepted for credit.**

The following are **required** to be in your portfolio:

- a copy of your current certificate
- a copy of your most current, approved PRP and any approved amendments to the PRP
- documentation that the PRP goals have been met including transcripts, certificates, etc.
- if appropriate: recommendations, logs, summaries of work done with your mentor
- a renewal form provided by the Maine Department of Education

Professional Development for Certificate Renewal

- A PRP must be submitted/approved two years before current certificate expires.
- Only pre-approved courses, workshops and conferences related to the PRP goals count toward certificate renewal.
- Six (6) credit hours or 9 CEU's are required to renew a certificate.
- Projects and committee work must receive prior approval of the SSSC and may **not** be the sole source of professional development for recertification purposes.

Observations

The mentor shall complete three formal observations each year.

- Each teacher must maintain a professional portfolio containing all materials relating to his/her professional development.
- A preliminary Professional Renewal Plan should be prepared as soon as you receive a new certificate. A final PRP is due no later than May 15th, two years (twenty six months) prior to the expiration of a current certificate. You may change or amend your plan throughout the first four years of the plan
- When using workshop or conference attendance for certification renewal, a learning summary must be completed for each workshop or conference attended. All such activities must align to the goals of the PRP which are based upon the ten standards for initial teacher certification.

Professional Development at a
Workshop / Conference
Workshops and conferences require prior approval on a PRP

Name: _____

Workshop / conference Title: _____

Workshop date: _____ Sponsor/ presenter: _____

Contact hours awarded _____ Certificate issued? Yes No

Briefly describe how attendance at the workshop, conference, or seminar will impact teaching and learning in your classes.

How does this activity help you to meet the standard that it addresses in your PRP? Does this activity relate to previous or future workshops that you have attended or plan to attend and if so, "how"?

Would you recommend this activity to a colleague?

What might your next steps be after attending this workshop, conference or seminar?

Professional Development through a Book Study

(Book studies require prior approval on a PRP and
30 contact hours toward recertification)

Teachers who participate in a book study group should:

- keep a detailed log of the dates and time attended
- keep a reflection journal of each session or chapter
- retain a signed certificate from the leader verifying contact hours
- provide a one – two page summary of how you have grown as a result of participating in the book study

Professional Development through Service on a Committee

(Service on a committee requires prior approval on a PRP and can not account for more than
15 contact hours toward recertification)

Teachers who plan to use service on a committee for professional development credit must first ascertain that the particular committee qualifies for professional development contact hours. After receiving confirmation from the building principal that participation on the committee qualifies for professional development contact hours the teacher should:

- keep a detailed log of dates and time attended
- maintain a reflection journal after each meeting
- maintain minutes of each meeting
- retain a signed certificate of contact hours from the building principal of committee chairperson
- provide a one – two page summary of how your participation on this committee has improved teaching and/or learning in your classroom

Templates

Templates should be photocopied for submission to the Support System Steering Committee.

Meeting Log

For the month of _____, 20_____

Mentor's signature: _____ Mentee's signature: _____

	Essence of Discussion
Date: Begin Time: End Time:	
Date: Begin Time: End Time:	
Date: Begin Time: End Time:	
Date: Begin Time: End Time:	

Mentor's signature: _____

Mentee's signature: _____

Standards/P.I.	Goal	Activities/Strategies	Date Done	Initials (SSSC)

Mentee's signature

Date

Mentor's signature

Date

PCAP Approval: SSSC Chair

Date

Hermon School Department Mentor Program

1st Year Mentor Program Observation Report

Mentee Name _____ Mentor Name _____

School _____

Certificate Type _____ Expiration _____

Date of observations: 1st _____ (attach narrative)

 2nd _____ (attach narrative)

 3rd _____ (attach narrative)

Optional 4th _____

 5th _____

 6th _____

Date PCAP was filed with the SSSC _____

Mentee's signature

Date

Mentor's signature

Date

Hermon School Department Mentor Program

Year 2 Mentor Program Observation Report

Mentee Name _____ Mentor Name _____

School _____

Certificate Type _____ Expiration _____

Date of observations: 1st _____ (attach narrative)

 2nd _____ (attach narrative)

 3rd _____ (attach narrative)

Mentee's signature

Date

Mentor's signature

Date

_____ This candidate has successfully completed all of the Hermon Mentor Process requirements and is recommended for Professional Certification.

Hermon School Department Mentor Program

Observation Form

This form is to be used for the three formal observations that the beginning teacher and mentor complete during the year. (Suggested timeline - completed by Nov.1st, Feb.1st, and May 1st)

Beginning Teacher _____ Mentor _____

Grade & Subject Observed _____

Date of Pre-Conference _____ Date of Observation _____

Date of Post-Conference _____

Focus of Observation (include Standards and Performance Indicators):

Format of data collection:

Standards and Performance Indicators observed during the observation:

Observation data: (attached)

Beginning teacher and mentor follow up: (optional)

Mentee's signature

Date

Mentor's signature

Date

Hermon School Department Mentor Program

Mentor - Mentee Process Mid-Year Survey

(Must be completed each year)

Please answer the following questions with as much detail as possible. Your responses will be used to improve Hermon's Mentoring Program. All responses are kept confidential.

Please rate the following:

1—Sometimes

2—Usually

3—Always

- Mentor/Mentee meets regularly. _____
- Progress meetings are being documented. _____
- PCAP has been developed. Yes No
- How many observations have been completed to date? _____
- Coaching cycle is being implemented: pre-conference, observation, post conference. Yes No
- Maine Initial Teaching Standards are being discussed. Yes No

What can we do to help you feel more supported?

****If you have specific concerns, please address them with an SSSC member.**

Please rate the value of the mentoring process on the scale below by circling the number.

1	2	3	4
not at all valuable	somewhat valuable	very valuable	extremely valuable

Please return this survey to your SSSC building representative by December 24th.

Hermon School Department Mentor Program

Year-End Mentor Survey (To be completed each year)

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Mentor Program. It will be treated with confidentiality for program planning only. Thank you for your time and commitment! **Please return this form to the SSSC.**

1. Your mentee was in the same: (*Circle all that apply*) Building Department Grade
If not, please explain:
2. Approximately how many times *per month* did you meet with your mentee? _____
3. How *helpful* do you think you were to your mentee regarding the following:
1= not at all 2=somewhat 3=very helpful

A. Building Policies	B. District Policies	C. Identifying Resources
D. Teaching Practices	E. Goal Setting (ie PCAP)	F. Goal Completion
G. Content Support	H. Classrm Management	I. Classrm Observations
J. Professional Growth	K. Instructional Planning	L. Introduction to Staff

4. What are the areas in which *your mentee needed the most help* this year?
A _____ B _____ C _____ D _____ E _____ F _____ G _____
H _____ I _____ J _____ K _____ L _____
Other _____

5. To what extent do you consider yourself knowledgeable about Maine's Initial Teacher Certification Standards? (*Circle One*)
not very knowledgeable somewhat knowledgeable very knowledgeable

6. To what extent do you *attribute* any increased knowledge of these standards to this year's work with your mentee? (*Circle One*)
very little extent some extent a large extent

Use the back of this sheet to answer the following questions in detail.

7. What positive impact has *this year's work with your mentee* had in your teaching practice and student achievement?
8. What are some ongoing challenges to supporting new teachers in your school or department?
9. What can the SSSC do to help you support new teachers? Please list any ideas that you feel might improve the experience of participants?

Teacher signature: _____ Date: _____

Hermon School Department Mentor Program

Year-End New Teacher Survey

(To be completed each year)

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Mentor Program. It will be treated with confidentiality for program planning only. Thank you for your time and commitment! **Please return this form to the SSSC.**

1. Your mentor was in the same: (Circle all that apply) Building Department Grade
If not, please explain:

2. Approximately how many times *per month* did you meet with your mentor? _____

3. How *helpful* was your mentor regarding the following:

1= not at all 2=somewhat 3=very helpful

A. Building Policies	B. District Policies	C. Identifying Resources
D. Teaching Practices	E. Goal Setting (ie PCAP)	F. Goal Completion
G. Content Support	H. Classrm Management	I. Classrm Observations
J. Professional Growth	K. Instructional Planning	L. Introduction to Staff

4. To what extent do you consider yourself knowledgeable about Maine's Initial Teacher Certification Standards? (*Circle One*)
 not very knowledgeable somewhat knowledgeable very knowledgeable

5. To what extent do you *attribute* any increased knowledge of these standards to this year's work with your mentee? (*Circle One*)
 very little extent some extent a large extent

6. What positive impact has *this year's work with your mentor* had in your teaching practice and student achievement?

7. What are some ongoing challenges to supporting new teachers in your school or department?

Teacher signature: _____ Date: _____

Hermon School Department

Initial Professional Certification Packet Checklist

- Department of Education Renewal form is completed and signed.
- I have included a copy of my signed, approved (PRP) Professional Action Plan.
- I have attached the log of meetings with my mentor (yrs 1 and 2)
- I have attached observation reports and observation logs from yrs, 1 and 2.
- I have attached the mid-year survey.
- I have attached the year end survey as well as one from my mentor.
- I have included copies of any amendments to my plan.
- Transcripts of classes completed are attached (paper clip – no staples).
- Workshop / conference logs, if included in my plan, are completed and attached.
- Any special correspondence and/or requirements from the DOE are fulfilled and included with this packet.

The Professional Learning Community Support System Steering Committee will review the packet materials, sign the renewal form if everything is found to be in order, and return the signed renewal packet to the teacher to send to Augusta. The Professional Learning Community Support System Steering Committee **does not** submit the renewal application to Augusta.

SSSC Representative's signature:
Chairperson

Date

Hermon School Department

**Professional Renewal Plan
For Maine Professional Teaching Certification**

Name: _____ Date: _____

Date current certificate will expire: _____

School(s): Hermon Elementary Hermon Middle Hermon High

Certificate(s) held:

Endorsements held: _____

Degree(s) held: BA/BS _____ MM/M Ed. _____ CAS _____ PhD. _____

Teaching Experience: _____ (total # of contracted, public school years completed)

Maine's Teaching Standards

1. Subject Knowledge 2. Discipline Integration 3. Differentiating for the Learner 4. Planning of Instruction
5. Instructional Strategies 6. Positive Classroom Environment 7. Communication/Engagement with Community
8. Assessment/Evaluation 9. Legal/Ethical Responsibilities 10. Professional Development

Maine Teaching Standard	My Goal	Course or activity to meet this goal	Anticipated contact hours	SSS use only Evidence Provided

Maine Teaching Standard	My Goal	Course or activity to meet this goal	Anticipated contact hours	SSS use only Evidence Provided

Note:

- Courses, activities, projects or attendance at workshops and conferences are not eligible for recertification credit unless they specifically match one of your pre-approved goals.
- Courses, activities, projects or attendance at workshops and conferences completed prior to filing your PRP are not applicable to your renewal.
- A log of time **and** a detailed summary of how teaching and learning will improve must accompany any long term project, committee work or professional development activities that are pre-approved for certification renewal.

Plan approved

Date

Candidate is recommended for certification renewal

Date

Hermon School Department

Professional Renewal Plan Amendment

Name: _____ Date: _____

School _____

Current position: _____

This is amendment # _____ of my current PRP. (You may submit a maximum of 3 amendments to a plan.)

I wish to amend my approved and filed PRP as follows:

Remove this goal: _____

Add this goal: _____

The new goal is based on this Maine Teacher certification standard: _____

The new goal will be met through the following course or activity: _____

This amendment will involve approximately _____ contact hours and will enhance my teaching in the following way:

Amendments cannot be made after July 1st of the year preceding the expiration of a certificate.

Amendment approved: (date) _____

Approved by: _____

Hermon School Department

Professional Renewal Plan Packet Checklist

- Department of Education Renewal form is completed and signed.
- I have included a copy of my signed, approved Professional Renewal Plan.
- I have included copies of any amendments to my plan.
- Transcripts of classes completed are attached (paper clip – no staples).
- Workshop / conference logs, if included in my plan, are completed and attached.
- Any special correspondence and/or requirements from the DOE are fulfilled and included with this packet.

The Professional Learning Community Support System Steering Committee will review the packet materials, sign the renewal form if everything is found to be in order, and return the signed renewal packet to the teacher to send to Augusta. The Professional Learning Community Support System Steering Committee **does not** submit the renewal application to Augusta.

Maine's Teacher Certification Standards

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students
2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines
3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals
5. Understands and uses a variety of instructional strategies and appropriate technologies
6. Creates and maintains a classroom environment which supports and encourages learning
7. Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession

STANDARD ONE:

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

The ability to:

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

STANDARD TWO:

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

The ability to:

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

STANDARD THREE:

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

The ability to:

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

STANDARD FOUR:

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

The ability to:

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

STANDARD FIVE:

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

The ability to:

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

STANDARD SIX:

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

The ability to:

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

STANDARD SEVEN:

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

The ability to:

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

STANDARD EIGHT:

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

The ability to:

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

STANDARD NINE:

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

The ability to:

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

STANDARD TEN:

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

The ability to:

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

Hermon School Department

Professional Renewal Plan For School Nurse

Name: _____ Date: _____

Date current certificate will expire: _____

School(s): Hermon Elementary Hermon Middle Hermon High

Certificate you are renewing:

Degree(s) _____ BA/BS _____ MA/MM/M Ed _____ CAS _____ PhD.

Teaching or nursing experience: _____ Total number of years in public contracted service.

Do you hold a valid, current license as a registered nurse? _____

The Maine nursing competencies include but are not limited to:

- | | |
|---|----------------------------------|
| _____ Professionalism | _____ Leadership |
| _____ Patient Centered Care | _____ Teamwork |
| _____ Collaborations | _____ Communication |
| _____ System-based Practices | _____ Information and Technology |
| _____ Safety | _____ Quality Improvement |
| _____ * Attend School nurse specific information sessions and updates | |

Please check the competencies above that you will be addressing in your renewal plan.

In the grid below list 3-4 goals that you want to achieve through professional development activities.

Goal 1:
Plan to achieve Goal 1: (describe or name conferences, seminars, book study, course work, independent study)
Goal 2:

Plan to achieve Goal 2:
Goal 3:
Plan to achieve Goal 3:
Goal 4:
Plan to achieve Goal 4:

* Activities must match one of the competencies listed.

* A log of time and a brief paragraph describing any *conferences, seminars, book study, course work, independent study* must be included with certificates of attendance or participation

Plan approved

Date

Candidate is recommended for certification renewal

Date