

**FALMOUTH PROFESSIONAL LEARNING COMMUNITIES
SUPPORT SYSTEM PLAN**

**ADOPTED BY THE FALMOUTH SCHOOL BOARD
ON NOVEMBER 16, 2009**

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Falmouth Professional Learning Communities Support System Plan

Developed: FALL, 2009

Falmouth School Board Approved: November 16, 2009

Section A SCOPE

This Professional Learning Communities Support System (PLCSS) Plan is designed to provide support for all teachers, guidance counselors, library-media specialists, special education consultants, speech and hearing clinicians, athletic directors, and literacy specialists, as well as educational technicians in the Falmouth School District. At its discretion, the PLCSS will seek collaboration and affiliation with other school units and institutes of higher learning.

Section B PURPOSE AND ROLE

The PLCSS will provide the foundation for strong and appropriate support services in order to develop effective educational practice for all staff certified under this plan. It will provide the Commissioner of Education with recommendations for educational personnel seeking professional certification, professional certification renewal, certification advancement (see Chapter 118, 1.4 (a-h)), or educational technician authorization renewal (see Chapter 118, 11.1).

The roles of the PLCSS will be to:

1. Conduct a yearly orientation meeting for new district staff supported by this plan
2. Inform all new staff supported by this plan of the certification process and responsibilities as well as provide each with a hard and/or electronic copy of this PLCSS plan and associated documents/forms
3. Supervise the development and submission of:
 - a. Initial Professional Certification Action Plans and supporting documentation for new educators and for master teacher candidates
 - b. Renewal plans for teachers and educational specialists
 - c. Documentation of renewal contact hours of educational technicians
4. Assist the superintendent's designee in assigning a mentor to new teachers and new educational specialists who require one

All decisions made by the PLCSS will be made in a professional, fair, and equitable manner. A staff member who feels that a PLCSS decision is not correct should first address this concern with one of his/her PLCSS building representatives, or the PLCSS administrative representative for the district. The concern will then be presented to the PLCSS Committee, as a whole, for re-

consideration. If the staff member still does not deem the decision satisfactory, he/she may address the PLCSS Committee in person at the next scheduled meeting. For each PLCSS Committee decision, the Committee will strive to achieve consensus and if unable to reach consensus, a majority vote of the committee will determine the decision.

SECTION C PROFESSIONAL RIGHTS

All materials gathered during the course of the certification/renewal process are to be considered legally confidential, including, but not limited to, self-assessments, observations, Professional Certification Action Plans (PCAPs), Professional Renewal Plans (PREPs) and recommendations (see Chapter 118, 4.1). No materials, either written or verbal, may be divulged to any outside sources, including building principals, other administrators, other teachers, and any other staff, unless the individual expressly gives permission in writing.

It is the responsibility of each PLCSS Committee member to respect the individual's rights of confidentiality.

Each candidate's file becomes his/her sole personal property upon receipt of the certification sought. Upon leaving the Falmouth School System, his/her certification file becomes his/her sole personal property. The PLCSS Chair will be responsible for maintaining the records. The records shall be kept in a locked file and will be kept in the building where the PLCSS Chair is assigned.

SECTION D COMPONENT 1 of PLCSS - PLCSS COMMITTEE

There will be two main components of the PLCSS. These will be the PLCSS Committee and the Support Mentor Network.

PLCSS Committee Composition

The **PLCSS Committee**, formerly called the **Support System Committee**, will be composed of the following: one district administrator representative and ten building representatives.

These 11 representatives will include:

5 elementary school, 3 middle school, 3 high school, one administrator

(The number of representatives for each building may be adjusted as necessary to reflect equitable representation based on the relative number of PLCSS staff in each building.)

PLCSS Governance

PLCSS Committee members will be appointed in the following manner:

1. The PLCSS chairperson will inform the staff of positions available for the

coming year in order to seek interested individuals. The chairperson will then compile a pool of volunteers by April 1. Qualified staff members interested in a position in their building will indicate interest via e-mail or writing to the PLCSS chairperson (or designee) by the deadline.

2. Qualifications for possible membership will be:
 - a. Professional certification with three years of teaching experience
 - b. Three years of experience in education for educational specialists
 - c. Non-teaching staff must have three (3) years of experience in education. [See Chapter 118, 2.5, (d-f)].
3. Members of the PLCSS Committee will be elected for a two-year term. There will be no limit to the number of terms a member may serve. Approximately half of the positions in any given building will be open for election each year. In the event that the ratio becomes uneven a position up for election may be designated as a one-year term in order to restore balance.
4. The certified staff at each building will elect members to fill vacancies in their building for the next year by written ballot on or before April 30th. In the event of a vacancy during the year a special election to fill that vacancy for the duration of the term will be held for that building.
5. Election results will be forwarded to the Superintendent who will nominate the list to the School Board for appointment.

Roles and Responsibilities

The responsibilities of the **PLCSS Committee members** will be:

1. Participating in all PLCSS Committee meetings and orientation
2. Responding to staff requests for information and/or clarification
3. Serving as a liaison between building staff and the PLCSS Committee on issues related to certification
4. Working to determine areas of need for staff professional development
5. Maintaining the confidentiality of the staff
6. Reviewing and approving PCAPs and PREPs
7. Pre-approving requests for special projects for certification/renewal
8. Voting on certification/renewal applications

The **PLCSS Committee chairperson** (also known as the **chairperson**) will meet the requirements as defined in Chapter 118, 1.3 (k), and will be elected by the PLCSS Committee at the May meeting of each year to act as chairperson for the following year. The chairperson must be a member of the Falmouth teaching staff and will have been a member of the PLCSS Committee for at least two years prior to his/her election. There will be no term limits.

The chairperson or his/her designee will be responsible for:

1. Scheduling and facilitating the monthly meetings for the year as well as

- calling extra meetings as needed
2. Preparing agendas and meeting packets
3. Filing pre-approval requests and collating documentation of completed activities as submitted
4. Notifying candidates for recertification and/or renewal of the Support System Committee's decisions on PCAPs, PREPs and certification recommendations
5. Securing supplies
6. Ensuring an annual self-evaluation of the PLCSS is conducted and results discussed
7. Maintaining and up-dating individual records
8. Ensuring confidentiality of files
9. Reviewing files of staff leaving the district, documenting renewal work completed in-district and returning the staff member's file
10. Reviewing files as requested by individual staff members
11. Notifying individuals in the fall that their authorization or certification is due to expire during or at the conclusion of the current school year
12. Conducting elections for building representatives
13. Compiling a list of Mentor Network Volunteers in the spring for the following school year
14. Meeting with the Superintendent's designee to assign PLCSS Mentors for individuals requiring one
15. Consulting with PLCSS mentors to monitor progress of mentees
16. Submitting names of Support System Committee members and PLCSS Mentors for contracts to Superintendent's office
17. Signing certification documentation for the state
18. Staying current with changes in state law/regulations

The **PLCSS Committee secretary** (also known as the **secretary**) will be elected at the May meeting for the following year. The secretary must be a member of the Falmouth teaching staff and will have been a member of the PLCSS Committee for at least two years prior to his/her election. There will be no term limits. The primary duty of the secretary will be to take and distribute minutes of the meetings. The chairperson may delegate additional responsibilities.

Meetings

The PLCSS Committee meetings will be held at least on a monthly basis. By May monthly meeting dates for the following year will be determined. Additional meetings will be scheduled during the school year as needed. In the case of attendance concerns the chairperson will discuss possible options with the individual member. If the member decides to vacate the position, an election will be held from the building's other qualified staff,

and the annual stipend for both individuals will be adjusted accordingly.

Orientation for New Staff

The PLCSS Committee will hold a formal orientation for all new staff covered under this plan by mid-October of each school year. The orientation will include:

- Introduction of PLCSS Committee members
- Process/Procedures for achieving certification/renewal hours
- Overview of development and training opportunities
(See Appendix A in this PLCSS Plan for a complete listing.)
- Distribution of Falmouth PLCSS Plan
A copy of this plan and associated documents/forms in hard copy and/or electronically will be distributed to all new staff members covered under this plan so that they are aware of the procedures required to achieve and maintain certification or authorization while employed by the Falmouth School Department.

SECTION E COMPONENT 2 of PLCSS – SUPPORT MENTOR NETWORK

Each provisionally certified or temporarily certified (targeted needs, conditional, and transitional (if necessary)) staff member supported by this plan will be assigned a **Support mentor** whose main task will be to coach his or her mentee in reaching a higher level of certification (see Chapter 118, 1.3(g)). In doing so, mentors will provide guidance and support based on a professional learning community model. Support mentors will also assist their mentees in developing collegial professional partnerships as the primary means of professional development and achieving action plan goals (see Chapter 118, 2.7 (a-b)).

Qualifications of **Support mentors** (see Chapter 118, 2.8 (a-c)) will be:

1. Having at least three years of experience as an educator
2. Working under a professional certificate
3. Completion of a mentor training program approved by the State of Maine Department of Education.

The responsibilities of each **Support mentor** are:

1. Being a resource for the mentee, including support services and technical assistance needed by candidates to achieve certificates.
2. Collaborating with the mentee to design a PCAP that will help the new educator provide documentation of meeting Maine's Initial Teacher Certification Standards as described in the National Board for Professional Teaching Standards document used in the Falmouth Public Schools..
3. Conducting at least three classroom observations of the mentee per year with

- pre- and post-observation conferences
4. Observing all aspects of mentee's performance as related to the job
 5. Meeting on regular basis, monthly or more often, with the mentee to collaborate and determine his/her progress toward completion of his/her PCAP (Monthly up-dates of the meetings must be submitted to the PLCSS chairperson in a timely manner.)
 6. Making a formal recommendation to the PLCSS Committee indicating whether or not the mentee has met the requirements for a higher level of certification.

Support mentors will be expected to work with the same mentee for the duration of the mentee's provisional (or temporary) certification period (usually two years).

The PLCSS will make every effort to match qualified Support mentors with new educators requiring a mentor using the following prioritizing guidelines:

- 1) Location - School, building
- 2) Impact areas - Content area, grade level, specialization

In the event of a match that does not proceed successfully, a change can be made. (See Chapter 118, 2.8 (c)) The staff member seeking a change will submit a written request to the PLCSS chairperson.

SECTION F PROFESSIONAL CERTIFICATION ACTION PLANS (PCAPs)

A Professional Certification Action Plan will be prepared by each mentee, in cooperation with his/her Support mentor.

An observation sequence consisting of a pre-conference, observation and post-conference will be conducted by the Support mentor prior to the writing of the mentee's PCAP. It is recommended that the observation be completed before October 15th. The conferences and observation may provide direction for the PCAP goals. Goals will be written to reflect Maine's Initial Teacher Certification Standards. The goals for improving professional skills will be consistent with the certificate level or endorsement.

Each mentor will present a PCAP for his/her mentee to the PLCSS Committee by November meeting of the first year. Any necessary revisions must be completed and the plan resubmitted by December meeting.

By the end of the provisional certification period, the mentor will present documentation of the evidence supporting completion of the PCAP to the PLCSS committee. The PLCSS Committee will determine whether the mentee should receive a professional certificate.

Support mentors will recommend resources for services and technical assistance available to fulfill the goals and objectives of the mentee's PCAP.

SECTION 6 PROFESSIONAL RENEWAL PLANS (PREPs)

A professional certificate holder seeking renewal of that professional certificate will develop a Professional Renewal Plan (PREP) linked to the National Board of Professional Teaching Standards.

The (PREP) may be submitted 5 years prior to certificate expiration on a form provided by the Professional Learning Communities Support System. The plan will list professional development goals which the teacher will complete as part of his/her plan to earn 6 credits or 90 contact hours or an equivalent combination of approved credits and contact hours. At its next regular meeting the PLCSS committee will either approve the PREP as submitted or will return it to the teacher with recommended changes. The teacher can then resubmit his/her plan.

A professional certificate holder seeking an Initial Master Teacher Certificate, or its renewal will work closely with a trained mentor in consultation with a building recertification team member to develop a Master Certificate Action Plan or Master Certificate Renewal Plan that supports the applicant in meeting the requirements established in Chapter 118, Section 7.1, as expressed by the National Board of Professional Teaching Standards or attainment of National Board of Professional Teaching Certification status. The Master Certificate Action Plan or Master Certificate Renewal Plan must include the six credits needed to renew the professional level certification. The applicant must hold a valid Maine Professional or Master Teacher certificate in the same certification area for which the MT certificate is being sought. The candidate must have a bachelor's degree and three (3) years of teaching/counseling experience (NBPTS requirement).

Renewal

In order for a professional certificate holder to renew a professional certificate he/she must complete the equivalent of six credits or 90 contact hours within the five-year renewal cycle. This may be a combination of credits, CEU's or contact hours granted for the completion and documentation of professional development activities in the field for which he/she holds an endorsement or is seeking a new endorsement.

Master Teacher certificates must be renewed every (5) years. Standards for the renewal are the same as those for initial issuance and must also meet the same professional requirements of 6 credits or

equivalent. For renewal of a master teacher certificate, the PREP shall show that the teacher effectively enhances student learning and demonstrates a high level of knowledge, skills and abilities reflected in the 5 core propositions of the National Board for Professional Teaching Standards, or attainment of National Board Certification. **The PLCSS committee will issue a letter of recommendation that must accompany the initial/renewal form you send to the Department of Education.**

Professional learning communities and/or professional development activities must be approved by the PLCSS Committee and be related to one or more goals from the individual's PREP. A complete listing of approved activities (I and II) may be found
in Appendix A.

For special projects (III), a pre-approval request must be made by submitting a completed Falmouth PLCSS Special Project Pre-Approval (pink) form to the PLCSS Committee prior to the start of the project.

After a request for a special project has been acted on by the PLCSS Committee the individual will be notified whether the activity has been approved.

Once an activity or special project is completed, a Falmouth PLCSS Professional Development Activity Report (blue) form along with documentation will be submitted to a PLCSS member or the PLCSS chairperson. The PLCSS Committee will review the documentation and award contact hours toward renewal.

Educational Technician:

In order for an educational technician to renew an authorization, he/she must complete the equivalent of 3 credits of work-related professional development within the five-year authorization period. The 3 credits may be composed of college credits, CEUs, or contact hours as found in Appendix A.

Documentation of completion of these activities will be submitted with the Professional Development Activity Reports (blue) to the PLCSS chairperson or PLCSS member.

The PLCSS Committee members will act as resources for staff members and will provide information about available materials, services, and ideas to help the individual meet the goals of his/her professional renewal plan as requested.

Upon completion of the required 6 credits (or 90 contact hours) or the equivalent, the final recommendation of the PLCSS regarding the candidate's eligibility for certification shall be submitted to the Commissioner in the format required by the Commissioner.

It will be the responsibility of all certified and authorized staff supported by this plan to maintain a current certificate/authorization while employed by the Falmouth School Department as well as to provide the district office and PLCSS chairperson with a copy of the current respective document.

Section H PROFESSIONAL CERTIFICATE HOLDERS NEW TO FALMOUTH SCHOOLS

All teachers and educational specialists new to the Falmouth Schools can receive support in writing the required PREP from PLCSS members.

Section I PLCSS FILES

A confidential file will be created for each staff member holding a certificate or authorization. This file will contain PLCSS documents such as PCAPs, PREPs, and/or documents relevant to the individual's current certification cycle. This file will be kept secured and separate from personnel files. The PLCSS chairperson will maintain the security of these files by making a file accessible only to the staff member, his/her support mentor or for use by the PLCSS Committee as necessary.

Section J EVALUATION

The PLCSS will complete an annual evaluation looking at the quality, effectiveness and efficiency of the management of the PLCSS. The evaluation will be organized and carried out in May of each year by a team designated by the PLCSS chairperson.

There will be two components of the evaluation. The first component will be a questionnaire for staff covered under this PLCSS Plan. The second will be a questionnaire at the end of the mentor/mentee cycle, completed by both the mentors and mentees.

Information gathered from these questionnaires will be reported to the PLCSS Committee at the June meeting. At that time any changes deemed necessary will be discussed and implemented during the following year.

Section K TRAINING

Those individuals who have received training approved by the Maine Department of Education will provide training to all new mentors.

Training and orientation of new PLCSS Committee members will be offered at the May meeting of the year in which he/she is elected, and then as needed.

PLCSS members will attend Maine Department of Education certification conferences, workshops, and trainings when available, appropriate and funded.

Section L PLCSS PLAN ADOPTION

This plan was adopted by the Falmouth School Board on November 16, 2009.

APPENDIX A: PROFESSIONAL DEVELOPMENT ACTIVITIES

According to Maine state law, the PLCSS Committee must approve professional development activities.

Contact hours will only be granted for professional development activities **in the field for which you hold an endorsement or are seeking a new endorsement**. 90 contact hours are required every 5 years for professional certificate renewal.

*1 CEU = 10 contact hours *1 credit=15 contact hours *3 college credits = 45 contact hours

All professional development activities must be approved. Submit a Special Project Pre-Approval form (pink) only for special projects. Professional development activities must match at least one of the goals on the individual's Professional Renewal Plan (purple sheet), and subsequently be documented after completion (blue sheet).

I. College level course credits issued by an accredited college or university (approved activities)

II. Contact hours (approved activities)

A. **Attending workshops/conferences** - i.e. Student Support Consortium, CBEA, BER

B. **Participating in district-sponsored professional learning communities and/or staff development activities** that are **related** to your endorsement area, are designed to **improve your teaching practice/student learning**, and are a minimum of **1 hour** in length.

Example: Professional Learning Community/Team, content/team meeting regarding curriculum development/alignment, assessment, instruction, student learning.

(Non-example: content/team meeting regarding budget, curriculum materials management, short-term planning—i.e., scheduling, field trip planning, etc.)

C. **Observations of peers** - up to 15 contact hours over a five-year renewal period

D. **Serving as a Teacher Leader** - up to 15 hours over a five-year renewal period

Example: Content team leader, technology coordinator, grade level leader

E. **Completing National Board certification process** - up to 90 contact hours

F. **Serving as an administratively appointed Mentor, or PLCSS Support Mentor** - up to 15 hours per assignment and up to 45 hours (3 assignments) over a five-year renewal period

G. **Supervising a student teacher or intern** - limited to the equivalent of 45 contact hours over a five-year renewal period

1. Shared placement - 10 contact hours

2. Regular placement - 20 contact hours

3. Extended placement - 30 contact hours

4. ETEP placement - 45 contact hours

H. **Teaching a college level or adult education course beyond the regular contract** - limited to one course over a five-year renewal period - 45 contact hours

I. **Leadership role in state/national organization in an area related to professional endorsement** - up to 15 contact hours over a five-year renewal period

J. **Preparation for and presentation of a new workshop** - up to 15 contact hours

K. **International teacher exchange** - up to 45 contact hours over a five-year renewal period

L. **Accreditation work** - up to 45 contact hours over a five-year renewal period

M. **Serving on one accreditation visiting team** - up to 15 contact hours over a five-year renewal period

III. Special Projects - requires Special Project Pre-Approval form (pink)

A. **Special project** - for each new individual project up to 15 contact hours per project; up to 60 hours over a five-year renewal period

Examples: independent projects, action research, grant writing, publishing in a field of expertise, teaching a community class, serving on a community committee

B. **Travel for educational purposes** - up to 45 contact hours over a five-year renewal period

10/15/2009

FALMOUTH PROFESSIONAL LEARNING COMMUNITIES SUPPORT SYSTEM
Professional Certification Action Plan

Name:
 Teaching Assignment:
 Mentor:

Building:
 Current Certif. Level:
 Expiration Date:
 Certif. Level Seeking:
 Action Plan Timeline:
 Submitted by:
 Approve/Rejected by:
 Final Approval by:

Goal Section

GOAL	OBJECTIVES	ACTIVITIES/RESOURCES	DATES	EVIDENCE
1.				

GOAL	OBJECTIVES	ACTIVITIES/RESOURCES	DATES	EVIDENCE
2.				

GOAL	OBJECTIVES	ACTIVITIES/RESOURCES	DATES	EVIDENCE
3.				

****Note:** An electronic version of this document "Professional Certification Action Plan" is available on the Falmouth Public Schools website in landscape format.

**FALMOUTH PROFESSIONAL LEARNING COMMUNITY SUPPORT SYSTEM
(PLCSS)
PROFESSIONAL RENEWAL PLAN (PURPLE)**

Following the awarding of recertification, a candidate's professional renewal plan must have Certification Support System approval before getting pre-approval of any professional development activity. Credit hours will only be granted for professional growth activities in the field for which you hold an endorsement or a field-related subject.

Name: _____ School _____ Date: _____

Grade or Subject Taught: _____

Date of Expiration of Professional Certificate: _____

Endorsement(s) on Professional Certification: _____

What are your goals for professional renewal over the next five years?

1. **To build on knowledge of curriculum concepts and elements of instructional design.**
(college courses, continuing education courses--activities like #1 on back of pink, conferences)
Falmouth Standard 2
2. **To increase the breadth and depth of my instructional techniques and to implement these in my teaching.**
(workshops on teaching techniques) Falmouth Standard 2
3. **To increase knowledge of cognitive development, different learning styles and a variety of instructional techniques.**
(differentiated instruction, RTI) Falmouth Standards 1 & 2
4. **To increase knowledge of assessment practices to improve teaching and learning.**
(RTI, formative assessment workshops, formal and informal assessment techniques) Falmouth Standard 3
5. **To collaborate with colleagues to help teachers and staff differentiate instruction and learning opportunities for students.**
(SCT, curriculum development, mentoring) Falmouth Standards 1, 2 & 5
6. **To reflect on practices accurately and create strategies that modify future teaching in a collaborative relationship.**
(mentoring, cooperating teacher for a student teacher, curriculum teams, workshops) Falmouth Standard 4
7. **To actively participate as a member of a professional learning community.**
(PLT's, Community Dialogue, curriculum team member, professional associations, NEASC process, district-sponsored staff development workshops) Falmouth Standards 4 & 5
8. **To improve my knowledge and use of technology in order to enhance student learning.**
(coffee and computers, tech support, smart board workshops)
Falmouth Standards 1-5 --depending on the work
9. **To increase my leadership skills in order to contribute to a positive culture for learning.**
(content area leader, team leader, mentor, leadership in a professional organization)
Falmouth Standard 5
10. _____

To be completed by the Falmouth Certification Support System after reviewing:
_____ Plan approved by Falmouth Certification Support System Date: _____

_____ Plan not approved by Falmouth Certification Support System Date: _____
Reason for non-approval:

Falmouth Professional Learning Communities Support System Chairperson

**FALMOUTH PLCSS
SPECIAL PROJECT PRE-APPROVAL (pink)**

Name: _____ School: _____ Date: _____

Title of Special Project: _____

Project Goal/Objectives: _____

Date(s) of project: _____

This project addresses the following goal(s) in my Professional Renewal Plan:

Goal number(s) _____

Write or attach a description of the special project including proposed activities.

Special projects may be awarded up to 15 contact hours per project and cumulatively up to 60 hours over a five-year renewal period.

Travel for educational purposes may be awarded up to 45 contact hours over a five-year renewal period.

Revised 10/09

APPENDIX A: PROFESSIONAL DEVELOPMENT ACTIVITIES/SPECIAL PROJECTS

According to Maine state law, the PLCSS Committee must approve professional development activities. Contact hours will only be granted for professional development activities **in the field for which you hold an endorsement or are seeking a new endorsement**. 90 contact hours are required every 5 years for professional certificate renewal.

*1 CEU = 10 contact hours *1 credit=15 contact hours *3 college credits = 45 contact hours

All professional development activities must be approved. You must submit a Special Projects Pre-Approval form (pink) for special projects. Professional development activities must match at least one of the goals on the individual's Professional Renewal Plan (purple sheet- PREP), and subsequently be documented after completion (blue sheet).

III Special Projects - requires Special Project Pre-Approval form (pink)

A. Special project - for each new individual project up to 15 contact hours per project or individual research; up to 60 hours over a five-year renewal period.

Examples

- **Community Involvement Related to Education** - Example: Teaching a community class, serving on a community committee
- **Grant Writing**
- **Publishing in a Field of Expertise**
- **Action Research**
- **Independent Research**
- **Independent Projects**

B. Travel for educational purposes - up to 45 contact hours over a five-year renewal period.

10/15/2009

**FALMOUTH PLCSS
SPECIAL PROJECT PRE-APPROVAL (Yellow)**

To:					
From PLCSS Chairperson RE: Special Project Approval/Denial					
The PLCSS Committee met on					to consider your request for a special project approval for renewal.
Your request to					
for renewal was					
		approved.			
		approved in concept.			
		approved for hours after			
		tabled. Please			
		provide a description or additional information			
		submit a Professional Renewal Plan.			
		add a goal to your professional renewal plan which pertains to this activity.			
		schedule a personal meeting with the PLCSS Committee.			
		denied	Please contact the PLCSS Chairperson if you would like to meet with the PLCSS Committee to discuss the reasons for denial.		

You may earn contact hours for this activity.

Activities under Appendix A:				are limited cumulatively to	
		contact hours per activity/project			
		contact hours over a five-year renewal cycle			

Please forward documentation of your successful completion of this project to me as soon as possible. Best wishes and enjoy your professional development activity!

PLCSS Chairperson

CREDIT GRANTED: _____

**FALMOUTH PLCSS
PROFESSIONAL DEVELOPMENT ACTIVITY REPORT (Blue)**

Name: _____ School: _____ Date: _____

This activity addresses the following goal(s) in my Professional Renewal Plan:

Goal number(s) _____

Title of Professional Development Activity: _____

Individual or group providing activity: _____

Date(s) and Hours attended: _____

Summary of Professional Development Activity:

(How does this professional activity help you meet your goal/enhance professional growth in your endorsement area?)

Please attach documentation, i.e., curriculum materials, transcript, minutes of meetings, conference programs, and forward to PLCSS Chairperson.

Revised 10/09

APPENDIX B: PLCSS Forms and Process Explanation

Notes:

- Please fill out all PLCSS paper work in blue or black ink as this copies much more clearly.
- Keep a copy of all documents for your own records.
- Any documents submitted to the PLCSS Committee must be on the correct color paper.

PURPLE Professional Renewal Plan (PREP)

Before any credit is awarded, the **purple** Professional Renewal Plan **MUST** be completed, approved and on file with the PLCSS Committee.

The **purple** Professional Renewal Plan is a working document and may be updated at any time.

- Your goals should reflect areas for professional growth over a five-year renewal period from Maine's Ten Teaching Standards as evidenced through the National Board of Professional Teaching Standards Rubric
- Number your goals to save time when completing the pink Special Project Pre-Approval form and the blue Professional Development Activity Report form.
- A goal may be added at any time by simply submitting another **purple** Professional Renewal Plan listing the added goal to the PLCSS Committee. Please put the notation "addition of a goal" at the top.

The courses/activities for which you submit a blue Professional Development Activity Report form must relate to one or more of your listed goals.

All activities listed in Appendix A Parts I and II are approved. Pre-approval for Appendix A Part III Special Projects must be requested prior to the start of the activities in order for credit to be granted upon completion.

Pre-approval for these activities may be granted in only one way.

- You must submit a **pink** Special Project Pre-Approval form.

PINK

Special Project Pre-Approval

This form **must** be submitted before the activity begins.

HINT : Fill out your **pink** Special Project Pre-Approval form and **blue** Professional Development Activity Report at the same time.

- The titles of your activity will be the same, making matching them for credit later much easier.
- It will remind you to submit your **blue** Professional Development Activity Report after completing the activity.

Special projects must directly relate to the field in which you hold an endorsement or are seeking a new endorsement.

Refer to your goals on the **purple** Professional Renewal Plan by number. This eliminates the need to rewrite the goals on this form.

YELLOW

Professional Development Activity Approval

You will receive a **yellow** Special Project Approval to keep in your personal files. This will state whether the activity has been approved, tabled or denied. The reason for an activity being tabled or denied will be listed on the yellow form.

BLUE

Professional Development Activity Report

Credit for an activity will only be granted after the **blue** Professional Development Activity Report sheet and documentation of completion have been received by the PLCSS. The summary should describe what you did and learned. The PLCSS Committee will review these and determine the number of contact hours to be awarded.

The **blue** Professional Development Activity Report and documentation will be placed in your file. You will receive notification from the PLCSS Committee for the contact hours granted.

You may review the contents of your file by making an appointment with the PLCSS chairperson.

Appendix C: Cited Chapter 118 References

1.3 Definitions

Unless the context otherwise indicates, the definitions contained in Chapter 115, Part I, section 1.4 shall apply to the defined terms used in this chapter.

- (a) **Certification** - includes conditional, transitional, the conversion from provisional to professional, targeted need, professional, master level, and the renewal of professional and master level certificates for teachers and educational specialists for the purposes of this rule.
- (b) **Educator** – for the purposes of this chapter, this term includes teachers and educational specialists. School nurses may be included at the option of the local PLCSS. Administrators, and adult educators are not included.
- (c) **Educational Specialist** - persons certified to provide professional services in any of the following capacities: athletic director, school counselor, library/media specialist, literacy specialist, school psychological service provider, school nurse, special education consultant, speech and hearing clinician, or career and technical education evaluator.
- (d) **Initial Professional Certification Action Plan** – The document created by the candidate, with aid from the assigned mentor, detailing the professional activities planned during the initial certification period to demonstrate having met Maine’s Initial Teacher Certification Standards.
- (e) Maine’s **Initial Teacher Certification Standards (Maine’s Teaching Standards)** - Maine’s ten initial teaching standards, as defined in Chapters 114 and 115.
- (f) **Maine’s Mentor Training** – Maine’s Model of Mentor Training: 3 day sequence of training for mentors introducing mentors to the needs of beginning teachers or educational specialists and the knowledge and skills necessary to best mentor/coach them toward Maine’s Professional Educator Certification, using Maine’s Initial Teacher Certification Standards.
- (g) **Mentor** – An experienced, Professionally Certified educator who has been formally trained in mentoring skills, and assigned to support and coach a fellow educator in reaching a higher level of certification.
- (h) **National Board for Professional Teaching Standards Certification (NBPTS)** - “While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced standards for experienced teachers.” The NBPTS

assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.” – NBPTS 2005

- (i) **Professional Learning Community (PLC)** - The continual and routine engagement by professionals who share common work in the practice of collaborative inquiry that improves professional performance. In schools this includes the conversations and interactions among educators who support one another in their professional growth. All candidates seeking higher levels of certification or renewal will be expected to be supported through a professional learning community.
- (j) **Professional Learning Community Support System (PLCSS)** – A structure that meets the requirements of section 2 of this chapter for the support of educational personnel seeking renewal, and/or higher level certification.
- (k) **PLCSS Chairperson** - A Professionally Certified teacher/educational specialist that meets the requirements of section 2.5 of this chapter, and is given the responsibilities of chairperson as described in the SAU’s PLCSS Plan. The chairperson is the PLCSS’s official representative.
- (l) **Recently Active Practitioner** – Educators who have worked in PK-16 school(s) in an official capacity in recent years.
- (m) **Teachers** - for the purposes of this chapter, “teachers” includes all personnel required to hold certification as a teacher in one or more area endorsements. This definition does not include adult educators, or administrators.

1.4 **Role of Professional Learning Community Support Systems (PLCSS)**

A Professional Learning Community Support System has several functions which include a role in the State's certification of educational personnel and the ongoing development of effective practice. The roles of a PLCSS are as follows:

- (a) To provide strong and appropriate support services in order to develop effective educational practice for certified educational personnel.
- (b) To provide the Commissioner with recommendations for educational personnel, as defined in this rule, seeking professional certification.
- (c) To renew, provide support in the creating of, and approval of Professional Certification Action Plans;

- (d) To review and approve Professional Certification Action Plans for conditional certificate holders, provisional certificate holders, holders of transitional endorsements (optional), holders of targeted need certificates, professional certificate holders seeking the master level and master certificate holders seeking renewal prior to implementation of the plan and upon completion of the plan;
- (e) To review and approve renewal plans for approved study for professional certificate holders prior to implementation of the renewal plan and upon completion of the plan;
- (f) To provide the Commissioner with recommendations as to the renewal of transitional endorsements and the conversion of transitional endorsements to full endorsements;
- (g) To provide the Commissioner with recommendations as to the renewal of targeted need certificates and the conversion of targeted need certificates to full endorsements or conversion to a conditional certificate;
- (h) To provide the Commissioner with recommendations as to the renewal of conditional certificates and the conversion of conditional certificates to provisional or professional.

2.5 **Composition of the Professional Learning Community Support System (PLCSS)**

- (d) Members of a PLCSS must have at least three years of experience as educators and a majority must have completed at least one five year renewal cycle. Non educator members must have professional expertise appropriate to the PLCSS's responsibilities.
- (e) PLCSS may not include school board members of that SAU.
- (f) All PLCSS members must complete Department of Education approved training (see 2.3 (m)) prior to participating in PLCSS decision-making This training is not the Mentor Training required of all assigned mentors and, shall be made available from the Maine Department of Education (although mentor training is available if desired).

2.7 **Purpose, Role of PLCSS Mentors**

The mentor support team shall provide the following:

- (a) Guidance and support to candidates for certification based on a professional learning community model.
- (b) Assistance to candidates in developing collegial professional partnerships as the primary means of professional development and achieving action plan goals.

2.8 **Qualifications of Mentors**

- (a) Mentors must have at least three years of experience as educators and must hold a professional certificate.
- (b) Mentors must complete training approved by the Department of Education prior to providing services to candidates.
- (c) Mentors may be replaced by the PLCSS upon consideration of a request from the certification candidate or the mentor.

4. **RECORDS AND REPORTS**

4.1 **Employee Records**

An Initial PCAP and the formal recommendation pertaining to the candidate are employee records as defined in 20-A MRSA §6101.

Consistent with 20-A MRSA §6102, they are accessible to the educator and to any person designated by the educator.

7.1 **PLCSS Recommendation**

The Master Teacher Certification shall be awarded using the standards for the National Board Certified Teachers as developed by the National Board of Professional Teaching Standards as listed in section below. The PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the teacher candidate for issuance of an initial master teacher certificate. The recommendation shall be one of the following:

- (a) Recommendation that the initial master teacher certificate be issued. If the applicant candidate has been awarded NBPTS certification through successful completion of all requirements for one or more NBPTS certification areas, the candidate shall be deemed to have satisfied the requirements for the certificate, and if no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial certificate shall be made to the Commissioner.
- (b) Recommendation that the initial master teacher certificate be issued. If the candidate has successfully demonstrated the standards for one or more NBPTS certification areas, the candidate shall be deemed to have satisfied the requirements for the certificate, and if no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial certificate shall be made to the Commissioner.
- (c) Recommendation that candidacy for the initial master teacher certificate remain active for an additional year. If the candidate has been deemed to have successfully completed the NBPTS

certification process, but has not yet achieved NBPTS certification, the PLCSS may recommend to the Commissioner that professional certification be renewed and that master teacher certification be awarded retroactively if and when an NBPTS certificate is awarded.

- (d) The master teacher certificate shall be issued for a five-year period. All Maine educator endorsement areas deemed equivalent to the NBPTS certification will be considered active during the period of NBPTS and master teacher certification.

11. RENEWED EDUCATIONAL TECHNICIAN AUTHORIZATION PLAN (OPTIONAL AT THE DISCRETION OF PLCSS)

11.1 PLCSS Recommendation

The PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the candidate for renewal of an authorization. The recommendation shall be one of the following:

- (a) Recommendation that the education technician be renewed - if the candidate has satisfied the requirements for renewal of the authorization and no other evidence is shown to be a proper basis for denial, a recommendation for renewal of the authorization shall be made to the Commissioner.
- (b) Recommendation that the educational technician shall be renewed - if the PLCSS determines that the candidate has not satisfied the requirements for renewal of the authorization, the PLCSS shall forward a negative recommendation to the Commissioner. If the Commissioner is satisfied that the recommendation is correct and that the correct procedures were followed, renewal of the authorization shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.

APPENDIX D: FALMOUTH TEACHING STANDARDS AND RUBRIC -NBPTS

Falmouth Teaching Standard One: Teachers are committed to students and their learning

1		Unsatisfactory	Basic	Proficient	Distinguished
A	Demonstrates knowledge of cognitive development and different learning styles (Portfolio, observation cycle)	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and different "intelligences"	Teacher displays general awareness of the different approaches to learning that students exhibit.	Teacher uses knowledge of students' different approaches to learning in planning and managing learning activities for the class	Teacher uses a deep understanding of individual students' varied approaches to learning and consistently uses that knowledge in planning and managing learning activities for individual students
B	Creates a culture of respect and equity (Observation cycle)	Interactions in teacher's classroom, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, insults, or conflict	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students	Interactions in teacher's classroom reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students	Interactions in teacher's classroom are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class

1		Unsatisfactory	Basic	Proficient	Distinguished
C	Creates a culture of high expectations for learning (Observation cycle)	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in their work	The classroom environment reflects a culture for learning with modest or inconsistent expectations for student achievement, modest teacher commitment to the content, or inconsistent student perseverance and satisfaction in work.	The classroom environment represents a positive culture for learning, with commitment to the content evident by teacher and students, high expectations for student achievement, student perseverance and pride in work.	Classroom environment reflects a genuine culture for learning; students assume much of the responsibility for the culture by persisting and taking pride in their work, holding their work to the highest standard; Teacher demonstrates a high degree of commitment to individual students' achievement

Falmouth Teaching Standard Two: Teachers know the subjects they teach and how to teach those subjects to their students.

2		Unsatisfactory	Basic	Proficient	Distinguished
A	Knows how subject is organized and linked to other subject (Portfolio, observation cycle)	Teacher demonstrates little understanding of the subject of structure of the discipline	Teacher displays a simple understanding of content; knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions.	Teacher demonstrates solid understanding of the content concepts, prerequisite relationship and connection to other disciplines.	Teacher demonstrates an extensive knowledge of content; teacher actively builds on concepts, knowledge of prerequisites and misconceptions when seeking causes for student misunderstanding
2		Unsatisfactory	Basic	Proficient	Distinguished
B	Uses a breadth of instructional techniques effectively (Observation cycle)	Teacher uses only one or two instructional strategies regardless of subject or situation of student need; teacher resists incorporating different	Teacher attempts to use a variety of instructional techniques in accordance with school frameworks;	Teacher effectively and proficiently uses a variety of instructional techniques as appropriate	Teacher effectively and proficiently uses a variety of instructional techniques as appropriate for the subject, situation and student need, and

		approaches into the classroom	comfort and proficiency with different techniques varies	for the subject, situation and student need	is considered a role model for demonstration of some instructional techniques
C	Designs coherent instruction (including activities, materials, and resources) and uses a breadth of available curriculum resources (Portfolio, observation cycle)	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning; the instructional plan has no defined structure; limited range of resources	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not; teacher's instructional plan has a recognizable structure; some variety of resources is used	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning. The instructional plan has a clearly defined structure and sequence, along with wide variety of resources.	All of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning input; teacher's instructional plan is highly coherent and has a clear structure and sequence, as well as extensive use of primary and secondary resources

Falmouth Teaching Standard Three: Teachers are responsible for managing and monitoring student learning.

3		Unsatisfactory	Basic	Proficient	Distinguished
A	Organizes and manages classroom procedure, including physical environment, groups, transitions, and materials (Observation cycle)	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time; teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time; teacher's classroom is safe. Though essential learning is accessible to all students the furniture arrangement only	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. Teacher's classroom is safe, and learning activities are accessible to all students. Teacher uses physical resources well and ensures that the arrangement of furniture supports the	Classroom routines and procedures are seamless in their operation, with students assuming considerable responsibility for their implementation. Teacher's classroom is safe; furniture and other physical resources are deliberately organized to support the learning activities; students take ownership in ensuring that the physical environment is appropriate for the learning

			partially supports the learning activities.	learning activities.	activities.
B	Manages student behavior (Observation cycle)	No monitoring of student behavior is evident, and responses to student misbehavior are inappropriate.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately to student misbehavior.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the student.	Students participate in ensuring appropriate behavior; teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs.

3		Unsatisfactory	Basic	Proficient	Distinguished
C	Assesses student growth consistently and in accordance with instructional goals and standards (Portfolio, observation cycle)	Teacher's approach to assessing student learning contains no clear criteria or standards and lacks congruence with the instructional goals; teacher does not use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the classroom as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are understood by students; students monitor their own progress in achieving the goals; assessment results are used to design future work for individuals.
D	Engages students in learning (Observation cycle)	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, lack of lesson structure or pacing or awareness of learning goals.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, uneven structure or pacing, or	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, suitable structure, pacing of the	Students are highly engaged throughout the lesson and make meaningful contributions to the representation of content, the activities and the materials. The structure and pacing of the lesson allow for student reflection and closure on

			limited student awareness of learning goals.	lesson, and clear awareness of learning goals.	attainment of learning goals.
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3		Unsatisfactory	Basic	Proficient	Distinguished
E	Provides constructive, timely and substantive feedback (Portfolio, observation cycle)	Teacher's feedback to students is of poor quality and/or is not given in a timely manner. Feedback does not foster student persistence.	Teacher provides feedback to students but it is either uneven in quality, not timely, or too infrequent. Feedback that fosters student persistence is inconsistent.	Teacher's feedback to students is frequent and timely and is consistently high quality. Feedback is meaningful and fosters student learning.	Teacher's feedback to students is frequent, timely and of consistently high quality; feedback fosters student learning; students are encouraged to seek feedback from their peers and other adults.
F	Maintains accurate student records (Portfolio, observation cycle)	Teacher has no system for maintaining accurate records, resulting in errors and/or confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is effective.	Teacher's system for maintaining accurate records is fully effective and efficient.

Falmouth Teaching Standard Four: Teachers think systematically about their practice and learn from experience.

4		Unsatisfactory	Basic	Proficient	Distinguished
A	Reflects on practices accurately and is able to create strategies to modify future teaching (Portfolio, observation cycle)	Teacher's reflection on instruction, student work, and products is inaccurate; no data is analyzed or reviewed; teacher cannot propose ideas for improvement.	Teacher's reflection on instruction, student work and products is generally accurate; teacher conducts some analysis of data; teacher can make global suggestions for improvement.	Teacher's reflection on instruction, student work and products is accurate and based on data; teacher can cite general characteristics and make specific suggestions for improvement or alternative strategies.	Teacher's reflection on instruction, student work, and products is highly accurate, perceptive and based on sophisticated data analysis; teacher can cite specific examples and draw on an extensive repertoire to suggest alternative strategies
B	Demonstrates flexibility and responsiveness through monitoring and modifying instruction (Portfolio, observation cycle)	Teacher fails to notice students' level of understanding or interest, or adheres to the instructional plan in spite of poor student understanding or of students' lack of interest; teacher assumes no responsibility for students' failure to understand.	Teacher occasionally monitors students' understanding and interest level, and consistently attempts to respond to students' needs and interests	Teacher consistently monitors students' level of understanding and interest, and demonstrates perception regarding how to increase understanding or interest	Teacher actively and consistently monitors individual students' level of understanding and interest, is highly perceptive in adjusting lessons to respond to students' interests and questions; and is very persistent in

			during a lesson; teacher assumes responsibility for student success.	level; teacher makes rapid and appropriate adjustments to instructional plans.	ensuring the success of each individual student.
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4		Unsatisfactory	Basic	Proficient	Distinguished
C	Makes an effort to grow and develop professionally (Portfolio)	Teacher does not participate in professional development activities even when activities are clearly needed for the improvement of teaching; teacher resists suggestions.	Teacher participates in professional development activities when participation is convenient, required or needed for recertification; teacher does not usually apply what has been learned to the classroom; teacher only occasionally accepts and uses suggestions when given.	Teacher actively participates in professional development, seeking out opportunities to enhance knowledge and skills; teacher applies what has been learned to the classroom; teacher seeks and uses suggestions from others.	Teacher actively pursues professional development and uses the gained knowledge and skills to promote student learning; teacher conducts action research; teacher actively seeks suggestions from a variety of sources and use them consistently.

Falmouth Teaching Standard Five: Teachers are members of learning communities.

5		Unsatisfactory	Basic	Proficient	Distinguished
A	Collaborates with professional staff (Portfolio)	Teacher's relationships with colleagues are negative or self-serving; teacher avoids being involved in school projects or attempts to undermine others' efforts to improve the school.	Teacher's relationships with colleagues are cordial; teacher participates in school events and projects when specifically asked.	Teacher's relationships with colleagues are collaborative; teacher actively initiates participation in school projects that contribute to a positive culture for learning.	Teacher demonstrates leadership that makes a substantial contribution to the school; teacher uses influence with others to promote collegiality and a positive culture for learning.
5		Unsatisfactory	Basic	Proficient	Distinguished
B	Collaborates with parents (Portfolio)	Teacher provides little or no information to families and makes no attempt to engage them; teacher does not respond or responds inappropriately to parent concerns about students.	Teacher complies with school and system policies for communicating with families and makes an effort to engage families in the instructional program; limited communication techniques are employed; responses to parent concerns are	Teacher communicates regularly with families and successfully engages them in the instructional program; varied communication techniques are employed; teacher interacts in a professional manner with parents.	Teacher communicates frequently with families about students' individual needs and successfully engages them in the instructional program; a wide range of communication techniques are employed; teacher interacts in a professional manner with parents.

			generally appropriate.		
C	Fulfills all professional responsibilities (Portfolio, Administrator)	Not at all	Some of the time	Most of the time	Without exception

*Teacher Signature: _____

Date:

Supervisor Signature: _____

Date:

•The teacher's signature indicates that s/he has read this Performance Report and, if requested, has discussed its findings with the evaluator. Comments that the teacher may wish to make about the conclusions and/or recommendations on this performance report may be written and attached to the report..