

O5 -071 DEPARTMENT OF EDUCATION

Chapter 118 PURPOSES, STANDARDS AND PROCEDURES FOR OPERATION EDUCATIONAL PERSONNEL SUPPORT SYSTEMS

SUMMARY: This rule establishes the requirements for local support systems required by 20-A MRSA §13011 et seq. to operate as part of the certification process for teachers and educational specialists.

1. Introduction and Timeline

During the 2007-2008, 2008-2009, and 2009-2010 school years, provisional, targeted need, and conditional certificate holders may be employed by units with approved support systems under the prior (existing) Chapter 118 rules. Thus, school units may refer to Exhibit A of this document (the existing Chapter 118) until August 1, 2010. At that time, dependent upon the inclusion of appropriate funding, through additional EPS allocations, all provisions of the new Chapter 118 shall take effect.

1.1 Statement of Purpose ~~Scope of Rule~~

Teacher effectiveness is the single most important determinant in successful student achievement. Teachers, like other professionals in American society, constitute Professional Learning Communities, which share insight into and provide support for effective practice. Professional Learning Communities are made up of members who are actively engaged in the continuous, collegial process of inquiry, and dialog on improvement in effective teaching practices. Robust and regular engagement in the mutually supportive activity of improving practice is an integral part of what it means to be a teacher. This collaborative, cooperative approach is embedded in the daily practice of effective teaching and serves as the foundation of the support system.

This rule establishes the standards and procedures which govern the operation of local support systems which are part of the State certification process for teachers and educational specialists. The rule includes the procedural prerequisites to an approved support system (planning and the submission of a support system plan) and the substantive standards for operation of the system and

support of teachers and educational specialists. This support is to occur within the context of a Professional Learning Communities Support System (PLCSS).

This rule also establishes the standards and procedures which govern an optional educational technician support system.

1.2 Applicability

The requirements of this chapter shall apply to teachers except those endorsed solely as adult educators, and to the following educational specialists: guidance counselors, library-media specialists, special education consultants, speech and hearing clinicians, athletic director , and literacy specialists. School nurses may be included at the option of the local support system.

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, 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) 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 licensing certification of educational personnel and the assistance and encouragement of good teaching in school units. ongoing development of effective practice. The roles of ~~the support system~~ a PLCSS are as follows:

(a) To provide strong and appropriate support services in order to facilitate good teaching and classroom management skills among teachers with conditional and provisional certificates; develop effective educational practice for certified educational personnel.

~~(b) to provide assistance to all persons who are candidates for higher level teacher certificates and renewal of master level certificates;~~

(b) To provide the Commissioner with certification recommendations for teachers seeking conditional level certification, conditional certificate renewal,

~~professional level certification, professional level renewal, masters level certification and master level renewal. 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 teacher 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 certification recommendations for educational specialists seeking conditional level certification, conditional level renewal, professional level certification, professional level renewal, master level certification and master level renewal;~~

~~(h) To review and approve educational specialist action plans for conditional certificate holders, provisional certificate holders seeking the professional level, 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;~~

~~(i) To review and approve renewal plans for approved study for holders of professional educational specialist certificates prior to implementation of the renewal plan and upon completion of the plan.~~

- (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.

1.5 General Requirements

- (a) Each school administrative unit shall submit a ~~support system plan pursuant to the current PLCSS rule by May 30 31-1988 2009.~~
- (b) No school unit may employ a teacher or educational specialist who holds a provisional, targeted need certificate, or conditional certificate unless that unit has in place an approved support system. However, during the 2007-2008, 2008-2009, and 2009-2010 school years provisional, targeted need, and conditional certificate holders may be employed by units with approved support systems under the prior (existing) Chapter 118 rule. Thus school units may refer to Exhibit A of this document (existing Chapter 118) until August 1, 2010. At that time all provisions of the new Chapter 118 shall take effect. Their certificates will be extended for one year upon the recommendation of the superintendent to the Commissioner.

2. SUPPORT SYSTEM REQUIREMENTS

2.1 Preparation of Professional Learning Community Support System (PLCSS) Plan

Each school unit shall appoint a planning committee to ~~draft a support system plan~~ develop a Professional Learning Community Support System Plan pursuant to this chapter. The planning committee shall ~~contain a majority of~~

classroom teachers include educational specialists, and may include educational technicians, among its members.

2.2 Roles and Responsibilities of the PLCSS

The primary purpose of a local certification PLCSS is to provide candidates for certification with guidance, develop budget recommendations, identify resources, training and support necessary to achieve the required certification within the context of professional learning communities.

(a) The PLCSS shall be responsible for the induction of all new educators.

(b) The PLCSS shall inform all educators employed of their certification responsibilities and provide each with a copy of the PLCSS procedures and forms.

(c) The PLCSS shall supervise the development and submission of Initial Professional Certification Action Plans and/or portfolios for new educators, and for master teacher candidates, the development of renewal plans for teachers and educational specialists, and the assignment of mentors to new teachers and new educational specialists.

(d) Provide a process for approving authorization renewal plans for educational technicians (if included in PLCSS Plan);

(e) The PLCSS shall collaborate with other committees, organizations, and individuals to the extent necessary to provide support services for certification and authorization according to a professional learning community model.

2.3 Components of A Professional Learning Community Support System Plan based on Maine's Initial Teacher Certification Standards

The support system PLCSS plan submitted to the Department shall be a comprehensive program plan for support of certified teachers and educational specialists who seek higher level certificates or renewal of certificates.

Each PLCSS plan must meet the following criteria:

- (a) Describe the scope of the ~~support system~~ PLCSS (school unit, collaboration of school units, and affiliation with institutions of higher learning); the participation of any persons who are not school employees in the PLCSS process;
- (b) Contain adequate provisions for efficient management of the PLCSS including a governance structure, a process for the utilization of mentors, decision-making and conflict resolution procedures and a process for adopting final certification recommendations pertaining to individual ~~teachers and education specialists~~ educators;
- (c) Provide for a formal orientation for provisional, targeted need, and conditional teachers and educational specialists which describes responsibilities, roles, procedures, available services, ~~training~~ professional development opportunities and the process for achieving a professional necessary certificates;
- (d) ~~Provide for~~ Describe the process for the appointment of ~~support system~~ PLCSS members on a regular staggered basis, consistent with sections 2.4 2.5 and 2.5 2.6, and describe with specificity the means by which ~~the superintendent will actively invite suggestions fro support system~~ there will be suggestions for PLCSS members from among the faculty and staff;
- (e) ~~Provide for~~ Describe the process for the assignment of a ~~support system~~ mentor, as determined by the PLCSS, to provide guidance, ~~advice and assessment~~ to each conditional, provisional or targeted need certificate holder, holder of a transitional endorsement (optional), or professional ~~teacher~~ educator seeking the master level and master level seeking renewal;
- (f) ~~Provide for~~ Describe the process for the preparation of a ~~teacher action~~ Initial Professional Certification Action Plan for each conditional, provisional or targeted needs educator, holder of a transitional endorsement (optional), professional educator

seeking initial master teacher certification, or master teacher renewal. The plan shall identify goals and strategies for improving professional skills consistent with the certificate level or endorsement

(g) Provide for a process to identify and deliver services and technical assistance needed by ~~applicants~~ candidates to achieve certificates in accordance with sections 4, 5 and 6 of this rule;

~~(h)~~ Provide support services within a professional learning community model with collegial mentorship's and partnerships as the primary means of professional development, of achieving action plan goals;

~~(i)~~ (h) Provide for maintenance of a cumulative portfolio confidential file containing the Initial Professional Certification Action Plan (when required) and official documentation of performance in the five standards for professional growth leading to competency [section 4.2]; progress toward successfully meeting Maine's Initial Teacher Certification Standards, or the National Board Standards;

~~(i)(i)~~ Assure that the teacher Initial Professional Certification Action Plan was developed collaboratively by the teacher applicant and the support team candidate and the mentor;

~~(j)~~ In the case of educational specialists, provide for the assignment of a support team, as determined by the support system, to provide guidance, advice and assessment to each conditional certificate holder, provisional certificate holder, professional certificate holder seeking the master level and master certificate holder seeking renewal;

~~(k)~~ Provide for the preparation of an educational specialist action plan for each conditional certificate holder, provisional certificate holder, professional certificate holder seeking the master level and master certificate holder seeking renewal. The plan shall identify goals and strategies for improving professional skills consistent with the certificate level!

- ~~(l) Provide for maintenance of a cumulative portfolio containing the educational specialist action plan and official documentation of performance;~~
- ~~(m) Assure that the educational specialist action plan was developed collaboratively by the educational specialist applicant and the support team;~~
- ~~(n) Describe the participation of any persons who are not school employees in the support system process;~~
- (k) Describe a plan for the systematic evaluation of the support system program PLCSS program to assure program quality, effectiveness, and efficient management;
- ~~(l)(p) Provide for orientation and training of support team PLCSS members and mentors in peer observation and assessment techniques certification/new teacher induction procedures approved by the Department of Education. 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.).~~
- (m) Document that the school board, or other appropriate regional governance structure has adopted the PLCSS plan;
- (n) Submit the plan to the Department of Education for approval not later than May 31, 2009.

2.4 2-3 Approval Procedures

- (a) The Commissioner will review each support system PLCSS Plan submitted to determine whether the plan meets the criteria specified in section 2-2 2.3. In the event that the Commissioner disapproves any support system PLCSS plan he or she will specify the changes which must be made to qualify for approval. The school unit shall implement the changes, upon

receipt of appropriate State funding through the EPS formula, by the date specified by the Commissioner.

~~_____ (b) Approved plans remain in effect for a period of five years. Amendments to the approved plan must be submitted in writing to the Commissioner for approval prior to implementation~~

(b) Amendments to the approved plan must be made according to the requirements of Sections 2.1, 2.2., and 2.3 of this rule, align with Chapter 125 (SAU's Comprehensive Education Plan), and be submitted in writing to the Commissioner for approval prior to implementation.

~~_____ (c) An application for renewal of the support system plan shall be submitted to the Commissioner for approval with the local unit's school improvement plan update.~~

2.5 2-4 Composition of the Professional Learning Community Support System (PLCSS):

(a) Each support system PLCSS shall include a majority of professionally classroom teachers certified educators, and may also include educational technicians (optional at the discretion of the SAU).

(b) Each support system may include a Master teacher(s) if available to the school unit, and an educational specialists.) PLCSS shall include at least one administrator employed by the school unit. Administrators may not participate in discussions concerning candidates under their supervision.

(c) A support system PLCSS may include other consultants members from outside the school system. Who qualify by virtue of their experience or special expertise in the teaching-learning and evaluation process. Employees of the Department may assist the support systems PLCSS in orientation and training but may not be members of any system except in unusual circumstances where a hardship may exist as determined by the Commissioner.

(d) Members of a support system PLCSS must have at least three years of experience as educators Teacher

~~members must hold a professional certificate issued under Chapter 502 or a 5 or 10 year certificate issued under Chapter 504, 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)(f) A support system may not include any person who is an active applicant for Initial professional certification. A support system 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)..

2.6 ~~2.5~~ Appointment of PLCSS Members

- (a) The superintendent shall actively invite suggestions for ~~support team~~ PLCSS members from among the faculty and staff, and pursuant to section 2.3 of this rule.
- (b) Members shall be ~~nominated~~ appointed by the superintendent of the school unit and approved ~~for~~ appointment by the school board.
- (c) Member's ~~shall be expected to serve for a minimum of one full year~~ terms shall be determined by the PLCSS Plan. .

2.7~~2.6~~ Purpose, Role of PLCSS Mentors

~~The support team shall provide the following:~~

- (a) ~~Strong support services in order to facilitate good teaching and classroom management skills among conditional teachers, provisional teachers, holders of transitional endorsements (optional), professional teachers seeking the master level and master teachers seeking renewal;~~

- ~~_____ (b) Assistance and professional support to teachers seeking a higher level of certification and renewal of the master certificate;~~
- ~~_____ (c) Strong support services to educational specialists holding a conditional certificate, provisional certificate, professional certificate seeking the master level and master certificate holders seeking renewal.~~

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.

2.92.5 Appointment of Support Team Members Mentors

- (a) The superintendent shall actively invite suggestions for Support team members mentors from among the faculty, staff, and recently retired faculty, and approves PLCSS recommendations.

~~_____ (b) Support team personnel shall be nominated by the superintendent of the school unit and approved for appointment by the school board.~~

(b) Mentors who are full time educators, or have recently been full time educators, will be assigned to certification candidates by the support system PLCSS according to procedures identified in the Department approved local support system PLCSS plan.

~~_____ (c) Transitional endorsements - The PLCSS may assign a mentor to assist the candidate who is employed under a transitional endorsement.~~

~~2.8-A Assignment of Mentor in Lieu of Support Team~~

~~_____ (a) Generally - The support system may assign a mentor in lieu of a support team in the situations described below. The mentor shall have the responsibility of a support team.~~

~~_____ (b) Transitional endorsements - Upon mutual agreement of the teacher and the support system, a mentor may be assigned to assist the teacher who chooses to develop and complete an optional teacher action plan for a transitional endorsement.~~

~~_____ NOTE: See Chapter 115, Part I, section 11.2 and Chapter 115, Part III, section 2.3(D).~~

~~_____ (c) Support system established by the Commissioner - A support system established by the Commissioner pursuant to Chapter 115, Part I, section 17 or 18 or Chapter 115, Part III, section 2.3(E) has the option of assigning a mentor in lieu of a support team whenever a support team is required or authorized by section 2.2(E) and (J) of this chapter. No mentor may be assigned unless the certificate holder approves the Commissioner's selection of the person to serve as mentor, which approval may not unreasonably be withheld.~~

~~_____ (d) Interstate compact A support system has the option of assigning a mentor in lieu of a support team to teachers and educational specialists holding a provisional certificate pursuant to the Interstate~~

~~Compact who have at least two academic years of prior experience as a teacher or educational specialist outside the State. No mentor may be assigned unless the certificate holder approves the Commissioner's selection of the person to serve as mentor, which approval may not unreasonably be withheld.~~

~~————— Note: See Chapter 115, Part I, section 8.2(C).~~

~~————— (e) Hardship waiver — Upon application by the support system and the superintendent, the Commissioner may permit the assignment of a mentor in lieu of a support team upon a showing that factors such as geographic isolation, transportation difficulties, wide dispersion of schools served by the support system and small numbers of teachers make the assignment of a support team impractical.~~

~~————— (f) Year two of Provisional certification — Upon mutual agreement of a second-year provisional certificate holder and a11 members of the certificate holder's support team, a mentor may be assigned to perform all or any part of the support team's responsibilities in lieu of the support team, Examples include, but are not limited to, development alteration, or completion of the teacher or educational specialist's plan, and/or performance of the three observations required by section 2.9(B) or 2.9-A(B).~~

~~————— It is the intent of the hate Board that any decision as to the assignment of a mentor in lieu of a support team under this sub-section be made on an individual basis by the certificate holder and support team and not be implemented on a system-wide basis by the support team.~~

3.2.9 Certification Plans Teacher Action Plan

3.1 Professional Certification Action Plan (PCAP)

(a) An initial Professional Certification Teacher Action Plan (PCAP) shall be prepared by candidate for a higher level of certification (conditional certificate holder; targeted need certificate; provisional-level to

professional; professional-level to master) or one who seeks renewal of the master certificate. An ~~teacher~~ action plan may be prepared by a teacher in connection with a transitional endorsement in the circumstances set forth in Chapter 115, Part I, ~~section 4.2 and Chapter 115, Part III, section 2.3 (B)~~. The plan shall be developed by the teacher candidate in consultation with the support team. The ~~teacher~~ candidate action plan shall describe any general or particular standards for professional growth leading to competency required [~~section 4.2 and /or section 6.2(b)~~]-[section 5.2 and/or section 7.2] for the certificate and may specify additional professional, graduate or advanced study which the ~~support system or support team~~ PLCSS or mentor believes is necessary for the ~~teacher applicant~~ candidate to receive a positive recommendation for certification or in connection with a transitional endorsement. The Initial Professional Certification Teacher Action Plan shall identify skills which need Improvement and shall specify particular routes of improvement. The Professional Certification Teacher Action Plan for candidates seeking or renewing the master certificate shall include provisions for meeting renewal requirements for the professional certificate.

- (b) Each initial professional certification teacher action plan shall also include no fewer than three classroom observations annually by the assigned ~~support team~~ mentor for two years for conditional-certificate holders, targeted need certificate holders, and provisional certificate holders, and six observations of candidates for the master certificate and renewal of the master certificate. The first observation shall be for at least one period of instructional activity, preceded and followed by a conference with the ~~teacher candidate~~. All observations shall be done by persons trained in ~~peer observation techniques~~ Department of Education approved Mentor Training.
- (c) The plan shall be based upon an initial assessment of the ~~teacher candidate~~ by the ~~support team~~ PLCSS and the ~~standards for professional growth~~ Maine's Initial Teacher Certification Standards or NBPTS leading to competency applicable to the specific certificate.
- (d)

~~_____ (d) _____ The purpose of the plan is to provide professional support and guidance to teachers seeking a higher level of certification and renewal of the master certificate.~~

~~2.9-A Educational Specialist Action Plan~~

~~_____ (a) _____ An educational specialist action plan shall be prepared by each educational specialist who in a candidate for a higher level of certification (conditional certificate holder; provisional level to professional, professional level to master) or who seeks renewal of the master certificate. The plan shall be developed by the educational specialist in consultation with the support team. The plan shall consist of a comprehensive needs assessment which addresses the candidate's strengths and weaknesses in the area of expertise, describes the candidate's long range goals and short term goals for improving professional and academic skills, sets forth and evaluates various routes to improvement and designates specific routes to improvement to be followed within the term of the certificate. Routes to improvement include the components of approved study.~~

~~_____ (b) _____ Each educational specialist action plan shall also include no fewer than three observations annually by the assigned support team for two years for conditional certificate holders and provisional certificate holders and six observations of candidates for the master certificate and renewal of the master certificate.~~

~~_____ (c) _____ The plan shall be based upon an initial assessment of the educational specialist by the support team, and the standards for issuance of the certificate sought [section 4.2 and/or 6.2(B)].~~

4.3 RECORDS AND REPORTS

~~4.113.1~~ Employee Records

~~A teacher action plan or educational specialist action plan An Initial PCAP and the formal recommendation pertaining to~~

the ~~teacher applicant~~ candidate are employee records as defined in 20-A MRSA § 6101.

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

34.2 Recommendation to Commissioner

The final recommendation of the support system regarding the ~~applicant's~~ candidate's eligibility for certification shall be submitted to the ~~Department Commissioner~~ in the format required by the Commissioner. ~~Recommendations regarding initial professional certificates shall be submitted by April 1 of the year the provisional or conditional certificate expires.~~

34.3 Access by Commissioner

Consistent with 20-A MRSA §6101, the Commissioner shall have access at any time to the ~~teacher action plan or educational specialist action plan.~~ PCAP and to any and all support system documents and reports pertaining to the candidate. The Commissioner's access to other personnel records pertaining to the ~~teacher~~ candidate is limited as set forth in §6101.

45 INITIAL PROFESSIONAL TEACHER CERTIFICATE

45.1 ~~Support System~~ PLCSS Recommendation

Using ~~the standards for professional growth~~ Maine's initial teacher certification standards in this section, a ~~support system~~ PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the candidate for issuance of an initial professional certificate. The ~~support system~~ PLCSS shall inform the local school unit superintendent of all certification recommendations.

The recommendation for the candidate shall be one of the following:

- (a) Recommendation that the professional certificate be issued if the ~~applicant~~ candidate has satisfied the requirements for the certificate, completed a second year under a provisional,

conditional, or targeted needs certificate, obtained the PLCSS recommendation for approval, and no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial professional certificate shall be made to the Commissioner.

- (b) Recommendation that the professional certificate be issued if the candidate has satisfied the requirements to be "fast tracked" (see Chapter 115, Part I, Section 2.22) to the professional certificate, and has 2 years teaching experience, has obtained the PLCSS recommendation for approval, and no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial professional certificate shall be made to the Commissioner.
- (c) Recommendation that the professional certificate be denied if the ~~support system~~ PLCSS determines that the candidate does not demonstrate eligibility for a professional certificate, the system 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, the professional certificate shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.
- (d) Recommendation that the provisional certificate be extended ~~If the superintendent of the employing unit makes a similar recommendation, the provisional certificate shall be extended up to two years. If the superintendent and support system recommendations do not agree, The Commissioner would hold a fact finding hearing in the school administrative unit where the teacher is employed.~~ PLCSS determines that the candidate needs additional time under a provisional certificate or has only been employed in a Maine school unit for one school year under the provisional certificate, and/or failure to meet other criteria stated in the PLCSS's Plan the provisional certificate shall be extended.

~~The following standards for professional growth leading to competency shall be the basis upon which a teacher action plan is drafted, observations and assessments made, and recommendations adopted for purposes of professional-level certification:~~

~~(a) Subject Matter Knowledge - The competent teacher is knowledgeable in the subject or subject field proposed for professional certification. The support system may refer to the endorsement criteria contained in Chapter 115, Part II for guidance in assessing subject or subject field competency.~~

~~(b) Communication/Language Skill - The competent teacher communicates in clear, understandable and appropriate language. To meet this standard the applicant must demonstrate that he or she~~

~~(1) Gives clear and concise explanations and directions;~~

~~(2) Frames questions which encourage inquiry from students;~~

~~(3) Uses probing inquiry questions to help students to understand concepts and relationships;~~

~~(4) Makes the goals of teaching and learning clear to students;~~

~~(5) Uses language appropriate to the age, developmental level, special needs and social, racial and linguistic background of the students; and~~

~~(6) Uses clear and effective oral and written communication.~~

~~(c) Curriculum Planning, Classroom Instruction - The competent teacher designs instruction to facilitate learning consistent with the needs and interests of students in a manner which maintains a sense of order and purpose in the classroom. To meet this standard, the applicant must demonstrate that he or she~~

- ~~_____ (1) Plans Instructional program around specific goals and objectives;~~
- ~~_____ (2) Develops objectives in a logical instructional sequence;~~
- ~~_____ (3) Uses a variety of instructional techniques and classroom management strategies appropriate to the needs of students and the planned goals and objectives;~~
- ~~_____ (4) Uses information about students to adapt instruction to individual differences;~~
- ~~_____ (5) Incorporates previously taught concepts into new lessons so that there is an effective transfer of learning;~~
- ~~_____ (6) Focuses instruction upon the recall of relevant concepts and principles;~~
- ~~_____ (7) Provides for a high level of student involvement through active participation;~~
- ~~_____ (8) Checks regularly for comprehension to be sure students understand the concepts being taught.~~

- ~~_____ (d) Evaluation of Students – The competent teacher issues the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the applicant must demonstrate that he or she~~
 - ~~_____ (1) Uses evaluative procedures appropriate to the age, developmental level, special needs, social and linguistic background of students and corrects for any ethnic, racial or sex bias in evaluation;~~
 - ~~_____ (2) Interprets the results of evaluative procedures and uses these results to improve instruction for the class and for individual students;~~

- ~~(3) Identifies problems in reading which will inhibit learning and works toward remedying these problems;~~
- ~~(4) Encourages the involvement of students in evaluation of instruction;~~
- ~~(5) Evaluates own role, behavior and performance in the classroom;~~
- ~~(6) Uses a variety of evaluation procedures such as systematic observation, student portfolio review and exams;~~
- ~~(7) Uses evaluation to determine when students have reached an acceptable level of mastery of concepts, ideas (have mastered an acceptable level of the program goals and objectives);~~
- ~~(8) Uses evaluation to assess instructional and curriculum effectiveness.~~

- ~~(e) Professional Characteristics - The competent teacher is equitable, sensitive, and responsible to all students. To meet this standard, the applicant must demonstrate that he or she~~
 - ~~(1) Encourages and defends the exercise of students rights to equal treatment and freedom of expression;~~
 - ~~(2) Responds to the needs of individual students;~~
 - ~~(3) Works toward a learning environment which allows and encourages open inquiry;~~
 - ~~(4) Encourages a learning environment which is devoid of ridicule, avoids racial, sexual, social, ethnic, religious and physical stereotyping;~~
 - ~~(5) Makes allowances for biases and limitations in his/her own backgrounds which may limit his/her responsiveness to students from other backgrounds; and~~
 - ~~(6) Uses criticism sparingly and does not demonstrate hostility, ridicule or sarcasm.~~

~~The support system may also base a negative recommendation on any of the grounds specified in Chapter 115, Part 1, sections 2.1, 6.1 and 6.3 for non-issuance, revocation, suspension or non-renewal of a certificate.~~

5. Maine's Initial Teacher Certification Standards

The following standards for professional growth leading to competency shall be the basis upon which a Professional Certification Action Plan is drafted, observations and assessments made, and recommendations adopted for purposes of professional level certification. *The indicators accompanying each standard are meant to be used holistically to inform the assessment of the standard:*

5. Maine's Initial Teacher Certification Standards

The following standards for professional growth leading to competency shall be the basis upon which a Professional Certification Action Plan is drafted, observations and assessments made, and recommendations adopted for purposes of professional level certification. *The indicators accompanying each standard are meant to be used holistically to inform the assessment of the standard:*

5.2.1 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. Mastery of this standard can be demonstrated by 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.

5.2.2 Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Mastery of this standard can be demonstrated by 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.

5.2.3 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. Mastery of this standard can be demonstrated by 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.

5.2.4 Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Mastery of this standard can be demonstrated by 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.

5.2.5 Understands and uses a variety of instructional strategies and appropriate technologies. Mastery of this standard can be demonstrated by 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) Regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.

h) Provide students with strategies for evaluating the content encountered via technology (e.g., Internet, listservs).

5.2.6 Creates and maintains a classroom environment which supports and encourages learning. Mastery of this standard can be demonstrated by 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 address individual learners' needs in order to increase student performance.

f) Create an environment in which students work both cooperatively and independently.

5.2.7 Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community. Mastery of this standard can be demonstrated by 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 develop partnerships with parents and guardians in support of students' learning and well being.

d) 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.

5.2.8 Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Mastery of this standard can be demonstrated by 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 Maine's 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) Interpret, understand, and utilize education data.

h) Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.

i) Involve learners in self-assessment and goal setting for learning.

j) Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

5.2.9 Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Mastery of this standard can be demonstrated by the ability to:

a) Treat others with respect, and honor the dignity of all people.

b) Maintain confidentiality, as legally and ethically appropriate concerning all dealings with students, parents, teachers, and school personnel.

c) Adhere to a code of ethics that demonstrates an understanding of students' rights and teacher rights and responsibilities.

d) Demonstrate knowledge of legal responsibility.

e) Comply with all school policies including health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.

f) 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, sexual orientation, 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.

g) 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 and cultural diversity into account when planning and implementing lessons and activities.

h) 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.

i) Document incidents which may have legal or ethical implications.

j) Understand the processes 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).

5.2.10 Demonstrates a strong professional ethic and a desire to contribute to the education profession. Mastery of the standard can be demonstrated by 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.

The support system PLCSS may also base a negative recommendation on any of the grounds specified in Chapter 115, Part I, sections 2.1, 6.1 and 6.3 4.1, 14.1, and 14.4 for no issuance, revocation, suspension or nonrenewal of a certificate.

6.5 RENEWED PROFESSIONAL CERTIFICATE

56.1 Support System Recommendation

The ~~support system~~ PLCSS shall make a recommendation to the commissioner regarding the eligibility of the candidate for renewal of a professional ~~teacher~~ candidate certificate pursuant to section 1.4(e). The recommendation shall be one of the following:

- (a) Recommendation that the professional certificate be renewed - if the applicant has satisfied the requirements for renewal of the certificate and no other evidence is shown to be a proper basis for denial, a recommendation for renewal of the certificate shall be made to the Commissioner.
- (b) Recommendation that the professional certificate not be renewed - if the support system determines that the candidate has not satisfied the requirements for renewal of the certificate, the ~~support system~~ PLCSS shall forward a negative recommendation along with a rational to the Commissioner. If the Commissioner is satisfied that the recommendation is correct and that the correct procedures were followed, renewal of the certificate shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.

7.6 INITIAL MASTER TEACHER CERTIFICATE

67.1 ~~Support System~~ PLCSS Recommendation

~~Using the standards for professional growth leading to competency in this section, a support system~~ 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 denied. If the support system determines that the candidate does not demonstrate eligibility for a master teacher certificate, the system shall forward a negative recommendation to the Commissioner. If the Commissioner is satisfied that the correct procedures have been followed; the certificate shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.~~

~~Upon a determination that there were procedural mistakes or irregularities in the observation/assessment process, the Commissioner may require additional observations and assessments and a new recommendation from the support system.~~

(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.

7.2 Standards for Professional Growth Leading to Competency the Initial Master Teacher Certificate

The following standards for ~~professional growth leading to competency and procedures~~ for National Board Certification as adopted by the NBPTS shall be the basis upon which a ~~teacher action plan is drafted, observations and assessment~~ PLCSS recommendations are made for purposes of master teacher certification.

~~(a) General standards for professional growth leading to competency—~~
~~The teacher applicant has demonstrated exemplary professional skills in classroom teaching in the standards for professional growth leading to competency identified in section 4.2.~~

~~(b) Special skills—~~ The teacher applicant is knowledgeable in the current theories of effective instruction and has made outstanding contributions to

~~the teaching profession in one or more of the following areas:~~

- ~~_____ (1) Curriculum design;~~
- ~~_____ (2) Teacher in-service training and staff development;~~
- ~~_____ (3) Clinical supervision of student teachers and peer observation of teachers, including instructional methodology;~~
- ~~_____ (4) Educational leadership.~~

NBPTS Five Core Propositions

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

- 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.

Teachers seeking the Master Teacher Certificate through the NBCT procedures may apply in an appropriate content area offered and approved by the NBPTS. The following certificate areas have been approved as of the adoption of this rule :

- Early Childhood/Generalist,
- Middle Childhood/Generalist,
- Early Adolescence/Generalist,
- Early and Middle Childhood/Art
- Early Adolescence through Young Adulthood/Art,
- Early Adolescence through Young Adulthood Career and Technical Education

Early Adolescence/English Language Arts
Adolescence and Young Adulthood/English Language Arts
Early and Middle Childhood/Literacy-Reading Language Arts
Early and Middle Childhood /English as a New Language
Early Adolescence through Young Adulthood /English as a New Language
Early Childhood through Young Adulthood/Exceptional Needs
Early Childhood through Young Adulthood/Library Media
Adolescence and Young Adulthood/Mathematics
Early Adolescence/Mathematics
Early Adolescence/Science
Early Adolescence and Young Adulthood/Science
Early and Middle Childhood/Music
Early Adolescence through Young Adulthood/Music
Early and Middle Childhood/Physical Education
Early Adolescence through Young Adulthood/Physical Education
Early Adolescence through Young Adulthood/School Counseling
Early Adolescence/Social Studies-History
Adolescence and Young Adulthood/Social Studies-History
Early Adolescence through Young Adulthood/World Languages Other than English

The developmental levels are: Early Childhood (Ages 3–8), Early Childhood through Young Adulthood (Ages 3–18+ *), Middle Childhood (Ages 7–12), Early & Middle Childhood (Ages 3–12), Early Adolescence (Ages 11–15), Adolescence & Young Adulthood (Ages 14–18+), and Early Adolescence through Young Adulthood (Ages 11–18+).

*Exceptional Needs (Ages 0–21+)

8. RENEWED MASTER TEACHER CERTIFICATE

7.1 ~~Support System~~ PLCSS Recommendation

Using the standards in sections ~~4.2 and 6.2~~ 7.2, the ~~support system-PLCSS~~ shall make a recommendation to the Commissioner regarding the eligibility of the ~~teacher-applicant-candidate~~ for renewal of a master teacher certificate. The recommendation shall be one of the following:

- (a) Recommendation that the master teacher certificate be renewed - if the applicant has satisfied the requirements for renewal of certificate, NBPTS certificate as defined in section 7.1(a) above, and no other evidence is shown to be a proper basis for denial, a recommendation for renewal of the certificate shall be made to the Commissioner.
- (b) Recommendation that the candidate's current master teacher certificate be extended for one year for reasons defined in section 7.1(b) above.
- (c) Recommendation that the master teacher certificate not be renewed - if the ~~support system~~ PLCSS determines that the candidate has not satisfied the requirements for renewal of the certificate as provided in section 8.1(a)(b) above, ~~the support system~~ 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 certificate shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.

9. TRANSITIONAL TO FULL ENDORSEMENT

8.1 ~~Support System~~ PLCSS Recommendation

The support system shall make a recommendation to the Commissioner regarding the ~~issuance or~~ renewal of a transitional endorsement or the conversion of a transitional endorsement to a full endorsement. The recommendation shall be one of the following:

- (a) Positive recommendation- if the ~~application~~ candidate meets the criteria of Chapter 115, Part I, or, the candidate has made satisfactory progress towards completion of the ~~proposal or the teacher action plan,~~ requirements, and no other evidence is shown to be a proper basis for denial, a recommendation for renewal or conversion of the transitional endorsement shall be made to the Commissioner.

- (b) Negative recommendation - if the support system PLCSS determines that the candidate has not satisfied the requirements for renewal or conversion of the transitional endorsement, the support system 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 or conversion of the transitional endorsement shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.

10. EDUCATIONAL SPECIALISTS TECHNICIAN AUTHORIZATION RENEWAL PLAN (OPTIONAL AT THE DISCRETION OF THE SAU PLCSS)

9.1 Support System Recommendation: Educational Specialist Action Plan

~~With respect to conditional certificate holders, provisional certificate holders seeking a professional certificate, professional certificate holders seeking a master level certificate, and master certificate holders seeking renewal, the support system shall make a recommendation to the Commissioner regarding the candidate's eligibility for the certificate sought. The recommendation shall be based on the candidate's completion of the educational specialist action plan. The recommendation for the candidate shall be one of the following:~~

- ~~(a) Recommendation that the certificate be issued or renewed if the applicant has satisfied the requirements of the certificate and no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the certificate sought shall be made to the Commissioner.~~
- ~~(b) Recommendation that issuance or renewal of the certificate be denied. If the support system determines that the candidate has not satisfied the requirements for the certificate sought, the support system 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, the certificate sought shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.~~

- (a) All educational technicians will complete a five (5) year Authorization Renewal Plan in accordance with section 2.2 of this rule, or PLCSS procedures detailed in its plan, and its set standards.

11 Support System Recommendation-Renewed Educational Specialist Certificate-Technician Authorization Plan (Optional at the Discretion of PLCSS)

11.1 PLCSS Recommendation

The ~~support system~~ PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the candidate for renewal of the ~~professional education specialist certificate~~ pursuant to section 1.4(i). The basis for the recommendation shall be the ~~candidate's completion of the renewal plan for approved study.~~ an authorization. The recommendation shall be one of the following:

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

STATUTORY AUTHORITY: 20-A MRSA sections 13011(l), 13015(3)

EFFECTIVE DATE: July 1, 1988

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