05-071 **DEPARTMENT OF EDUCATION**

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

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

SECTION 1: PURPOSE, PREPARATION AND DEFINITIONS

1.1 Statement of Purpose

The preparation of educators cannot be a static process in an ever-changing environment. Maine higher education units with programs that have been approved for this purpose are expected to be dynamic, to strive for continuous improvement, and to utilize the outcomes of new knowledge, practices, and technologies. They are expected to be involved in a process by which faculty and administrators, in collaboration with practitioners, are thinking and talking about the preparation of teachers and other educators. They are expected to be committed to assuring that teacher candidates are prepared with the knowledge and skills necessary to assist Maine students to meet Maine's Learning Standards. They are expected to collect and analyze data about their effectiveness, and make changes to improve their programs. They are expected to be engaged in ongoing self-assessment in which they assess the needs of schools and candidates, identify potential problems and points of vulnerability, and develop strategies for becoming more effective. They are expected to be in a transitional mode where an early and on-going emphasis upon clinical practice experiences becomes the norm. The evolving world of education and educational reform demand~~s~~ the continuous development of education programs. For this reason, state program approval must be initially conducted and periodically revisited.

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

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

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

school-and classroom-based research. These innovative and collaborative approaches must be evident in unit policies and practices.

1.2 Statement of Vision – Teaching and Learning

The Maine State Board of Education has formally adopted and recognizes that the Maine Learning Standards are built on the following Guiding Principles.

Each student must leave school as:

- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

The Maine State Board of Education's vision for schools in Maine includes:

- **Personal learning plans** that target each student's individual and common learning goals that will, throughout his or her school career, lead toward Maine's Guiding Principles and the goals that are built around Maine's Learning Standards following a timeline for learning that is individualized.
- **Processes in place** which allow students to reach the goals identified in the personal learning plan; teams of teachers, at all levels, who have sufficient time and resources to learn, to plan, and to confer with individual students, colleagues and families.
- **Creating assessments** of individual student progress based on multiple measures, using both formative and summative assessments.
- **Resources,** such as after-school programs, technology resources and training every student and educator, professional learning communities, professional development, rubrics to establish shared expectations, and ongoing collaborations between parents and educators.
- **School environments** where learning governs the allocation of time, space, facilities, services and individual timelines.

1.3 Definitions: **[Note: Section1.3 was formerly Section 1.2. It was moved forward to accommodate addition of Section 1.2 above.]**

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

Accreditation:

A process for assessing and enhancing academic and educational quality through voluntary peer review; also the decision rendered by an accrediting agency when an institution/agency or professional education unit meets its standards and requirements.

Accredited:

When an educational institution meets required standards or accepted criteria of quality in its educational program as established by a regional or national accrediting agency that is recognized by the US Secretary of Education.

ACT Exam:

The ACT (American College Test) is a national college admission and placement exam that assesses high school students' general educational development and their ability to complete college-level work.

Administrator:

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

Advanced Program:

A professional education program ~~leading to certification offered at a level other than for P-12 provisional or professional teacher or administrator certification~~ at the post-baccalaureate level designed for the continuing education of teachers who have previously completed an initial preparation program or for the preparation of other school personnel. Advanced preparation programs award graduate credit at the masters, specialist, and doctoral degree levels as well as non-degree licensure programs offered at the graduate level.

Alternate Route Program:

An organized, performance-and-standards-based professional preparation and support program ~~leading to initial teacher certification. A participant in such a program has an appropriate undergraduate degree~~ or non-traditional preparation path designed for individuals who did not prepare as educators during their undergraduate studies. These programs or paths lead to initial teacher certification, often in teacher shortage areas. A participant in an alternate route program or path will have earned an appropriate undergraduate degree.

Alternate Route Teacher Candidate:

An individual with a minimum of a bachelor's degree in a content field or a degree that supports the academic content knowledge of the teaching field for which the individual is seeking initial certification, but whose undergraduate or graduate work did not include

held an initial teaching certificate before.

Approved Program:

A professional education program developed and offered by a unit that includes a Maine college or university that has been assessed by a review team utilizing the standards contained within Chapter 114 and authorized by the Maine State Board of Education to prepare PK-12 educators. (See definition of "unit" below).

Assessment System:

A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Basic Skills Assessment:

Before a traditional or non-traditional student can be admitted to candidacy status in a state approved teacher education program, he/she must take and successfully pass the PRAXIS I exam or its equivalent as defined by the Maine State Board of Education.

CAEP:

Council for the Accreditation of Educator Preparation (CAEP) is the national professional accrediting body for educator preparation programs.

Candidacy Status:

The designation assigned to a student who has taken and successfully passed the PRAXIS I exam or its equivalent, as defined by the Maine State Board of Education, and any other institutional benchmarks.

Candidates:

Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from "students" in PK-12 schools.

Candidate Performance Data:

Information derived from assessments of candidate proficiencies in areas of teaching and effects on student learning, candidate knowledge and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery, employer evaluations, state licensure tests and mentoring year "portfolios," as well as assessments, projects, reflections, clinical observations and other evidence of pedagogical and professional teaching proficiencies.

Commissioner:

The Commissioner of the Department of Education or a designee.

Clinical Experiences:

Direct experiences for candidates in PK-12 schools, including field experiences, prior to student teaching or internship; internships for preparation programs other than teacher preparation; and student teaching.

Clinical Faculty:

Higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

Clinical Focus of Program:

In the redesign of educator preparation programs there is the expectation that an early, expanded, and on-going emphasis will be placed upon clinical practice experiences and that these experiences will become the norm.

Common Core State Standards – CCSS :

Performance-based norms, aligned with college and work expectations, as well as being internationally benchmarked, define the knowledge and skills that students must develop within their PK-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Conceptual Framework:

A conceptual framework~~(s)~~ establishes the shared vision for a unit's efforts in preparing educators to work in PK-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework~~(s)~~ is knowledge-based, articulated, widely shared, coherent, consistent with the unit and/or unit mission, and continuously evaluated. The conceptual framework~~(s)~~ provides the unit's intellectual philosophy.

Content Area Methods:

A grade level and subject area specific course, integrating pedagogy and content, offered as a component of an approved teacher preparation program.

Content Knowledge:

Understanding of the central concepts, methods of inquiry, and structures of a subject area.

Cooperating Teachers:

Certified school-based faculty who advise, supervise, and assist with the evaluation of unit candidates placed with them during field experiences, practica~~l~~, and clinical practice.

Department:

Maine Department of Education.

Dispositions:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Diversity:

Differences among groups of people and individuals based on age, race, culture, ethnicity, experiences, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, learning style, and geographic region in which they live.

Educator:

~~1)~~ A person involved in PK-12 education that requires certification including, but not limited to teachers, administrators and specialists; or ~~2)~~ a person in a higher education institution with responsibility for educator preparation programs.

Education Personnel:

Persons employed in PK-12 educational settings in an instructional or instructional support capacity requiring certification or authorization in accordance with the provisions of Maine Department of Education Regulation Chapter 115.

Educational Specialist:

School-based personnel with job designations in one or more of the following capacities: athletic director; school counselor; library-media specialist; literacy specialist; school ~~psychological service provider~~ psychologist; school nurse; special education consultant; speech and language clinician; or career and technical education evaluator.

Exceptionalities:

Physical, mental, or emotional conditions, including gifted/talented abilities, that require~~s~~ individualized instruction and/or other educational support or services.

Exhibit:

Materials that are presented by the unit to the Review Team during the site visit including the conceptual framework~~(s)~~, self assessment, supporting documents and other materials and evidence prepared by the unit for the site visit .

Faculty:

Professional education faculty members who are employed by higher education units and PK-12 school faculty who supervise clinical practice.

Field Experiences:

A variety of early and on-going field-based opportunities ~~in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters~~ that are designed to permit pre-service candidates to engage in observation of teachers in a classroom setting and to assume progressive levels of teaching responsibility that shall take place prior to the culminating student teaching experience.

General Education Program:

The component of the college or university baccalaureate degree program that emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

Governance:

The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the unit.

GRE Exam:

The Graduate Record Examination (GRE) is a standardized test that is an admissions requirement for many graduate schools in the United States. It aims to measure verbal reasoning, quantitative reasoning, analytical writing and critical thinking skills that have been acquired over a long period of time - not related to any specific field of study.

Higher Education Institution:

An accredited institution approved by the state to grant baccalaureate and/or graduate degrees that offers programs for the professional preparation of educators.

Indicators:

~~A knowledge, skill or ability used to demonstrate mastery of a designated standard~~. The operational definitions that define the evidence that professional education programs will provide to demonstrate that a standard is met.

Initial Program:

~~The program that when completed qualifies an individual for his or her first certification as a P-12 teacher~~. A program that prepares candidates at the baccalaureate or post-baccalaureate level for their first certification as a PK-12 teacher, specialist, or school leader.

InTASC

The Interstate Teacher Assessment and Support Consortium (InTASC) is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the certification of teachers which are known as the "Common Core Teaching Standards".

ISLLC:

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

Institutional Standards:

Candidate knowledge, skills and dispositions identified by the institution to reflect its mission and the unit's conceptual framework.

Instructional Technologies:

~~The study of computer/technology operations and concepts, the personal and professional uses of technology, the application of technology in instruction, specialty content preparation in educational computing and technology literacy, and the uses of technology-based productivity tools to support instruction and student learning~~. Technology operations and concepts that include the application of technology in instruction; specialty content preparation in educational computing; technology literacy, and the uses of technology-based productivity tools to support instruction and student learning.

Learning Community:

A learning community consists of program stakeholders whose members share accountability for supporting the distinct learning needs of one another and for advancing the knowledge of the community.

Knowledge Bases:

The research and theoretical bases upon which a program of study in professional education is founded. Examples might include: empirical research; action research; disciplined inquiry, and informed theory.

Local Support Team (LST):

A Local Support Team (LST) is established in a school administrative unit where a teacher candidate is employed. The LST exists to support such candidates as they pedagogically prepare to qualify for initial teacher certification. LSTs are comprised of a school-based administrator; a school-based mentor or teaching coach; a supervisor employed by the non-traditional preparation path provider; and a content specialist (if either the mentor or supervisor are not also a content specialist in the candidate's teaching field).

Maine Learning ~~Results~~ Standards:

These are the Maine PK-12 ~~Maine Kindergarten-Grade 12~~ student standards which identify the knowledge and skills that are essential to prepare students for work, for higher education, for citizenship, and for personal fulfillment.

Major:

A field of study in which a candidate completes an academic specialization as part of an approved program leading to certification.

Mentor:

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

Minor:

A field of study in which a candidate completes an academic specialization as part of an approved program leading to certification in addition to the major.

NETS

The National Educational Technology Standards (NETS) are a set of standards published by the International Society for Technology in Education (ISTE) for the purpose of leveraging the use of technology in K-12 education. There are three groupings: NETS.S – student technology standards; NETS.T – teacher technology standards; and NETS.A – Administrator technology standards.

NCATE:

The National Council for Accreditation of Teacher Education (NCATE) is a national professional accrediting body for educator preparation programs.

Non-Traditional Teacher Preparation Paths:

Alternate teacher preparation paths which prepare individuals with a minimum of a four-year bachelor's degree, or a verifiable equivalent, in a content field that supports the academic content knowledge of the content field for which the individual is seeking initial teacher certification, but whose undergraduate or graduate work did not include pedagogical knowledge and skills. Alternate teacher preparation path candidates will not have held an initial teaching certificate before.

Non-Traditional Preparation Path Provider:

Any Maine State Board of Education approved professional education unit that accommodates the preparation needs of alternate route teacher candidates and supervises

their instruction as they seek to acquire the necessary pedagogical skills to qualify for initial teacher certification.

Paraprofessional:

An educational technician who assists appropriately certified personnel with the supervision of PK-12 pupil activities.

Pedagogical Content Knowledge:

An integration of teacher understanding that combines content (subject matter), pedagogy (instructional methods), and learner characteristics (cultural backgrounds, prior knowledge, and experiences) – in its simplest form, it is the knowledge of how to teach a subject.

Pedagogical Knowledge:

An understanding of learning, human development, professional ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies ~~that have an impact on the learner~~ designed to have a positive impact on learners.

Performance Assessment:

A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional and pedagogical knowledge, and skills including their abilities to have positive effects on student learning.

Performance-Based Program:

A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement; especially data that demonstrate candidate proficiencies, including positive effects on student learning (also referred to as Proficiency-Based Program).

Performance Criteria:

Descriptions or rubrics that specify qualities or levels of candidate proficiency and are used to evaluate candidate performance.

PLT Exam:

The Principles of Learning and Teaching (PLT) Exam is the set of standardized tests that individuals seeking to be certified to teach in the state of Maine must successfully pass, if they have not completed a state approved educator preparation program offered by a regionally accredited institution. The exam measures both general and subject-specific knowledge and teaching skills.

Portfolio:

A collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching.

Practicum:

A supervised experience in a school, clinic or other setting which ~~provides practical applications of theory and experience for candidates in approved programs~~ is designed especially for the preparation of education candidates that involves the practical application of previously studied theory under the supervision of professional education faculty. When referring to more than one practicum the word practica is used.

PRAXIS I Exam:

The Praxis I, or Pre-Professional Skills Test (PPST), is one of a series of teacher certification exams written and administered by the Educational Testing Service. It consists of three exams: reading, writing, and mathematics.

PRAXIS II Exam:

The Praxis II exams assess specific content knowledge and are part of a series of teacher certification exams written and administered by the Educational Testing Service (ETS).

Pre-Candidacy Status:

The pre-admission status of a traditional or non-traditional student who is admitted to a state approved teacher education program but has not yet taken and passed the required PRAXIS I exam or its equivalent as defined by the Maine State Board of Education.

Preparation Program:

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

Professional Community:

The full-and-part-time faculty (including clinical faculty) in the professional education unit; the faculty in other units of the college/university; the PK–12 practitioners; the candidates; and others involved in professional education.

Professional Education Faculty:

Those individuals who teach one or more courses designed to meet essential competencies for certification endorsement areas as well as provide services to education candidates (e.g., advising or supervising student teaching) or administer some portion of the education program.

Professional Educator:

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

Proficiencies:

Required knowledge, skills and dispositions identified in the professional, state, national, or institutional standards.

Proficiency-Based Program:

A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement; especially data that demonstrate candidate proficiencies, including positive effects on student learning (also referred to as Performance-Based Program).

Program Approval Process:

~~Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel~~. A process for assessing and enhancing academic and education quality through peer review, to assure the public that a professional education unit and/or program has met the state's standards for the preparation of school personnel.

Program Completer:

A candidate who, by successfully completing all of a state approved educator preparation program's requirements, has qualified for a recommendation for certification.

Review Team:

A team of educators recommended to the State Board of Education by the Commissioner for the tasks of: visiting the unit seeking program approval or renewal; applying the program standards against the information gathered and submitted by the unit; and making a recommendation to the State Board, through the Commissioner, as to whether the unit has successfully met, or continues to meet the standards for program approval.

Rubrics:

Criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of proficiency on a given standard. In a standards-based system the rubric (or scale) is used at each level of content and for each reporting or measurement topic.

Scholarship:

Systematic inquiry into the areas related to teaching, learning and the education of teachers and other school personnel. Scholarship includes traditional research and

publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

School:

An institution serving any of the grades ~~pre-kindergarten through 12~~ PK-12.

School Partners:

PK–12 schools that collaborate with the higher education institution in designing, developing and implementing field experiences, clinical practice, delivery of instruction and research.

School Leader:

An administrator whose position requires possession of an administrative certificate.

Self-Assessment:

The unit's information and data ~~as to how~~ showing how it has met the six program standards. The self-assessment document may also include other relevant information and data as may be necessary to support the program's request for approval or renewal.

Semester Hour:

15 contact hours or the equivalent spent in an approved preparation program or in a course offered by an accredited institution of higher education.

Standard:

A standard is a ~~candidate proficiency~~ norm or a unit requirement to be met by candidates during the implementation of preparation programs for education personnel.

Standards-Based System:

A performance-based system that is centered around a defined number of learning levels; where students advance through the system by demonstrating proficiency at each level; where standards are used to guide the curriculum; where student progress is measured and used to determine advancement; where students advance through the system at their own pace; and where learning is the constant and time is the variable. Such systems may also be referred to as Performance-Based or Proficiency-Based.

Standards-Referenced System:

An organized system based on traditional grade levels; where students advance through the system at the same pace as other students of the same age; where students will advance with varying levels of knowledge and skills; where standards are used to guide curriculum and measure student progress; where some promotion decisions may be made based on standards; and where time is the constant and learning is variable.

Student Teaching:

~~Classroom practice~~ A clinical practice or internship that provides candidates with an intensive and extensive culminating activity ~~t~~ Through observation, participation, and actual teaching, under the direction of a college or university supervisor ~~of student teachers~~ and by a cooperating teacher ~~as a part of the professional education program offered by an institution with an approved educator preparation program~~ candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

TEAC:

The Teacher Education Accreditation Council (TEAC) is a national professional accrediting body for educator preparation programs.

Teacher:

An individual who is eligible for employment as a member of a PK-12 school's professional staff with responsibility for planning, delivering and evaluating instruction which is primarily delivered in a classroom or vocational setting; but, this definition does not include the educational specialist.

Teacher of Record:

~~A person~~ An educator employed by a School Administrative Unit (SAU) or an approved private school who ~~is issued a standard contract for teachers and has been so identified in the SAU's or approved private school's staff information system as required by the Maine Department of Education~~ is responsible for a specified proportion of a student's learning activities that are within a subject or course and are aligned to performance measures.

Technology Education:

The study of technology which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems.

Technology, Use of:

What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Transcript Analysis:

The process whereby a prospective educator submits official undergraduate and/or graduate records concerning all courses for which academic credit has been received for evaluation of compliance with certification requirements as contained in Maine Department of Education Regulation Chapter 115.

Unit:

For the purposes of this chapter, a unit must meet either definition A or B:

(A) The entity within a four-year and/or graduate level higher education institution charged by the higher education institution for managing or coordinating all programs offered for initial and continuing preparation of educators and other PK-12 personnel, regardless of where these programs are administratively housed. This entity is also known as the professional education unit.

(B) A separate entity created by a formal partnership between one or more accredited four-year or graduate level higher education institution(s) approved by the state for initial certification of teachers, and one or more recognized PK-12 school administrative units or state-approved PK-12 private schools for the purpose managing or coordinating a program limited to preparing new teachers-of-record in PK-12 schools who have a degree but lack prior eligibility for initial certification through an alternate (non-traditional preparation) route. (See definition for Alternate Route Program and Section 1.2.~~19~~ 21 Alternate Route Programs).

Unit Head:

The individual officially designated to provide leadership for the unit (e.g., dean, director or chair), with the authority and responsibility for its overall administration and operation.

SECTION 2: INTRODUCTION - UNIT PROGRAM APPROVAL STANDARDS

The Unit Program Approval Standards set forth in section 2 of this rule are used as a template to analyze the unit's self-assessment document and supporting evidence, as well as other relevant information that is gathered during the site visit by the Review Team. Section 2 Standard One is focused exclusively upon candidate proficiencies and contains ~~Maine's ten (10) initial teacher certification standards and indicators~~ the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC) Common Core Teaching Standards; the National Educational Technology Standards for Teachers (NETS•T); the six (6) Interstate School Leaders Licensure Consortium (ISLLC) administrator candidate standards which have been adopted by Maine; administrator candidate internship standards; the National Educational Technology Standards for Administrators (NETS•A); the standards for alternate route candidates; and the standards for advanced programs. Section 2 Standards 2 through 6 are adapted from National Council for the Accreditation of Teacher Education (NCATE) unit standards. Collectively the standards and indicators, provide the basis for a Review Team to recommend program approval to the Maine State Board of Education. The indicators are to be interpreted holistically; they are not to be used to make a separate judgment on each element of a standard.

Conceptual Framework:

Each educator preparation program seeking initial program approval or renewal of prior program approval must submit its conceptual framework in the preliminary section of its application prior to offering responses to each of the six (6) standards**.** In the preliminary section of the application an overview of the unit's conceptual framework is provided. It should help Review Team members understand how the conceptual framework is integrated into the unit's programs and practices. The overview should include a description of the framework, its development, and, for renewal of program approval visits, changes since the previous visit. The description of the framework should address the areas of shared vision, coherence, professional commitments and attitudes, commitment to diversity, technology, and candidate proficiencies aligned with the (InTASC) Common Core Teaching Standards, the Maine Learning Standards, or the ISSLC Standards, and, as appropriate, alignment with alternate route and advanced program candidate standards. Evidence concerning each of these areas as well as documentation clearly indicating that the framework is knowledge-based will be sought by Review Team members. Evidence should represent the established and implemented policies, procedures, activities, instruments, and the like of the unit and its programs.

2.1 UNIT STANDARD ONE: Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator – Performance, Knowledge, and Disposition Standards

The curriculum for educators must prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Certification of Education Personnel: Standards and Procedures. The curriculum must be informed by the standards and guidelines of the respective professional society(ies), both for initial and advanced programs. Standard One is exclusively focused upon candidate proficiencies and strategies for preparing both teachers and school leaders. Unit Standard One is specifically enhanced by inclusion of the National Educational Technology Standards for Teachers (NETS.T); the National Educational Technology Standards for administrators (NETS.A); by clarifying the provisions and expected outcomes of school building and district level administrator internships; the standards for advanced programs; the expectations for alternate route programs; as well as the delineation of standards for delivery of educator preparation courses for in-class, hybrid, and online modes of instruction. Unit Standard One is based upon the ten (10) (InTASC) Common Core Teaching Standards, the Maine Learning Standards, and the six (6) Interstate School Leaders Licensure Consortium (ISLLC) administrative candidate performance standards which have been adopted by the Maine State Board of Education. Additionally, the curriculum for administrators must prepare candidates to meet the Internship provisions that appear as Standard #18 as well as the National Educational Technology Standards (NETS.T) and (NETS.A) which appear as Standards #11 and #19 respectively. The related performance and knowledge indicators associated with each set of standards are provided; they are meant to be holistically applied. The indicators are included to guide the unit in determining how both initial and in-service ~~teacher~~ mastery of each standard can be demonstrated and assessed.

In order to help all students achieve Maine's Learning Standards, initial and in-service teachers and school leaders will demonstrate proficiencies associated with the following **2.1 Unit Standard One standards:**

Standard #1: Learner Development

~~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.~~

The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2.1.1. Performance - Indicators:

A teacher…

1(a) Regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.

1(c) Collaborates with families, communities, colleagues and other professionals to promote learner growth and development.

2.1.1. Essential Knowledge - Indicators:

A teacher…

1 (d) Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes —and knows how to use instructional strategies that promote student learning.

1 (e) Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1 (f) Identifies readiness for learning, and understands how development in any one area may affect performance in others.

1 (g) Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

2.1.1. Critical Dispositions - Indicators:

A *teacher…*

1 (h) Respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1 (j) Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1 (j) Takes responsibility for promoting learner's growth and development.

1 (k) Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard # 2: Learning Differences

~~**2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.**~~

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

2.1.2. Performance - Indicators:

A teacher…

2 (a) Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2 (b) Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2 (c) Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2 (d) Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2 (f) Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

2.1.2. Essential Knowledge - Indicators:

A teacher…

2 (g) Understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.

2 (h) Understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.

2 (i) Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2 (j) Understands that learners bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2 (k) Knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction.

2.1.2. Critical Dispositions - Indicators:

A teacher…

2 (l) Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2 (n) Makes learners feel valued and helps them learn to value each other.

2 (o) Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard # 3: Learning Environments

~~**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.**~~

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

2.1.3. Performance - Indicators:

A teacher…

3(a) Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3 (b) Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3 (c) Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3 (d) Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3 (e) Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3 (f) Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3 (g) Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3 (h) Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

2.1.3. Essential Knowledge - Indicators:

A teacher…

3 (i) Understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self direction and ownership of learning.

3 (j) Knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3 (k) Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3 (l) Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3 (m) Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

2.1.3. Critical Dispositions - Indicators:

A teacher…

3 (n) Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3 (o) Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3 (p) Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3 (q) Seeks to foster respectful communication among all members of the learning community.

3 (r) Is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

~~**4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**~~

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

2.1.4. Performance - Indicators:

A teacher…

4 (a) Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4 (b) Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4 (c) Engages students in applying methods of inquiry and standards of evidence used in the discipline.

4 (d) Stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4 (e) Recognizes learner misconceptions in a discipline that interfere with learning and, creates experiences to build accurate conceptual understanding.

4 (f) Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4 (g) Uses supplementary resources and technologies effectively to ensure accessibility and relevance to all learners.

4 (h) Creates opportunities for students to learn, practice, and master academic language in their content.

4 (i) Accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

2.1.4. Essential Knowledge - Indicators:

A teacher…

4 (j) Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4 (k) Understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4 (l) Knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4 (m) Knows how to integrate culturally relevant content to build on learners' background knowledge.

4 (n) Has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

2.1.5 Critical Dispositions - Indicators:

A teacher…

4 (o) Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4 (p) Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4 (q) Recognizes the potential bias in his/her representation of the discipline and seeks to appropriately address problems of bias

4 (r) Is committed to work toward each learner's mastery of disciplinary content and skills.

Standard # 5: Innovative Applications of Content

~~**5. Understands and uses a variety of instructional strategies and appropriate technologies.**~~

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

2.1.5. Performance - Indicators:

A teacher…

5 (a) Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5 (b) Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5 (c) Facilitates learners' use of content tools and resources to maximize content learning in varied contexts.

5 (d) Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5 (e) Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5 (f) Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5 (g) Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5 (h) Develops and implements supports for learner literacy development across content areas.

2.1.5 Essential Knowledge - Indicators:

A teacher…

5 (i) Understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

5 (j) Understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5 (k) Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5 (l) Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5 (m) Understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5 (n) Understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5 (o) Understands creative thinking processes and how to engage learners in producing original work.

5 (p) Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

2.1.5. Critical Dispositions - Indicators:

A teacher…

5 (q) Is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5 (r) Values knowledge outside his/her own content area and how such knowledge enhances student learning.

5 (s) Values flexible learning environments that encourage learner exploration, discovery and expression across content areas.

Standard # 6: Assessment

~~6. Creates and maintains a classroom environment which supports and encourages learning~~.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

2.1.6. Performance - Indicators:

A teacher…

6 (a) Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6 (b) Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6 (c) Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6 (d) Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6 (e) Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6 (f) Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6 (g) Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6 (h) Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6 (i) Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

2.1.6 Essential Knowledge - Indicators:

A teacher…

6 (j) Understands the differences between formative and summative applications of assessment and knows how and when to use each.

6 (k) Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6 (l) Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6 (m) Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6 (n) Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6 (o) Knows when and how to evaluate and report learner progress against standards.

6 (p) Understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

2.1.6. Critical Dispositions - Indicators:

A teacher…

6 (q) Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6 (r) Takes responsibility for aligning instruction and assessment with learning goals.

6 (s) Is committed to providing timely and effective descriptive feedback to learners on their progress.

6 (t) Is committed to using multiple types of assessment processes to support, verify, and document learning.

6 (u) Is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6 (v) Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard # 7: Planning for Instruction

~~**7. Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.**~~

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

2.1.7. Performance - Indicators:

A teacher…

7 (a) Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7 (b) Plans how to achieve student learning goals, choosing appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of learners.

7 (c) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7 (d) Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7 (e) Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7 (f) Evaluates plans in relation to short-and-long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

2.1.7 Essential Knowledge - Indicators:

A teacher…

7 (g) Understands content and content standards and how these are organized in curriculum.

7 (h) Understands how integrating cross-disciplinary skills in instruction engage learners purposefully in applying content knowledge.

7 (i) Understands learning theory, human development, cultural diversity, and individual differences and how these impact on-going planning.

7 (j) Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7 (k) Knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7 (l) Knows when and how to adjust plans based on assessment information and learner responses.

7 (m) Knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service specialists, language learner specialists, media specialists, community organizations).

2.1.7. Critical Dispositions - Indicators:

A teacher…

7 (n) Respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.

7 (o) Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7 (p) Takes professional responsibility to use short-and-long-term planning as a means of assuring student learning.

7 (q) Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard # 8: Instructional Strategies

~~**8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.**~~

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

2.1.8 Performance - Indicators:

A teacher…

8 (a) Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8 (b) Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8 (c) Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8 (d) Varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8 (e) Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8 (f) Engages all learners in developing higher order questioning skills and meta-cognitive processes.

8 (g) Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8 (h) Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8 (i) Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question).

2.1.8. Essential Knowledge - Indicators:

A teacher…

8 (j) Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8 (k) Knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies, to achieve learning goals.

8 (l) Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8 (m) Understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8 (n) Knows how to use a wide variety of resources, including human and technological, to engage student learning.

8 (o) Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

2.1.8. Critical Dispositions - Indicators:

A teacher…

8 (p) Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8 (q) Values the variety of ways that people communicate and encourages learners to develop and use multiple forms of communication.

8 (r) Is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8 (s) Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard # 9: Reflection and Continuous Growth

~~**9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.**~~

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

2.1.9. Performance - Indicators:

A teacher…

9 (a) Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9 (b) Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9 (c) Independently, and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9 (d) Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9 (e) Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9 (f) Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

2.1.9. Essential Knowledge - Indicators:

A teacher…

9 (g) Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9 (h) Understands and knows how to use learner data to analyze practice and differentiate instruction accordingly.

9 (i) Understands how personal identity, worldview, and prior experience affect perception and expectations, and recognizes how they may bias behaviors and interactions with others.

9 (j) Understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9 (k) Knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

2.1.9. Critical Dispositions - Indicators:

A teacher…

9 (l) Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9 (m) Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for relationships with learners and their families.

9 (n) Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9 (o) Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard # 10: Collaboration

~~**10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.**~~

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

2.1.10. Performance - Indicators:

A teacher…

10 (a) Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10 (b) Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10 (c) Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10 (d) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10 (e) Works with school colleagues to build ongoing connections with community resources to enhance student learning and well being.

10 (f) Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10 (g) Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10 (h) Uses and generates meaningful research on education issues and policies.

10 (i) Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10 (j) Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10 (k) Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

2.1.10. Essential Knowledge - Indicators:

A teacher…

10 (l) Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10 (m) Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10 (n) Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10 (o) Knows how to contribute to a common culture that supports high expectations for student learning.

2.1.10. Critical Dispositions - Indicators:

A teacher…

10 (p) Actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10 (q) Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10 (r) Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10 (s) Takes responsibility for contributing to and advancing the profession.

10 (t) Embraces the challenge of continuous improvement and change.

2.1.11. Standard # 11: Technology Standards for Teachers - (NETS.T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

2.1.11. Performance - Indicators:

2.1.11.1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers…

11(a) Promote, support, and model creative and innovative thinking and inventiveness

11 (b) Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

11 (c) Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

11(d) Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2.1.11.2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers…

11 (e) Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

11 (f) Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

11 (g) Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

11 (h) Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

2.1.11. 3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers…

11 (i) Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

11 (j) Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

11 (k) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

11 (l) Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

2.1.11. 4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers…

11 (m) Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

11 (n) Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

11 (o) Promote and model digital etiquette and responsible social interactions related to the use of technology and information

11 (p) Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

2.1.11. 5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers…

11 (q) Participate in local and global learning communities to explore creative applications of technology to improve student learning

11 (r) Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

11 (s) Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

11 (t) Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

[Source: *ISTE (International Society for Technology in Education), 2008, Teacher Standards.*]

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

The field of school leadership has coalesced around the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Thirty-five states have adopted them; the National Council for the Accreditation of Teacher Education (NCATE) used them to develop their standards; tens of thousands of candidates for principal licensure have taken the ISLLC licensing exam; hundreds of preparation programs have revised their curricula aligned with the ISLLC Standards; and other organizations such as the National Association of State Boards of Education (NASBE) have openly endorsed the use of the ISLLC Standards. The ISLLC Standards contain a common set of standards developed by a national body of state departments of education and national leadership organizations, including the National Policy Board for Educational Administration (NPBEA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the American Association of School Administrators (AASA). Unit Standard One – Standards 12 – 18 are based on the ISSLC Standards.

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

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

Standard #12 – Vision, Mission, and Goals

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

2.1.12. Element A: High Expectations for All

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

A leader...

12 A.1 Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.

12 A.2 Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).

12 A.3 Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective opportunities.

12 A.4 Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

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

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

A leader...

12 B.1 Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.

12 B.2 Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.

12 B.3 Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.

12 B.4 Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.

12 B.5 Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

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

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

A leader...

12 C.1 Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

12 C.2 Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly reviews their effects.

12 C.3 Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.

12 C.4 Identifies and removes barriers to achieving the vision, mission, and goals.

12 C.5 Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.

12 C.6 Obtains and aligns resources to achieve the vision, mission, and goals.

12 C.7 Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission and goals.

2.1.12. Element D: Essential Knowledge

Education leaders have knowledge and understanding of:

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

2.1.12. Element E: Critical Dispositions

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

- the educability of all

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

2.1.12. Elements A – D: Key Performance and Knowledge Indicators:

12. Program Quality Indicators for School Building Leadership Standards	12. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Design, articulate, and support a collaborative process for developing and implementing a vision and mission for a school.	SDL.1 Design, articulate, and support a collaborative process for developing and implementing a vision and mission for a district.
SBL.2 Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate constituencies.	SDL.2 Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate district constituencies.
SBL.3 Develop and utilize data- based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.	SDL.3 Develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.
SBL.4 Involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.	SDL.4 Involve stakeholders in collecting and utilizing data to assess the effectiveness of the district and to generate district improvement targets that promote learning.
SBL.5 Create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.	SDL.5 Create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.
SBL.6 Develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.	SDL.6 Develop district improvement plans that reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.
SBL.7 Identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement.	SDL.7 Identify strategies and practices to build organizational capacity to support continuous and sustainable district improvement.
SBL.8 Identify capacity building strategies for developing school leadership capacity.	SDL.8 Identify capacity building strategies for developing district leadership capacity.
SBL.9 Create a plan to implement change	SDL.9 Create a plan to implement change

processes to support continuous and sustainable improvement and ensure transformational change at the building level	processes to support continuous and sustainable improvement and ensure transformational change at the district-level.
SBL.10 Design a comprehensive building-level professional development program.	SDL.10 Design a comprehensive district-level professional development program.
SBL.11 Develop plans to monitor program development and implementation to achieve school goals.	SDL.11 Develop plans to monitor program development and implementation to achieve district goals.
SBL.12 Construct evaluation processes to assess the effectiveness of school plans and programs.	SDL.12 Construct evaluation processes to assess the effectiveness of district plans and programs
Knowledge Indicators:	**Knowledge Indicators:**
SBL.13 The nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.	SDL.13 The nature of district-wide collaborative visioning and the impact of vision and mission on student achievement various methods for involving stakeholders in the visioning process and consensus building.
SBL.14 Theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	SDL.14 Theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, school districts as interactive social and cultural systems, and social and organizational change.
SBL.15 The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning.	SDL.15 The purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning.
SBL.16 The design and utilization of assessment data for learning.	SDL.16 The design and utilization of assessment data for learning.
SBL.17 Organizational effectiveness and learning.	SDL.17 Organizational effectiveness and learning.
SBL.18 Strategic, tactical and operational program planning, implementation, and evaluation.	SDL.18 Strategic, tactical and operational program planning, implementation, and evaluation.
SBL.19 School improvement planning processes.	SDL.19 District improvement planning processes.
SBL.20 Variables that affect student achievement.	SDL.20 Variables that affect student achievement.
SBL.21 The role of professional learning in continuous and sustainable improvement.	SDL.21 The role of professional learning in continuous and sustainable improvement.
SBL.22 Continuous and sustained improvement models and processes.	SDL.22 Continuous and sustained improvement models and processes.
SBL.23 Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building- level.	SDL.23 Change processes, including continuous and sustainable improvement and discontinuous transformational change at the

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SBL.24 Strategic management of human capital and its impact on continuous and sustainable improvement.	SDL.24 Strategic management of human capital and its impact on continuous and sustainable improvement.
SBL.25 Effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.	SDL.25 Effective strategies for monitoring the implementation and revision of plans to achieve district improvement goals.
SBL.26 Program evaluation models.	SDL.26 Program evaluation models.

Standard #13 – Teaching and Learning

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

2.1.13. Element A: Strong Professional Culture

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

A leader...

13 A.1 Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.

13 A.2 Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.

13 A.3 Models openness to change and collaboration that improves practices and student outcomes.

13 A.4 Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.

13 A.5 Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.

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

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

2.1.13. Element B: Rigorous Curriculum and Instruction

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

A leader...

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

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

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

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

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

2.1.13. Element C: Assessment and Accountability

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

A leader...

13 C.1 Develops and appropriately uses aligned, standards-based accountability data to

improve the quality of teaching and learning.

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

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

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

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

2.1.13 Element D: Essential Knowledge

Education leaders have knowledge and understanding of:

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

2.1.13. Element E: Critical Dispositions

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

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

2.1.13. Elements A – D: Key Performance and Knowledge Indicators

13. Program Quality Indicators for School Building Leadership Standards	13. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Work collaboratively with others to accomplish school improvement goals.	SDL.1 Work collaboratively with others (school board, the community, etc.) to accomplish district improvement goals.
SBL.2 Incorporate cultural competence in development of programs, curriculum, and instruction.	SDL.2 Lead change and collaboration that improves district practices and student outcomes.
SBL.3 Monitor school programs and activities to ensure integrated learning opportunities aligned with standards, and consistent with the vision.	SDL.3 Incorporate cultural competence in development of programs, curriculum, and instruction.
SBL.4 Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices.	SDL.4 Recognize, celebrate, and incorporate diversity in policies, programs, and practices.
SBL.5 Design comprehensive curriculum development plans.	SDL.5 Use data to analyze the state of district curriculum and instruction.
SBL.6 Analyze instructional lessons.	SDL.6 Provide district resources to support quality curriculum and instruction.
SBL.7 Collaborate with faculty to plan, implement, and evaluate a coordinated and articulated curriculum.	SDL.7 Use technology to monitor and improve curriculum and instruction.
SBL.8 Use technology to design, monitor and/or evaluate instructional programs.	SDL.8 Apply human development theory, proven learning and motivational theories and the influences of diversity to the learning process.
SBL.9 Facilitate the use of appropriate content-based, customized learning materials and learning strategies in the instruction of students.	SDL.9 Use learning management systems to support personalized learning.
SBL.10 Create and analyze individualized improvement plans, use data to design learning plans, design and /or implement changes in learning environments.	SDL.10 Develop district-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel.
SBL.11 Develop school-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel.	SDL.11 Promote equity, fairness, and respect among school board members, administrators, faculty, parents, students, and the community.

SBL.12 Promote equity, fairness, and respect among students and faculty.	SDL.12 Provide feedback to improve district teaching and learning.
SBL.13 Provide feedback to improve teaching and learning.	SDL.13 Work collaboratively at the district-level to improve practice.
SBL.14 Work collaboratively at the building-level to improve practice for teaching and learning.	SDL.14 Monitor professional development and continuous improvement programs.
SBL.15 Monitor individual professional development and continuous improvement.	SDL.15 Align curriculum and instruction with assessment.
SBL.16 Use standards-based accountability data to improve the quality of teaching and learning.	SDL.16 Design evaluation systems, make district plans based on assessment data, and provide feedback based on data.
SBL.17 Provide feedback using data, assessments, and evaluation methods to improve practice and student achievement.	SDL.17 Use technology to profile student and personnel performance in a district and analyze differences among subgroups.
SBL.18 Design evaluation systems, make plans based on assessment data, and provide feedback based on data.	SDL.18 Design, develop, and utilize district assessments for instruction and reporting.
SBL.19 Design, develop, and utilize school assessments for instruction and reporting.	SDL.19 Facilitate leadership through development activities that focus on growth and student learning.
SBL.20 Participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials.	SDL.20 Design district-level professional growth plans that reflect national professional development standards.
SBL.21 Design building-level professional growth plans that reflect national professional development standards.	SDL.21 Use a variety of approaches to improve staff performance.
SBL.22 Use a variety of approaches to improve staff performance.	SDL.22 Develop district systems for efficient management of policies, procedures, and practices to optimize instructional time.
SBL.23 Provide and monitor the use of differentiated strategies, materials, and technologies to maximize instructional time.	SDL.23 Use and promote technology to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators.
SBL 24 Support initiatives that utilize technologies for improved teaching and student achievement.	SDL.24 Use technology for district improvement.
SBL.24 Use technology for school improvement.	SDL.24 Interpret information and communicate progress toward vision and goals for educators, the district community,

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SBL.25 Interpret information and communicate progress toward vision and goals for educators, the school community, and other stakeholders.	SDL.25 Use disaggregated data to improve instructional programs within the district.
SBL.26 Use disaggregated data to improve instructional programs.	SDL.26 Use effective technology and performance management systems where appropriate to improve instructional programs within the district.
SBL.27 Use effective technology and performance management systems where appropriate to improve classroom instruction.	SDL.27 Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous district improvement.
SBL.28 Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous school improvement.	
Knowledge Indicators:	**Knowledge Indicators:**
SBL.29 The elements of school culture and ways it can be influenced to ensure student success.	SDL.28 The elements of district culture and ways it can be influenced to ensure student success.
SBL.30 The development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources.	SDL.29 How district culture influences school culture.
SBL.31 Human development theories, proven learning and motivational theories and how diversity influences the learning process.	SDL.30 The development of quality curriculum including principles/theories of learning, appropriate instructional techniques, and monitoring and evaluating instruction.
SBL.32 Supervision strategies that ensure teachers are demonstrating research based professional practices.	SDL.31 The use of benchmarks, indicators, research methods, technology, and information systems to assess alignment of the curriculum.
SBL.33 Individual professional development plans and continuous progress.	SDL.32 The acquirement and allocation of resources.
SBL.34 Multiple methods of evaluation, accountability systems, data collection, and analysis of data.	SDL.33 Human development theory, proven learning and motivational theories, and how diversity influences the learning process.
SBL.35 Principles of quality professional development.	SDL.34 Standards for high quality teacher, principal, and district practice.
SBL.36 Effective instructional techniques.	SDL.35 Multiple methods of evaluation, accountability systems, data collection, and

SBL.37 Evaluation of professional development.	SDL.36 Principles of quality professional development.
SBL.38 School systems that promote efficient practices in the management of people, processes, and resources.	SDL.37 Leadership theories.
SBL.39 Technology as pedagogical and administrative tools.	SDL.38 Change processes.
SBL.40 Program Evaluation.	SDL.39 Evaluation of change and professional development.

Standard #14: Managing Organizational Systems and Safety

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

2.1.14. Element A: Effective Operational Systems

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

A leader…

14 A.1 Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.

14 A.2 Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.

14 A.3 Develops and facilitates communication and data systems that assure the timely flow of information.

14 A.4 Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.

14 A.5 Distributes and oversees responsibilities for leadership of operational systems.

14 A.6 Evaluates and revises processes to continuously improve the operational system.

2.1.14. Element B: Aligned Fiscal and Human Resources

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

A leader...

14 B.1 Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.

14 B.2 Allocates funds based on student needs within the framework of federal and state rules.

14B.3 Aligns resources (such as time, people, space, and money) to achieve the vision and goals.

14B.4 Implements practices to recruit and retain highly qualified personnel.

14B.5 Assigns personnel to address diverse student needs, legal requirements, and equity goals.

14 B.6 Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.

14 B.7 Seeks and secures additional resources needed to accomplish the vision and goals.

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

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

A leader...

14 C.1 Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.

14 C.2 Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.

14 C.3 Develops and monitors a comprehensive safety and security plan.

2.1.14. Element D: Essential Knowledge

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

2.1.14. Element E: Critical Dispositions

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

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

2.1.14. Elements A – D: Key Performance and Knowledge Indicators

14. Program Quality Indicators for School Building Leadership Standards	14. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Analyze the school's processes and operations to identify and prioritize daily and long-term challenges for the school.	SDL.1 Analyze the district's processes and operations to identify and prioritize daily and long-term challenges for the district.
SBL.2 Write policies and procedures for the school.	SDL.2 Write policies and procedures for the district.
SBL.3 Implement and manage long range planning for the school.	SDL.3 Implement and manage long range planning for the district.
SBL.4 Identify and appropriate funds for the school using a variety of tools and processes, including collaborating with stakeholders.	SDL.4 Identify and appropriate funds for the district using a variety of tools and processes, including collaborating with stakeholders.
SBL.5 Develop multi-year fiscal plans and	SDL.5 Develop multi-year fiscal plans and

annual budgets for the school.	annual budgets for the district.
SBL.6 Audit the school's budget and financial status.	SDL.6 Audit the district's budget and financial status.
SBL.7 Develop facility and space utilization plans for the school.	SDL.7 Develop facility and space utilization plans for the district.
SBL.8 Project short-term, mid-term, and long-term resource needs of the school.	SDL.8 Project short-term, mid-term, and long-term resource needs of the district.
SBL.9 Use technology to manage school operations.	SDL.9 Use technology to manage district operations.
SBL.10 Create policies for a safe and secure building environment.	SDL.10 Create policies to create safe and secure central office and school-work environments.
SBL.11 Identify leadership capabilities of staff at various levels of the school.	SDL.11 Identify leadership capabilities of staff at various levels of the district.
SBL.12 Model collaboration skills. SBL.13 Authentically involves faculty and staff in decision- making processes.	SDL.12 Model collaboration skills. SDL.13 Authentically involves district and school personnel in decision-making processes.
SBL.14 Use power and political skills in ethical ways.	SDL.14 Use power and political skills in ethical ways.
SBL.15 Serve as a role model for effective management and leadership.	SDL.15 Serve as a role model for effective management and leadership.
SBL.16 Write school policies that protect instructional time and schedules.	SDL.16 Write district policies that protect instructional time and schedules.
SBL.17 Develop a master schedule for the school.	SDL.17 Develop a master schedule for the district.
Knowledge Indicators:	**Knowledge Indicators:**
SBL.18 How to assess and manage organizational, operational, and legal resources of the school.	SDL.18 How to assess and manage organizational, operational, and legal resources of the district.
SBL.19 How to manage the marketing and public relations functions of the school.	SDL.19 How to manage the marketing and public relations functions of the district.
SBL.20 How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework.	SDL.20 How to create and sustain strategic alignment throughout the district.
SBL.21 Methods and procedures for managing the school's resources, including human resource development.	SDL.21 Methods and procedures for managing the district's resources, including human resource development.
SBL.22 Methods and procedures for managing the school's operations.	SDL.22 Methods and procedures for managing the district's operations.
SBL.23 Methods and procedures for managing school facilities.	SDL.23 Methods and procedures for managing district facilities.
SBL.24 Methods and procedures for strategically aligning resources with school priorities.	SDL.24 Methods and procedures for strategically aligning resources with district priorities.
SBL.25 Methods and procedures for	SDL.25 Methods and procedures for

forecasting resource requirements for the school.	forecasting resource requirements for the district.
SBL.26 Strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school.	SDL.26 Strategies for providing district office and school building personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free work environment.
SBL.27 The meaning of distributed leadership and how to create and sustain it.	SDL.27 The meaning of distributed leadership and how to create and sustain it.
SBL.28 How to manage personal managerial and leadership responsibilities.	SDL.28 How to manage personal managerial and leadership responsibilities.
SBL.29 How to manage time and priorities.	SDL.29 How to manage time and priorities.
SBL.30 How to create and manage school schedules.	SDL.30 How to create and manage district schedules.

Standard #15: Collaboration with Families and Stakeholders

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

2.1.15. Element A: Collaborating with Families and Community Members

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

A leader...

15 A.1 Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.

15 A.2 Involves families in decision making about their children's education.

15 A.3 Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).

15 A.4 Applies communication and collaboration strategies to develop family and local community partnerships.

15 A.5 Develops comprehensive strategies for positive community and media relations.

2.1.15. Element B: Community Interests and Needs

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

A leader...

15 B.1 Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.

15 B.2 Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.

15 B.3 Seeks out and collaborates with community programs serving students with special needs.

15 B.4 Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.

15 B.5 Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

2.1.15. Element C: Building on Community Resources

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

A leader...

15 C.1 Links to and collaborates with community agencies for health, social, and other services to families and children.

15 C.2 Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing, parks, medical clinics, and so on).

15 C.3 Uses public resources and funds appropriately and effectively.

15 C.4 Secures community support to sustain existing resources and add new resources that address emerging student needs.

2.1.15. Element D: Essential Knowledge

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

2.1.15. Element E: Critical Dispositions

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

2.1.15. Elements A – D: Key Performance and Knowledge Indicators

15. Program Quality Indicators for School Building Leadership Standards	15. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Use the appropriate strategies to collect, analyze and interpret data and information pertinent to the school environment.	SDL.1Use the appropriate strategies to collect, analyze and interpret data and information pertinent to the district environment.
SBL.2 Communicate information about the school to the community.	SDL.2 Communicate information about the district to the community.
SBL.3 Identify and use diverse community resources to improve school programs and meet the needs of all students.	SDL.3 Identify and use diverse community resources to improve district programs and meet the needs of all students.
SBL.4 Assess the needs of students, parents or caregivers.	SDL.4 Assess the needs of students, parents or caregivers.
SBL.5 Articulate a vision of school leadership characterized by respect for children and their families.	SDL.5 Articulate a vision of district leadership characterized by respect for children and their families.

SBL.6 Apply oral and written communication and collaboration strategies to develop school relationships with families and caregivers.	SDL.6 Apply oral and written communication and collaboration strategies to develop district relationships with families and caregivers.
SBL.7 Involve families and caregivers in decision making about their children's education.	SDL.7 Involve families and caregivers in decision making on the education of children within the district.
SBL.8 Assess the needs of school community partners.	SDL.8 Assess the needs of district community partners.
SBL.9 Articulate a vision of school leadership characterized by respect for community partners.	SDL.9 Articulate a vision of district leadership characterized by respect for community partners.
SBL.10 Apply oral and written communication and collaboration strategies to develop school relationships with community partners.	SDL.10 Apply oral and written communication and collaboration strategies to develop district relationships with community partners.
Knowledge Indicators:	**Knowledge Indicators:**
SBL.11 The collection and analysis of data and information pertinent to the school educational environment.	SDL.11 The collection and analysis of data and information pertinent to the district educational environment.
SBL.12 Cultural competence.	SDL.12 Cultural competence.
SBL.13 Diverse cultural, social and intellectual community resources.	SDL.13 Diverse cultural, social and intellectual community resources.
SBL.14 The needs of students, parents or caregivers.	SDL.14 The needs of students, parents or caregivers.
SBL.15 Organizational culture that promotes open communication with families and caregivers.	SDL.15 Organizational culture that promotes open communication with families and caregivers.
SBL.16 Strategies for effective oral and written communication and collaboration with families and caregivers.	SDL.16 Strategies for effective oral and written communication with families and caregivers.
SBL.17 The needs of school community partners.	SDL.17 The needs of school community partners.
SBL.18 School organizational culture that promotes open communication with community partners.	SDL.18 District organizational culture that promotes open communication with community partners.
SBL.19 School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.	SDL.19 District strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners.

Standard #16: Ethics and Integrity

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

2.1.16 Element A: Ethical and Legal Standards

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

A leader...

16 A.1 Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.

16 A.2 Protects the rights and appropriate confidentiality of students and staff.

16 A.3 Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

2.1.16. Element B: Examining Personal Values and Beliefs

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

A leader...

16 B.1 Demonstrates respect for the inherent dignity and worth of each individual.

16 B.2 Models respect for diverse community stakeholders and treats them equitably.

16 B.3 Demonstrates respect for diversity by developing cultural competency skills and equitable practices.

16 B.4 Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.

16 B.5 Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.

16 B.6 Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

2.1.16 Element C: Maintaining High Standards for Self and Others

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

A leader...

16 C.1 Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.

16 C.2 Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.

16 C.3 Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).

16 C.4 Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.

16 C.5 Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

2.1.16. Element D: Essential Knowledge

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

2.1.16. Element E: Critical Dispositions

- the ideal of the common good
- the principles of the Bill of Rights and responsibilities of citizenship
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions

- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

2.1.16. Elements A – D: Key Performance and Knowledge Indicators

16. Program Quality Indicators for School Building Leadership Standards	16. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Plan, implement, and evaluate policies, procedures, and practices within the school that support students' academic and social successes.	SDL.1 Plan, implement, and evaluate policies, procedures, and practices within the district that support students' academic and social successes.
SBL.2 Formulate a building-level leadership platform grounded in ethical standards and practices.	SDL.2 Formulate a district-level leadership platform grounded in ethical standards and practices.
SBL.3 Analyze decisions in terms of established ethical standards. SBL.4 Develop, implement, and evaluate a professional development plan for a school that clearly addresses democratic values, equity, and diversity.	SDL 3 Analyze decisions in terms of established ethical standards. SDL.4 Develop, implement, and evaluate district policies and procedures that support democratic values, equitable practices, and a respect for diversity district-wide.
SBL.5 Formulate sound solutions to educational dilemmas across a range of content areas in educational leadership.	SDL.5 Formulate sound solutions to educational dilemmas across a range of content areas in educational leadership.
SBL.6 Develop and evaluate school policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.	SDL.6 Develop and evaluate district policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.
SBL.7 Utilize federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice.	SDL.7 Utilize federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice.
SBL.8 Utilize legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, building culture and student achievement.	SDL.8 Utilize legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, district culture and student achievement.
Knowledge Indicators:	**Knowledge Indicators:**
SBL.9 The effect of ethical behavior on one's own leadership.	SDL.9 The effect of ethical behavior on one's own leadership.
SBL.10 Democratic values, equity, and	SDL.10 Democratic values, equity, and

diversity.	diversity.
SBL.11 Current ethical and moral issues facing education, government, and business and their consequences.	SDL.11 Current ethical and moral issues facing education, government, and business and their consequences.
SBL.12 The relationship between social justice, school culture, and student achievement.	SDL.12 The relationship between social justice, district culture, and student achievement.

Standard 17: The Education System

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

2.1.17. Element A: Exerting Professional Influence

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

A leader...

17 A.1 Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

17 A.2 Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.

17 A.3 Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

2.1.17 Element B: Contributing to the Educational Policy Environment

A leader...

17 B.1 Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.

17 B.2 Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.

17 B.3 Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.

17 B.4 Advocates for increased support of excellence and equity in education.

2.1.17. Element C: Policy Engagement

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

A leader...

17 C.1 Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.

17 C.2 Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.

17 C.3 Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

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

2.1.17. Element D: Essential Knowledge

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

2.1.17. Element E: Critical Dispositions

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

2.1.17. Elements A – D: Key Performance and Knowledge Indicators

17. Program Quality Indicators for School Building Leadership Standards	17. Program Quality Indicators for School District Leadership Standards
Performance Indicators:	**Performance Indicators:**
SBL.1 Analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.	SDL.1 Serve as respectful spokespersons for the children and families served by the district.
SBL.2 Advocate for school policies and programs that promote equitable learning opportunities and success for all students.	SDL.2 Apply law and policy consistently, fairly and ethically district-wide.
SBL.3 Communicate policies, laws, regulations and procedures to appropriate school stakeholders.	SDL.3 Advocate for district policies and programs that promote equitable learning opportunities and success for all students and adults.
SBL.4 Identify emerging trends and issues likely to impact the school.	SDL4. Communicate policies, laws, regulations and procedures to appropriate district stakeholders.
SBL.5 Adapt leadership strategies and practice to address emerging issues.	SDL.5 Identify emerging trends and issues likely to impact the district.
SBL.6 Policies, laws and regulations enacted by state, local and federal authorities that affect schools, especially those targeted to improve educational and social opportunities.	SDL.6 Adapt leadership strategies and practice to address emerging issues.
Knowledge Indicators:	**Knowledge Indicators:**
SBL.7 The larger political, social, economic, legal and cultural context.	SDL.7 Policies, laws and regulations enacted by local, state and federal authorities that affect school districts.

SBL.8 Knowledge of how to use power and political skills to influence local, state and federal decisions.	SDL.8 The larger political, social, economic, legal and cultural context.
SBL.9 Anticipating future issues and trends that can affect schools.	SDL.9 Knowledge of how to use power and political skills to influence local, state and federal decisions.
SBL.10 Contemporary and emerging leadership theories.	SDL.10 Anticipating future issues and trends that can affect schools.
	SDL.11 Contemporary and emerging leadership theories.

2.1.18 UNIT STANDARD ONE: The Internship

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

Program Standards	Program Quality Indicators for School Building Leadership Standards	Program Quality Indicators for School District Leadership Standards
18.1 Field-based Internship Experiences	SBL.1 Candidates participate in planned and authentic field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.	SDL.1 Candidates participate in planned and authentic field experiences embedded within courses during the entire course of the program as assigned by institution faculty and approved by the on-site mentor.
	SBL.2 Candidates document all field experiences.	SDL.2 Candidates document all field experiences.
	SBL.3 Field experiences occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.	SDL.3 Field experiences occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.
	SBL.4 Field experiences provide opportunities for candidates to work with appropriate community organizations such as social service groups and local businesses.	SDL.4 Field experiences provide opportunities for candidates to work with appropriate community organizations such as social service groups, parent groups, and school boards.
18.2 Standards-	SBL.5 Internship experiences	SDL.5 Internship experiences

based Internship Experiences	provide candidates with significant opportunities to synthesize and apply the knowledge and skill abilities identified in the previous Standards 12 - 17.	provide candidates with significant opportunities to synthesize and apply the knowledge and skill abilities identified in the previous Standards 12 - 16.
	SBL.6 Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.	SDL.6 Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a district.
	SBL.7 Intern experiences provide candidates with authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, students, parents, and school community leaders.	SDL.7 Intern experiences provide candidates with authentic district-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, school, parents, students, school board, and district community leaders.
	SBL.8 Candidates are provided opportunities to apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.	SDL.8 Candidates are provided opportunities to apply knowledge and skills articulated by state standards and district policies for educational leaders within a district.
18.3 Sustained Experiences	SBL.9 Candidates are provided a six-month, full-time (9-12 hours per week) internship experience. This experience need not be consecutive and may include experiences of different lengths. However, the internship must include an extended capstone experience to maximize the candidate's opportunities to practice and refine their building-level knowledge and skills. This experience may include two noncontiguous internships of three months each, a four-month internship and two months of field experiences, or another equivalent combination.	SDL.9 Candidates are provided a six-month, full-time (9-12 hours per week) internship experience. This experience need not be consecutive and may include experiences of different lengths. However, the internship must include an extended capstone experience to maximize the candidate's opportunities to practice and refine their district-level knowledge and skills. This experience may include two noncontiguous internships of three months each, a four-month internship and two months of field experiences, or another equivalent combination.
	SBL.10 Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty. The selected internship site must be in a different educational setting than that in which	SDL.10 Candidates submit an internship plan that is approved by both the on-site mentor and institution faculty. The selected internship site must be in a different educational setting than

	the candidate is employed.	that in which the candidate is employed.
18.4 Qualified On-site Mentor	SBL.11 A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.	SDL.11 A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.
	SBL.12 Each on-site mentor has demonstrated successful experience as an educational leader within a school.	SDL.12 Each on-site mentor has demonstrated successful experience as an educational leader within a district.
	SBL.13 High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.	SDL.13 High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.
18.5 Credit	SBL.14 Candidates take the internship for credit according to the policies of the program.	SDL.14 Candidates take the internship for credit according to the policies of the program.

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

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

2.1.19. 1- 5 Performance - Indicators:

1. Visionary Leadership.

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

Educational Administrators:

19 (a) Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

19 (b) Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

19 (c) Advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture.

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

Educational Administrators:

19 (d) Ensure instructional innovation focused on continuous improvement of digital-age learning

19 (e) Model and promote the frequent and effective use of technology for learning

19 (f) Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

19 (g) Ensure effective practice in the study of technology and its infusion across the curriculum

19 (h) Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

3. Excellence in Professional Practice.

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

Educational Administrators:

19 (i) Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

19 (j) Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology

19 (k) Promote and model effective communication and collaboration among stakeholders using digital-age tools

19 (l) Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement.

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

Educational Administrators:

19(m) Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

19 (n) Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

19 (o) Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

19 (p) Establish and leverage strategic partnerships to support systemic improvement

19 (q) Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship.

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

Educational Administrators:

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

19 (s) Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology

19 (t) Promote and model responsible social interactions related to the use of technology and information

19 (u) Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

2.1.20 Unit Standard One: Advanced Programs

The curriculum for advanced programs must prepare candidates for the areas in which they will seek certification in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Certification of Educational Personnel: Standards and Procedures. Advanced program designs are planned for individuals who have already successfully completed basic programs qualifying them for initial certification. The emphasis, in both content and rigor, is on advanced study. All advanced programs must demonstrate alignment with the standards and guidelines of the respective professional society or nationally recognized board or organization that specializes in the offered field of study. All advanced programs will

use a variety of performance assessments of candidates' understanding and ability to explore and apply new knowledge.

2.1.21 Advanced Study in Specialty Area Education

The program's content area specialization provides for breadth in the field for detailed study of one or more specialized aspects of the field, and for access to new research, knowledge and developments. The program uses a variety of assessments of candidates' understanding and ability to apply that knowledge. Mastery of this standard can be demonstrated by the ability to:

a) demonstrate specialized disciplinary knowledge through performance assessments aligned with professional expectations associated with the field of study.

b) explore specialized aspects of their field through examination of current professional research, and identify areas of study with potential to develop the critical, analytical and performance capacities of their students.

2.1.22 Unit Standard One: Alternate Route Program Options

Alternate route programs are organized, performance-and-standards-based professional preparation and support systems delivered through units (as defined under option A or B – See § 1.2 for definitions of "unit") leading to initial teacher certification. Participants in such programs have appropriate undergraduate degrees. Alternate route programs prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Standards and Procedures. Alternate route programs are designed to prepare new teachers-of-record in 7-12 schools who have a degree but lack the prerequisites for initial teacher certification as specified in Regulation Chapter 115.

The following alternate route teacher preparation paths are not intended to replace any existing alternate route program options offered by or through Maine's state approved educator preparation programs; rather; they are meant to expand upon the options that currently exist.

Non-Traditional Teacher Preparation Paths are designed to:

- delineate five (5) non-traditional teacher preparation paths to initial certification in Maine;
- articulate the standards and requirements for each clinical path; and
- ensure consistency in delivery and implementation among all state approved non-traditional teacher preparation program path providers.

It is anticipated that the non-traditional teacher preparation paths will be of interest to individuals who are/have been employed in other employment sectors. Such individuals must be currently employed by a local school administrative unit and wish to pursue public school teaching as a new career. Such individuals may include, but are not limited, to the following:

- educational specialists,
- experienced instructors in the military,
- educational technologists,
- experienced instructors in institutions of higher education,
- experienced individuals in business/industry/arts - professionals who can provide instruction in secondary education teaching fields (grades 7-12),
- experienced instructors in private school settings,
- holders of advanced degrees in content areas for which the state issues renewable teacher certification,
- completers of all coursework with an educator preparation program and are eligible for, but did not complete, student teaching,

Purpose:

This section of rule specifies the clinically-based content standards and requirements for approving non-traditional teacher preparation path providers designed for the preparation of teacher candidates and complements the traditionally-based program standards and requirements contained elsewhere in Title 20-A, Chapter 114, *Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Educator Personnel* and in Maine Department of Education Regulation Chapter 115. These clinically-based standards and requirements are intended to guide the development of non-traditional teacher preparation paths that will prepare completers for teaching in ways that will positively impact Maine student achievement and growth through research-based pedagogy. These clinically-based provisions also delineate several non-traditional teacher preparation path requirements related to new teacher support and induction programs that may be used by non-traditionally prepared teachers for obtaining initial teacher certification in Maine. A Maine State Board approved professional education unit may opt to provide non-traditional teacher preparation paths that meet all requirements and standards as delineated in this rule.

Definitions:

2.1.22.1 Non-Traditional Teacher Preparation Paths are defined as those paths which:

(a) Prepare individuals with a minimum of a four-year bachelor's degree, or a verifiable equivalent, in a content field that supports the academic content knowledge of the content field for which the individual is seeking initial certification, but whose undergraduate or graduate work did not include pedagogical knowledge and skills. Alternate teacher preparation path candidates will not have held an initial teaching certificate before.

(b) Feature a flexible timeframe for completion;

(c) Do not, necessarily, lead to a degree or college credit;

(d) Are job embedded allowing candidates to complete non-traditional preparation path requirements while employed as a classroom teacher, full-time or part-time, for at least two classes per day in a regionally accredited school administrative unit;

(e) Require that candidates are supported by a Local Support Team (LST) comprised of a school-based administrator, a school-based mentor or teaching coach, a supervisor employed by the non-traditional teacher preparation path provider, and a content specialist - if either the mentor or supervisor are not also a content specialist in the candidate's teaching field;

(f) Require an induction component that includes coaching and supervision for a minimum of one academic year;

(g) Provide curriculum, performance-based instruction, and assessment focused upon the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge;

(h) Are individualized, based on the needs of each candidate, with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach – [needs are to be determined through assessments of candidate performance in the classroom, related specifically to path requirements that are based on teaching competencies rather than coursework seat-time]; and

(i) Use candidate and non-traditional teacher preparation path performance data to inform decision-making regarding continuous improvement of the non-traditional preparation path.

2.1.22.2 Individualized Induction Plan (IIP) – is the name given to:

A comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers, which then seamlessly progresses them into a lifelong learning program.

Eligible Providers:

A Non-Traditional Teacher Preparation Paths program may be offered by any participating Maine State Board of Education approved professional education unit that can verify, through the program approval process, the ability to provide non-traditional preparation paths and to provide programs that meet all requirements and standards delineated in this rule.

Non-Traditional Teacher Preparation Paths

There are five (5) non-traditional teacher preparation paths leading to initial certification in Maine for individuals who:

- hold a four-year bachelor's degree or higher from an accredited institution;
- did not complete a teacher education degree program; and
- want to transition to the teaching profession.

Candidates must be employed as full-time teachers or as part-time teachers who teach at least two classes per day by a local school administrative unit for all paths leading to initial teacher certification. The employing school administrative unit and the non-traditional teacher preparation path provider (state approved educator professional education unit) will assess the candidate's transcripts and the employing school unit's needs to determine the appropriate path in which to place the candidate.

All teacher candidates will be required to successfully complete an exceptionality course. Candidates will need to provide the superintendent of the employing SAU valid documentation that the course taken to meet this requirement has been approved by the Maine Department of Education.

The non-traditional teacher preparation paths will equip teachers with the skills necessary for initial success in their classrooms. All non-traditional teacher preparation paths require structured supervision and guidance by a team of qualified mentors and coaches, the Local Support Team (LST), for a minimum of one academic year. This team should be comprised of a school-based administrator, a school-based mentor/coach, a non-traditional teacher preparation path provider supervisor, and a content specialist (if the mentor or supervisor is not a content specialist in the candidate's content field). The LST will assess the level of knowledge and skills with which a teacher candidate performs while completing the assigned path utilizing a valid, norm-referenced, non-traditional common assessment. Teacher candidates must perform at, or above, the assessment's designated level of Proficiency. The results of this assessment will determine the recommendation that the candidate remain in the assigned path or be transferred to another path that better provides the support needed for the candidate to meet the teaching competencies, the pedagogical standards, and the dispositions, as delineated elsewhere in this rule.

Through on-going monitoring and assessment of each candidate's performance in the classroom and through the provision of evidence of his/her knowledge, skills, and dispositions delineated in the teaching competencies and pedagogical content standards required for successful completion of the non-traditional teacher preparation path, the LST will provide recommendations for advancement, retention, or termination of the candidate's participation. Upon meeting all the required teacher competencies and standards, including one academic year of mentor/coaching, candidates will be recommended by the LST to the Maine Department of Education Certification Office for initial teacher certification.

Non-Traditional Teacher Preparation Path – Program Options

Program Admission Requirements Specific program admission and completion requirements for the non-traditional teacher preparation paths, in addition to those mentioned previously, are described below for each path.

Overview The non-traditional teacher preparation path is recommended for individuals who have demonstrated content knowledge in their teaching fields through path specific requirements and are assigned to a teaching field in that discipline, yet have little or no teaching experience. Based on individual assessments of teaching performance, candidates appropriate for each non-

pedagogy, and/or student learning.

Candidates for the non-traditional paths must:

- Hold a bachelor's degree or higher from an accredited four-year college or university;

- Pass the PRAXIS I Basic Skills Assessment or an equivalent as determined by the Maine State Board of Education. Candidates with Master's Degrees or higher are exempt from the PRAXIS I Basic Skills assessment;

- Middle Grades math, science, English/Language Arts, and Social Studies must have a four-year bachelor's degree or higher with a 24 semester hours major in a concentration in the assigned content field; a passing score on the appropriate PRAXIS II Content Assessment; and a transcript assessment confirming successful completion of 24 semester hours in the assigned content field and a passing score on the appropriate PRAXIS II Content Assessment. If the candidate does not have a major in the assigned content field - for instance the candidate is accepted with a major in a related field or having experience that supports the knowledge and skills in the content area, he/she must have a passing score on the appropriate PRAXIS II Content Assessment.

- Secondary math, life science and physical science, Social Studies, English, World Language (K-12), and Fine Arts K-12 (music and visual arts) must have a four-year bachelor's degree or higher with a major in the assigned content field or a transcript assessment confirming successful completion of 24 semester hours in the assigned content field and a passing score on the appropriate PRAXIS II Content Assessment(s). If the candidate does not have a major in the assigned teaching field - for instance the candidate is accepted with a major in a related field or having experience that supports the knowledge and skills in the content area, he/she must have a passing score on the appropriate PRAXIS II Content Assessment(s).

Non-Traditional Teacher Preparation Path Completion Requirements

Non-traditional teacher preparation path providers shall require candidates to:

- pass the PRAXIS II content assessment in the content field for which initial certification is being sought;

- meet all of the teaching competencies, the pedagogical content standards, and the dispositions delineated in this rule; and

- complete an Individual Induction Plan (IIP) – see Definition 2.2 - that includes the aforementioned requirements and individual requirements resulting from candidate assessment data. The candidate must complete a minimum of one academic year in a mentoring/coaching non-traditional teacher preparation path supported through the Local Support Team (LST).

Candidates will have up to three (3) years to complete the following requirements for this path:

- For a minimum of one (1) academic year candidates must receive intensive support through the Local Support Team (LST).

- Must have an Individualized Induction Plan (IIP) – see Definition 2.2 – which the mentor will use to coach the candidate in the teaching competencies and dispositions delineated in this rule.

- Must complete all applicable Maine requirements as well as pass the Principles of Learning and Teaching (PLT) assessment.

Non-Traditional Teacher Preparation Paths:

(A) ADJUNCT TEACHING PATH

1. Purpose

The Adjunct Teaching Path (ATP) is designed for candidates with content-specific knowledge and skills such as:

- experienced instructors in the military,
- institutions of higher education,
- business/industry/arts professionals who can provide instruction in secondary education teaching fields (grades 7-12).

2. Admission Requirements

- The non-traditional teacher preparation path providers shall accept candidates who hold at least a four-year bachelor's degree and have passed a PRAXIS II Content assessment; have passed the Principles of Learning and Teaching (PLT) assessment; and are employed by a local school administrative unit as a full-time teacher or part-time teacher during the school year for at least the equivalent of 15 weeks of full-time instruction (e.g. the same time frame as required for student teaching in traditional teacher preparation programs).

3. Path Completion Requirements: No additional requirements.

(B) ADVANCED DEGREE ALTERNATIVE PATH – (ADAP)

1. Purpose

The Advanced Degree Alternative Path (ADAP) path provides 7-12 pedagogical preparation for individuals who:

- hold advanced degrees in content areas for which the state issues renewable teacher certification.

2. Admission Requirements

The non-traditional teacher preparation program providers shall accept candidates who hold at least a master's degree, a major in the content field assignment, and who are employed by a local school administrative unit as a full-time teacher or part-time teacher during the school year for at least the equivalent of 15 weeks of full-time instruction (e.g. the same time frame as required for student teaching in traditional teacher preparation programs).

(C) CORE ACADEMIC PREPARATION PATH – (CAP)*

***The CAP path has been available as a non-traditional teacher preparation path to certification candidates for several years. However, having been expanded upon, it is included in this section of rule to make clear that it remains a viable option, among others, for eligible individuals seeking initial teacher certification.**

1. Purpose

The Core Academic path is designed for teacher candidates in Secondary 7-12 math, science, all subjects comprising social studies, English, world language, art and music who have demonstrated content knowledge in their content fields and can demonstrate the appropriate depth of pedagogical knowledge and skills necessary for successful teaching.

2. Admission Requirements

The non-traditional teacher preparation path providers shall accept candidates who hold at least a bachelor's degree or higher with a major in the content field to which he/she is assigned to teach for a majority of the school day; a passing score or qualifying exemption on the PRAXIS I Basic Skills Assessment or have a Master's degree, or higher; a passing score on the appropriate PRAXIS II Content Assessment; and are employed by a local school administrative unit as a full-time teacher or part-time teacher during the school year for at least the equivalent of 15 weeks of full-time instruction (e.g. the same time frame as required for student teaching in traditional teacher preparation programs).

(D) CLINICAL PRACTICE PATH – (CP)

1. Purpose

The Clinical Practice Path (CP) is designed for individuals who:

- have successfully completed all coursework associated with an educator preparation program and
- are eligible for, but did not attempt* student teaching.

* **The reason(s) for not attempting student teaching will need to be documented and evaluated by the Local Support Team prior to an individual being accepted to pursue this alternate route path.**

2. Admission Requirements Non-traditional teacher preparation program providers shall accept candidates who:

- upon affirmation of employment by a Maine school administrative unit superintendent of schools, has been issued a conditional certificate by the Department in the teaching assignment area; or

- have successfully completed an education program at a non-traditional program provider college or university;

- are eligible for, but did not attempt student teaching; and

- are employed by a local school administrative unit as a full-time teacher or part-time teacher during the school year for at least the equivalent of 15 weeks of full-time instruction (e.g. the same time frame as required for student teaching in traditional teacher preparation programs).

  Note: Taking the Principles of Learning and Teaching (PLT) assessment may be waived if the transcript assessment shows that the necessary coursework was satisfied while previously completing an education program at an appropriately accredited, non-traditional program provider college or university.

(E) ONE-YEAR SUPERVISED PRACTICUM PATH – (OYSP)

1. Purpose

The One-year Supervised Practicum (OYSP) path is designed to provide pedagogical preparation for individuals seeking initial teacher certification who have demonstrated content knowledge, pedagogical knowledge, and have had experience teaching students in:

- a private school;
- a college or university;
- a corporate setting; or
- a military setting.

2. Admission Requirements

Non-traditional teacher preparation program path providers shall accept candidates who are eligible for a conditional certificate in a teaching field as specified in Department of Education Regulation Chapter 115 when prior to employment and admission into the practicum candidates:

- hold at least a four-year bachelor's degree, or its equivalent, in the content field;

- have passed the PRAXIS II requirement;

- have a Master's degree or higher; and

- who are employed by a local school administrative unit as a full-time teacher or part-time teacher during the school year for at least the equivalent of 15 weeks of full-time instruction (e.g. the same time frame as required for student teaching).

3. Eligible Certification Fields and Related Path Requirements

- Non-traditional teacher preparation paths are only available for the 7-12 teaching fields as stated earlier. These fields have been selected as they match closely with Maine's on-going 7-12 teacher shortage areas for the entire State of Maine.

- **Special Education Fields**

  To receive approval to offer non-traditional teacher preparation paths to initial certification in the Special Education fields the non-traditional teacher preparation path provider must, in addition to meeting all standards and requirements stated in this rule, describe how candidates will meet the appropriate special education content standards associated with the following teacher endorsement areas:

  - 282 – Teacher – Students With Disabilities (K-8)

  - 282 – Teacher – Students With Disabilities (7-12)

  - 286 – Teacher – Severe Impaired (K-12)

  - 291 – Blind/Visual Impaired (K-12)

  - 292 – Deaf/Hearing Impaired (K-12)

- **Specialist, leadership, and other endorsement certifications are not offered through non-traditional routes.**

4. Non-traditional Teacher Preparation Path Requirements:

(a) The non-traditional teacher preparation path providers shall assure that all teacher candidates meet the ten (10) INTASC Core Teaching Standards as well as the National Educational Technology Standards for Teachers (NET.T) by the time of path completion, through providing preparation, as needed, in the areas of curriculum, instruction, pedagogy, and assessment.

(b) Non-traditional teacher preparation path providers will deliver training in coaching/mentoring for the Local Support Team (LST), which is to be comprised of a

school-based administrator, school-based mentor/coach, a supervisor employed by the non-traditional preparation path provider, and a content specialist.

(c) Non-traditional teacher preparation path providers will assemble, for each candidate, an Individualized Induction Plan (IIP) – [see Definition 2.2, page] – that is developed, monitored, and verified by signatures of the Local Support Team (LST).

(d) To help all students achieve Maine's Learning Standards, all non-traditional teacher path participants will be required, by path completion, to demonstrate proficiencies in the Performance, Essential Knowledge, and Critical Dispositions elements associated with each of the ten (10) InTASC Core Teaching Standards (see Section: 2.1 Unit Standard One: Initial and In-Service Teacher Performance).

(e) The non-traditional teacher preparation path provider will assure that teacher candidates demonstrate proficiency in the key pedagogical content areas of: Preparation, Assessment, Engagement, Classroom Management, and Ethics.

2.1.23 Unit Standard One: Educator Preparation Course Delivery Standards

For programs that are state approved for the preparation of educator personnel the following quality standards are applicable to course delivery whether such courses are offered in a face-to-face, a hybrid/blended, an online, or a dual method mode. These standards focus upon quality assurance measures to be employed by Maine's higher learning institutions with educator preparation programs. All courses need to incorporate a series of academic requirements, or benchmarks, that are designed to ensure that one has acquired the necessary skills, knowledge, and abilities to become an effective or a more effective educator. At each benchmark, one's progress within a program leading to teacher certification will need to be evaluated using assessments that align with national and state professional standards. To guide the mastery and evaluation of core professional concepts and principles, the following educator preparation course standards are expected to be met by the unit.

Standards For Face-To-Face, Hybrid/Blended, Online, and Dual Method Courses
1. Course Design
a) The overall design and expectations of each course are made clear to students at the beginning of the course. 1) Students are informed on how to access course materials and resources. 2) Students are informed as to what prerequisite knowledge and skills they should have. 3) Students are informed of etiquette/"netiquette" expected within the classroom and with all electronic communication. 4) Students are informed of the importance of backing up artifacts.

2. Curriculum/Learning Objectives
a) Student performance objectives are clearly stated and have equivalent expectations for same courses whether delivered by a face-to-face, hybrid/blended or in an online format. 1) The performance objectives are clearly aligned with state standards. 2) The performance objectives are articulated within a scope and sequence so students are adequately prepared for the next level of study.
3. Assessments
a) Assignments and artifacts of student work are consistent with course activities and resources; they are sequenced, varied, and appropriate to the desired performance outcomes for the course. **b)** The grading policy of the course is clearly stated. **c)** The criteria regarding how students are to be evaluated are stated clearly and specifically.
4. Instructional Materials
a) The instructional materials are authentic, current and appropriately chosen for the level of the course. 1) The materials have sufficient breadth and depth and meet State standards. 2) The materials are of appropriate reading level, balanced and bias-free, and properly cited. 3) Students understand the relationship between the materials and the learning activities.
5. Instructor Quality and Interactions
a) The instructor must have expertise in the content area being taught. **b)** The instructor provides connections among course content, other curricular areas, and the real world. **c)** The instructor monitors student work and discussions/postings on a regular basis. **d)** The instructor provides appropriate and timely feedback, guidance and direction.

e) The instructor utilizes effective strategies, matched to the content being taught, including methods for supporting inquiry, analysis, and synthesis of content. **f)** The instructor fosters meaningful interactions with students, among students, and between students and course materials to motivate students as well as to foster intellectual commitment and personal development. 1) Students know what to expect from their instructor. 2) Students know what kind of interaction is expected of them during the course.
6. Online Courses
Additionally, for online courses, the instructor has received appropriate training in online teaching that includes: 1) strategies for engaging and involving students in the online environment; 2) appropriate use of online "voice"; 3) use of the technology involved; and, 4) the ability to assess support systems available to students and instructors.

To clarify the 2.1.23 Unit Standard One: Course Delivery Standards as highlighted in the foregoing table, the course modality terms used have the following meanings:

Face-to-Face:

In face-to-face courses participants, instructors, and facilitators physically meet together in the same place and at the same time. This method is referred to as Synchronous Delivery. Face-to-face courses may also use web-based course materials that require basic computing skills, word processing, and internet searching.

Hybrid/Blended:

These terms are often used interchangeably but have slightly different meanings and modes of delivery.

- **Hybrid Course Delivery:**

  Hybrid courses present most of the course learning online with some on-campus instruction. The bulk of the learning takes place in an asynchronous online platform enriched by 1, 2 or more synchronous weekly, biweekly, or monthly meetings. This delivery method is intended for distance students, but may also have a synchronous component including an on-site meeting time for students within proximity of the campus and/or a video conferencing tool (Skype, GoToMeeting, Adobe Connect, and the like) in which to allow synchronous meeting times for off-campus students.

- **Blended Course Delivery:**

  Blended Learning describes courses that are presented mostly in a face-to-face setting and combine multiple approaches to learning. By use of synchronous and asynchronous elements, learning can be accomplished through the use of 'blended' virtual and physical resources, which can reduce "seat time" in the regular classroom. An example of this delivery mode would be a combination of technology-based materials and face-to-face sessions used together to deliver instruction.

  Blended Course Delivery may incorporate the use of collaborated lists, blogs, podcasting, virtual meetings, teleconferences, and text-messaging. This delivery method is intended for use with on-campus students.

Online Course Delivery:

This term describes classes which are conducted completely online. It is also referred to as asynchronous because both the participants and instructors in the class are separated by time and place. The class is conducted with online curriculum, discussions and resources.

Dual Delivery Method:

In some programs, faculty deliver course content to students in both online and face-to-face formats in the same class. This delivery method serves two separate groups of students simultaneously (at a distance and on-campus) in two different modes of delivery – face to face and online. The students may be linked through technology to share content and to participate in Discussion Boards. This modality usually applies to substantially under-enrolled courses and is offered to enhance the curriculum of the college or university by including courses that might not otherwise be offered.

2.2 UNIT STANDARD TWO: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs. The following indicators inform this standard.

The unit . . .

a) has developed an assessment system with its professional community that reflects the conceptual framework~~(s)~~ and professional and state standards.

b) system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.

c) decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion.

d) assessments used to determine admission to, continuation in, and completion of programs are predictors of candidate success.

e) takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

f) maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

g) collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community using multiple assessments from internal and external sources.

h) regularly and systematically compiles, summarizes, and analyzes these data to improve candidate performance, program quality, and unit operations.

i) uses information technologies to maintain its assessment system.

j) regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences.

k) analyzes program evaluation and performance assessment data to initiate changes where indicated.

l) shares candidate and faculty assessment data regularly with candidates and faculty respectively to help them reflect on their performance and improve it.

2.3 UNIT STANDARD THREE: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that educator candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn. In the redesign of educator preparation programs there is the expectation that an early, expanded, and on-going emphasis will be placed upon clinical practice experiences and that these experiences will become the norm. The following indicators inform this standard.

The unit . . .

a) its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge and skills.

b) and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide an appropriate learning experience.

c) provides field experiences that facilitate the candidates' development as professional educators through observations in schools and other agencies, tutoring students, assisting teachers or other school personnel, attending school board meetings, and/or participating in education-related community events prior to clinical practice.

d) conceptual framework is reflected in the field experience and clinical practice. It helps candidates to develop their content, professional, and pedagogical knowledge and skills delineated in professional, state, and unit standards.

e) clinical practice expects candidates to use information technology to support teaching and learning.

f) clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.

g) criteria for clinical faculty are clear and known to all of the involved parties.

h) clinical faculty are accomplished school professionals.

i) clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.

j) provides entry and exit criteria for candidates in clinical practice.

k) employs assessments for clinical practice that are linked to candidate competencies.

l) employs multiple assessment strategies to evaluate candidates' performance and impact on student learning.

m) collaborates with candidates, school faculty, and college or university faculty to conduct assessments of candidate performance throughout clinical practice.

n) allows time for reflection as well as feedback from peers and faculty within the field experience and clinical practice.

o) provides opportunities for candidates, through their field experiences and clinical practice, to develop and demonstrate the knowledge and skills to help students achieve Maine's Learning Standards.

p) provides opportunities for all candidates to participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

q) provides opportunities for candidates to develop and demonstrate knowledge and skills in the use of educational technology within their field experiences and clinical practice.

2.4 UNIT STANDARD FOUR: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. The following indicators inform this standard.

The unit . . .

a) curriculum and accompanying field experiences are designed to help candidates understand and address the importance of diversity in teaching and learning.

b) provides opportunities for candidates to learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom and school climate that values diversity.

c) helps candidates become aware of different teaching and learning styles that are shaped by cultural influences and the candidates are able to adapt instruction and services appropriately for all students, including students with exceptionalities.

d) candidates demonstrate practices that value fairness and learning by all students.

e) assessments of candidate proficiencies provide data on the ability to help all students learn.

f) candidate assessment data are used to provide feedback to candidates for improving their knowledge and skills.

g) candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty with diverse ethnic, racial, and gender groups.

h) faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences to prepare candidates to work with students with diverse abilities and cultural backgrounds, including students with exceptionalities.

i) affirms the value of diversity through persistent efforts to increase and retain faculty diversity.

j) candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools.

k) candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas.

l) affirms the value of diversity shown through persistent efforts made to increase or maintain candidate diversity.

m) designs field experiences or clinical practice for candidates in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups so that candidates can develop and practice their knowledge and skills for working with all students.

n) encourages feedback from peers and supervisors to help candidates reflect on their ability to help all students learn.

2.5 UNIT STANDARD FIVE: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. The following indicators inform the standard.

The unit . . .

a) education faculty have earned doctorates or have exceptional expertise that qualifies them for their assignments.

b) cooperating teachers are certified in the content fields that they teach or supervise and have a minimum of three years of effective teaching experience.

c) clinical faculty from higher education have contemporary professional experiences in school settings at the levels they supervise.

d) faculty have a deep and thorough understanding of the content they teach.

e) faculty's teaching methodology reflects the unit's conceptual framework, research and theories, as well as current developments in teaching and in faculty fields.

f) faculty's teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional attitudes.

g) faculty use a variety of instructional strategies that reflect an understanding of different learning styles.

h) faculty members integrate Maine's Learning Standards, the InTASC Core Teaching Standards, and as appropriate the ISLLC standards throughout their teaching.

i) faculty regularly and purposefully integrate technology into pedagogical practice in order to more effectively support teaching and learning for all students.

j) faculty assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

k) education faculty members demonstrate scholarly work in their fields of specialization.

l) faculty are engaged in different types of scholarly work, based in part on the unit's mission.

m) faculty provides service to the college or university, school, and broader communities in ways that are consistent with the unit's mission.

n) faculty are actively involved with the professional world of practice in P-12 schools.

o) faculty are actively involved in professional associations.

p) faculty provide education-related services at the local, state, national, or international levels.

q) education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

r) conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the education faculty.

s) uses evaluations of education-faculty to improve teaching, scholarship, and service of unit faculty.

t) provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, technology, and other emerging practices based upon needs identified in faculty evaluations.

2.6 UNIT STANDARD SIX: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and unit standards. The following indicators inform this standard

The unit . . .

a) has the leadership and authority to plan, deliver, and operate coherent programs of study.

b) effectively manages or coordinates all programs so that their candidates are prepared to meet standards.

c) faculty who are involved in the preparation of educators, PK-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs.

d) provides a mechanism for and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of educators.

e) receives sufficient budgetary allocations, 1) proportional to other units on campus or similar units at other campuses, and 2) to provide programs that prepare candidates to meet standards.

f) budget adequately supports both on-campus and clinical work essential for preparation of educators.

g) workload policies, including on-line and other remote course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in schools, and service.

h) faculty load per semester for teaching on campus and remotely generally does not exceed 12 hours for undergraduate teaching or 9 hours for graduate teaching.

i) faculty supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member.

j) makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured.

k) provides an adequate number of support personnel.

l) provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

m) has adequate campus and school facilities to support candidates in meeting standards.

n) facilities support faculty and candidate's use of information technology in instruction.

o) allocates sufficient resources to all programs in amounts sufficient to assure the thorough preparation of candidates to successfully meet the standards unique to their respective fields.

p) provides adequate resources to develop and implement the unit's assessment plan.

q) has adequate information technology resources to support faculty and candidates.

r) faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

SECTION 3: PROCEDURES FOR THE INITIAL REVIEW AND APPROVAL OF EDUCATOR PREPARATION PROGRAMS

3.1 These procedures are to be used with the standards found in Section 2, for the review and approval of programs preparing professionals for all categories of certification. "Educational personnel" encompasses all categories of professional personnel certified for service in Maine schools.

3.2 Educator Preparation Programs

a) A preparation program for educational personnel will meet the state-adopted standards and will allow an accredited degree-granting unit to recommend its graduates for certification. The applicant program will identify the professional roles for which the program is designed. The graduates recommended by the Dean or director of the program will receive certification which reflects the nature of their preparation and program recommendation.

b) Candidates who graduate from units without state approved programs, including alternate routes certification, shall access initial certification by the process of transcript analysis through recognized coursework status set forth in section 3.9 or upon graduation from programs accredited by nationally recognized accreditation agencies as set forth in section 3.8. Such units will work with Department personnel to move to approved program status.

c) All units preparing professional educators for certification, including alternate routes to certification, shall have approved programs. Program approval recommendation will be the avenue by which those persons who successfully complete the approved program will be recommended for certification in the appropriate categories for which the unit is approved.

3.3 Addressing Program Standards

a) The request for program approval should be directed to the Commissioner, who in turn will notify the State Board of Education of the intent to seek approval of a new or existing program. The request for initial program approval shall be made at least ~~six~~ four (4) months prior to the proposed on site inspection.

b) The request shall contain a brief and explicit description of the programs. The request shall be signed by the Executive Officer of the unit involved. Such signature shall be the assurance that the governing body of the applicant unit has approved the request for program approval. In the case of a consortium, the governing body of each unit, through the chief Executive Officer, shall indicate its approval of the program approval request. The request shall identify a program liaison person who will serve as the contact person and in a coordinating role for the request on behalf of the program.

3.4 Preparation of the Self Assessment

a) The unit shall address the program approval standards through a self assessment. The applicant will describe its goals and objectives within the program components and will identify the extent to which its goals and objectives have been achieved. The Program Approval Handbook will provide the applicant with additional information and guidance.

b) The self assessment shall provide information, evidence, and data descriptive of the request in terms of the six (6) program standards. The self assessment document may also include other relevant information and data as may be necessary to support the program request.

c) Innovative Practices. The unit shall work cooperatively with P-12 school administrative unit personnel in establishing technical assistance services for the implementation of innovative instructional practices for Maine's Learning ~~Results~~ Standards the use of technology and innovative ways to address diverse populations. Those field experiences shall reflect the following:

1) Planned technical assistance is provided by the unit through local collaboratives which focus on curriculum, instruction, and staff development.

2) Comprehensive field-based programs are promoted in which the unit assists local schools with the implementation of innovative school improvement and development strategies.

3) The unit in collaboration with local schools conducts field-based research regularly. The focus of this activity is to promote effective practices in the classroom, building and district.

d) The unit shall have two (2) options by which the program approval visit will be conducted. The options are as follows:

1) On-Site Visit: The On-Site Review Team will consist of 4-5 team members, plus the MDOE consultant and a State Board of Education Observer. The size will depend on the context and complexity of each professional education unit.

i. An on-site visit by the State Board approved review team will commence mid-day on a Sunday and will end by mid-day on a Wednesday when the unit's candidates and faculty will be on campus.

ii. Prior to arrival on the unit's campus the review team will read and weigh the unit's self assessment against the applicable candidate and program standards contained in this rule.

iii. During the on-site visit the review team will look to affirm that the unit meets the applicable standards and is committed to continuous improvement. This process will involve examination of the unit's exhibits, as referenced in the self assessment document; individual and group interviews, both on-and-off-campus; observation of educator preparation classes; observation and interaction with candidates and cooperating teachers in clinical practice settings.

iv. Through Team consensus building meetings it will be determined whether the unit has met the applicable standards.

v. During an Exit Conference the Team's findings and next steps in the review process will be shared with unit representatives. With the exit conference the on-site visit is brought to a close.

The on-site review process, which will depend on the context and complexity of each professional education unit, is outlined below:

Schedule

Unit submits self study report	Initial: 4 months before the onsite visit Renewal: 2 months before on-site visit
Review Team formed and State Board approved	Up to 1 month following submission of Unit's self study
Pre-visit conducted with applicant Unit Head and other unit representatives	By Review Team Chair and Department's liaison consultant 30 days prior to Review Team's on-site visit
Review Team conducts on-site visit	Team visit from Sunday noon to late morning Wednesday when students,

	faculty, administration and cooperating teachers and administrators are available

2) **Off-Site and On-Site Visit:** Approved by the State Board to provide formative feedback to professional education units before the on-site visit, an Off-Site Team will review the Unit's self assessment report, exhibits, Title II data, and appropriate other reports.

   i. The Off-Site Review Team will consist of 4-5 team members, plus the MDOE consultant and a State Board of Education Observer. The size will depend on the context and complexity of each professional education unit. The Off-Site Review Team and the On-Site Review Team members will be the same throughout the review process.

   ii. The off-site review will be conducted electronically approximately 1-3 months after the Unit's self study has been submitted to the Higher Education Specialist at the Maine Department of Education.

   iii. The electronic meeting of the Offsite Review Team will be conducted via conference call or some other medium. All team members must have access to the MDOE's limited access site and the Unit's electronic exhibits during the meeting. The meeting will be scheduled for four (4) hours and adjusted as needed for each review.

   iv. The Off-site Team will review the Unit's self study and supporting evidence by standard and discusses areas of concern related to each standard.

   v. The Unit head should be available to answer inquiries from the Offsite Review Team as needed during the team's electronic meeting.

Off-Site Review Team Feedback Report

The Off-site Review Team will prepare a Feedback Report that provides the following information for the Unit as it prepares for its on-site visit. (The Unit will have the opportunity to respond to any areas of concern in a self study Addendum that should be available to the Onsite Review Team one to two months before the onsite visit.)

   a. Statement about the evidence.

      i. Does the evidence make the case that standards continue to be met?

      ii. What, if any, key evidence was not available to the Team?

   b. Comments on the Unit's progress toward meeting the target level on one or more standards.

c. Feedback on correcting previous areas for improvements.

d. List of areas of concern related to continuing to meet a standard.

e. List of evidence for the On-site Review Team to validate during the onsite visit.

The Off-Site, On-Site review process, which will depend on the context and complexity of each professional education unit, is outlined below:

Schedule

Unit submits Self Study Report	6 months before the onsite visit
Offsite Review Team meets electronically	1-3 months after Unit's Self Study is submitted
Review Team's Feedback Report is posted on MDOE (available on limited access site)	Generally within 1-2 weeks after Offsite Review Team meeting
Unit submits self study Addendum, which responds to the Review Team's Feedback Report	On-site pre-visit with the Review Team Chair and the MDOE consultant - 30 days before the onsite visit, self study Addendum must be available
Review Team conducts on-site visit	Team visit from Sunday noon to late morning Tuesday - students, faculty, administration, cooperating teachers and administrators must be available

Staff Support to the Offsite Review Team

- The MDOE consultant will provide Offsite Review Teams advice, give guidance, and explain how other teams have handled similar situations.

- The MDOE consultant may provide additional information to the Offsite Review Team, including explanations of problems related to standards that a Unit may be experiencing.

Training of Offsite Review Team Members

- Review Team members will receive appropriate training on the process which may include web seminars.

3.5 Identification and Preparation of the Visitation Team

a) The Commissioner shall select the Review Team members and shall submit these names to the unit for its approval to ensure that no selected member presents a conflict of interests. The list of potential members of a visitation team shall be submitted to the State Board for approval prior to the visitation. The size of the team will depend on the context and complexity of each professional education unit. For each program approval visit a member of the State Board of Education will be designated by the Board Chair to serve on the review team as a Board Observer. Team membership shall be broadly representative of those areas affected by the program and shall include one or more classroom teachers, when possible, and one or more education faculty members. Team members will receive training appropriate to the conduct of their role.

b) The Review Team chair, shall be designated by the Commissioner and approved by the State Board. The Review Team chairperson and the Department liaison person shall ensure that team members have the materials necessary to conduct the review.

c) Before the on-site visit, the Department shall conduct a preliminary visit to:

1) gain information about the program so that the assignments of team members can be made;
2) develop a schedule identifying the major commitments, interviews, and team meetings
3) request work space and equipment; and
4) set the dates of the visitation with the number of days based upon the scope of the request. The duration of each visit will be appropriate to the size of the unit.

3.6 The Team Visit~~ation~~

The purpose of the visitation is to review the self assessment document in the context of the six standards and develop the information and database upon which a team recommendation of approval status can be made to the State Board of Education. Information and data for the review and in support of the recommendations are to be developed through the interviews, study of facilities, curricula and other relevant reports and information, and observations the team members make during the visitation. A Summary Review session shall be conducted with team members and program staff members present so that both parties are aware of the conclusions that have been reached and the approval status to be recommended to the State Board of Education by the team. It is also an opportunity for both program staff and team members to question and to identify any items which should be the subject of some further clarification and to identify the specific steps which should be completed before the Chairperson drafts the final team report.

3.7 The Team Report

a) Following completion of the visitation, it is the responsibility of the chairp to write a draft of the final team report and share it with the team members for comment and suggestions. The chair shall send a copy of the final draft of the team report to the applicant unit for only corrections of factual errors.

b) The final team report shall respond to each of the six (6) program standards. Each of the six (6) sections shall be organized into two sub-sections.

1) a sub-section narrative which identifies the validation activities and observations of the team members with reference to the specific areas of the self assessment validated and/or not validated; and

2) a sub-section which identifies specific program commendations and the recommendations governing program adjustments and program modifications in accordance with the State Program Approval Standards and in the context of the self assessment.

c) The final section of the report shall contain a specific team recommendation as to the approval status to be recommended by the team to the State Board of Education.

d) The final team report shall be completed by the chairp within 60 days of the conclusion of the visitation. Upon completion of the final team report, copies will be furnished to the director of the applicant program, to the Commissioner and to the members of the team.

3.8 Joint Program Approval

1) In lieu of meeting the standards for approval contained in Standards two (2) through six (6), in Section 2 of this rule, preparation programs may obtain approval for purposes of Maine Department of Education Regulation 115 under the following circumstances:

a) The applicant unit is <u>nationally</u> accredited by the National Council for the Accreditation of Teacher Education (NCATE<u>), the Teacher Education Accreditation Council (TEAC), or the Council for the Accreditation of Educator Preparation (CAEP).</u>

b) The applicant is accredited by another national accrediting agency that is recognized by the U. S. Department of Education and whose standards have been approved by the State Board of Education. The method of State participation includes the following:

c) A joint visitation by State representatives and the accrediting authority will provide the basis for decisions of both state program approval and national accreditation. This process will result in a recommendation to the State Board and a report to the accrediting authority.

2) The State Board policies establishing team composition and procedures are:

a) use team members selected by the Commissioner and approved by the unit ensuring that no team members present a conflict of interest. These team members shall be submitted to and approved by the Board prior to visitation;

b) use team members who are broadly representative of those areas affected by the program and shall ~~in all cases~~ include one or more classroom teachers, when possible, and one or more education faculty members;

c) use team members who have been trained and have knowledge of the process of program evaluation according to State Board and accrediting authority standards

d) seek to achieve a balance in committee membership to include representatives from units of higher education, public schools, state education agencies, subject matter personnel and practitioners; and

e) assign appropriate and adequate teams for the size of the unit, the scope and the tasks necessary.

   1) Each State team member and State team chair will be approved by both the State Board and the accrediting authority.

   2) The State team members will be trained in the application of the accrediting authority unit Standards and accrediting authority team members will be trained in the application of the State Board standards set forth in standards one (1) through six (6) of Section 2 of this rule.

   3) The curriculum for educators must be in compliance with Maine Department of Education Regulation 115.

   4) Upon completion of the visitation, the joint team shall send the Department full copies of all reports issued by it to the unit under review, plus any response submitted by the unit, any rejoinder by the joint team, and any further reports and correspondence relating to the merits of the review;

f) The Commissioner shall forward the materials received from the joint team to the State Board along with a recommended disposition. On the basis of the documents and information received from the Commissioner, and any other pertinent information, the State Board shall approve, approve with conditions, or deny approval to a preparation program. This final decision rests solely with the State Board.

3.9 Recognized Coursework Status

Coursework taken at a unit not approved under this rule may be recognized for purposes of certification by individual evaluation under Maine Department of Education Regulation 115 if:

a) The unit is accredited pursuant to Maine Department of Education Regulation 115; and

b) The unit has demonstrated compliance with Subsection 2 (Standard 2.1 Initial Teacher Candidate Performance, Standard 2.3 – Field Experiences and Clinical Practice, Standard

2.5 – Faculty Qualifications, Performance and Development, Standard 2.6 – Unit Governance and Resources) with respect to each certificate as to which recognized coursework status is sought. Evidence of compliance submitted by the unit shall be reviewed by the Department liaison person rather than by a visitation team as provided in section 3.2 of this rule. However, the Commissioner's designee, with the assistance of such additional personnel as is required, may visit the unit to review the evidence submitted.

3.10 Introduction of New Programs and/or Major Revisions to Existing Programs

Units with approved programs may seek approval for new programs or for major revisions to existing programs during the term of an approval cycle. The procedures for seeking approval in either situation are as follows:

a) Introduction of new programs. In the event that a unit introduces a new program,

> . . . (*in an application for State program approval*) the unit shall provide documentation that the new program demonstrates compliance with Subsection 2 (Standard 2.1 – Initial Teacher (Educator) Candidate Performance, Standard 2.3 – Field Experiences and Clinical Practice, Standard 2.5 – Faculty Qualifications, Performance and Development, Standard 2.6 – Unit Governance and Resources) with respect to each endorsement and/or certificate as to which approval is sought.

Evidence of compliance shall be reviewed by the Commissioner's designee rather than by a visitation team as provided in section 3.2 of this rule. However, the Commissioner's designee, with the assistance of such additional personnel as are required, may visit the unit to review the evidence submitted.

b) Major revisions to existing approved programs. In the event that a unit makes major revisions to an existing approved program the unit shall provide documentation that the program revisions are in compliance with the standards utilized for the current approval status. Evidence of compliance shall be reviewed by the Department liaison person rather than by a visitation team as provided in section 3.2 of this rule. However, the Department liaison person, with the assistance of such additional personnel as (s)he requires, may visit the institute to review the evidence submitted.

3.11 Action by the State Board of Education

a) The Commissioner shall direct the preparation of the State Board of Education presentation on the unit's request. The presentation shall include the self assessment document for initial approval or the Status Report for renewal, the final Review Team report and any supplemental information and evidence relevant to the applicant program. The review Team chairperson and the unit liaison person, or their designees, shall represent the Review Team at the State Board of Education meetings and hearings relevant to approval.

b) The applicant program may file with the Review Team chairperson and the Commissioner additional information or a clarifying statement with reference to the Review Team report and its recommendations at least fifteen (15) days prior to the action of the State Board of Education on the request.

c) Final action of the State Board of Education shall be based upon submission and review of the program approval request, the self assessment document and the final Review Team report, included in the Presentation described in Section 3.7 (a), above.

d) Approval shall be granted by the State Board of Education in one of the following categories:

1) **Seven (7) year approval**. To be approved in this category the unit must be nationally accredited by NCATE (the National Council for the Accreditation of Teacher Education); by TEAC (the Teacher Education Accreditation Council); by the Council for Accreditation of Educator Preparation (CAEP); or any successor national accrediting entity that is recognized by the US Secretary of Education. [In the prior version of Chapter 114 this item appeared as 2) – it has been moved to 1].

2) **Five (5) year approval**. If approved in this category, the unit must submit an annual program update, not to exceed five (5) pages, summarizing yearly data, changes, additions and deletions using a template provided by the Department. This update must be submitted by April 7th of each calendar year. [In the prior version of Chapter 114 this item appeared as 1) – it has been moved to 2].

3) ~~**Conditional approval for a period of up to two (2) years**~~. **Two (2) year approval.** If approved in this category, the unit must submit a report, ~~which addresses the weaknesses identified in the Team Report~~ the date to be determined by the Board, that addresses the standard(s) found to be in need of improvement in the Review Team Report. ~~The Interim Report will serve as the basis for either: full program approval or a re-visit by the Review Team to determine eligibility for full program approval status. Depending upon the severity and/or the continuation of the weaknesses identified in the Interim Report, a conditionally approved unit may be required to develop and submit a full self assessment before a re-visit by a Review Team is conducted.~~ The unit report will serve as the basis for the Board's decision to extend the current approval period to five years or to determine whether a re-visit to the unit needs to be conducted by a Board approved review team.

4) **Approval denied for cause**. Units denied approval may not reapply for one year following such action by the State Board of Education.

e) **Requests for extensions for existing approval**, due to extraordinary circumstances, may be granted at the discretion of the State Board of Education; however, such extensions shall not extend the date when the subsequent approval is due. The Board will only consider such requests in emergency situations.

3.12 Annual Program Update

Approved programs must submit an annual program update to the Commissioner by April 7th of each year. The program update should not exceed five (5) pages in length and will summarize yearly data, changes, additions, trends and deletions**.** The program update is to be submitted on forms provided by the Department.

3.13 Savings Clause

a) **Programs.** All programs approved by the State Board of Education shall retain their approved status until expiration of the approval or accreditation cycle currently in effect except when conditions warrant reconsideration of prior approval. These conditions include discontinuance of instruction or designation as a low-performing program.

b) **Students.** Students matriculated in an approved program are eligible upon graduation to apply for initial certification under Maine Department of Education Regulation 115 as long as the program remains approved at time of graduation.

3.14 Costs Supported by the Department of Education

The following costs of the program approval process shall be the responsibility of the Department of Education:

a) The expenses required to create, maintain, administer, and train a cadre of State Board approved qualified individuals to serve on Review Teams.

3.15 Costs Supported by the Unit

In addition to all materials preparation and documentation costs, the following costs of the program approval process shall be the responsibility of the unit:

a) Travel, meals, and overnight expenses of the members of the Review Teams in accordance with the same guidelines as apply to the unit;

b) On-site costs of secretarial and clerical help to be used for activities related to the review such as: photocopying, faxing and other related services.

c) Travel and overnight expenses of the State Board Observer will be covered by the State Board of Education.

3.16 Appeals

a) The applicant unit has three appeal routes:

1) Administrative - Procedural Appeal

At any point through the completion of the final Review Team report, the applicant unit may file an appeal of any procedural matter governed by sections

3.4, 3.5, 3.6 and 3.7 of this rule in writing directly to the Commissioner of Education. Such appeal must be made within five (5) days of the time of the action in question. At the discretion of the Commissioner, the processing of the request for approval may be delayed pending resolution of the issue in question. When the processing is delayed, every effort shall be made to resolve the question within ten (10) days. In all cases, requests and decisions must be made in writing but in no case shall any procedural appeal be made a part of the report for action by the State Board of Education except at the request of the applicant unit.

2) Substantive Review

In cases when the applicant unit wishes to question formally the recommendation(s) of the Review Team prior to action of the State Board of Education, it may do so by filing a description of its concern. The applicant unit must indicate its intent to take this action within ten (10) days of the receipt of the final Review Team report and have its description of concern on file with the Department within fifteen (15) days of the statement of intent. All such information then becomes a part of the record for review by the State Board of Education.

3) Appeal of State Board of Education Action

The applicant unit may, in all cases when it does not accept the action of the State Board of Education, request a hearing before the State Board of Education at which time any new or additional information and evidence may be presented for the consideration of the Board. The State Board of Education shall then take action again on the request in one of the three approval categories as described in Section 3.11 (d, 1-4 of this rule), and such action will constitute final agency action.

SECTION 4: PROCEDURES FOR RENEWAL OF PRIOR PROGRAM APPROVAL

4.1 Overview

As educators prepare for renewal of a prior approved program, they are encouraged to view the relationship with staff of the Department of Education as one of partnership. Both unit representatives and departmental staff have a shared interest in assuring quality programs that are successful in the development of highly qualified educator candidates.

4.2 Request for Renewal - The Status Report

A request for renewal of a prior program approval must be initiated with the Commissioner at least six (6) months prior to the site visit by a Review Team. The unit must develop and submit to the Commissioner a Status Report that may not exceed twenty-five (25) pages in length ~~(including~~ plus electronic appendices~~).~~ The Status Report must clearly demonstrate that the teacher education unit continues to meet the performance-based unit and program standards. The Status Report must address unit capacity, compliance with state priorities and initiatives, and changes that have occurred since prior approval.

A unit preparing for continuation of prior program approval must include an overview of its conceptual framework in the application for renewal in accordance with Section 2 of this rule. This overview must include a description of the framework(s), its development, and changes since the previous visit, including the relationship of these changes to updated standards and assessments of the unit, to the profession, and/or to new state initiatives. The unit must also report on any evaluations of the conceptual framework(s) and resulting changes in the application materials.

4.3 Site Visit by Review Team

A Review Team, approved by the State Board of Education, will conduct a site visit, not to exceed three (3) days except by agreement of the parties, for the purpose of verifying the conditions set forth in the Status Report. The Team Report must contain the Review Team's findings and recommendation(s) to the Board on continued program approval.

4.4 Action by the State Board of Education

Approval by the State Board of Education may be in any one of the following categories:

1) **Seven (7) year approval**. To be approved in this category the unit must be nationally accredited by NCATE (the National Council for the Accreditation of Teacher Education); by TEAC (the Teacher Education Accreditation Council); by the Council for Accreditation of Educator Preparation (CAEP); or any successor national accrediting entity that is recognized by the US Secretary of Education. [In the prior version of Chapter 114 this item appeared as 2) – it has been moved to 1].

2) **Five (5) year approval**. If approved in this category, the unit must submit an annual program update, not to exceed five (5) pages, summarizing yearly data, changes, additions and deletions using a template provided by the Department. This update must be submitted by April 7th of each calendar year. [In the prior version of Chapter 114 this item appeared as 1) – it has been moved to 2].

3) ~~**Conditional approval for a period of up to two (2) years**~~. **Two (2) year approval.** If approved in this category, the unit must submit a report, ~~which addresses the weaknesses identified in the Team Report~~ the date to be determined by the Board, that addresses the standard(s) found to be in need of improvement in the Review Team Report. ~~The Interim Report will serve as the basis for either: full program approval or a re-visit by the Review Team to determine eligibility for full program approval status. Depending upon the severity and/or the continuation of the weaknesses identified in the Interim Report, a conditionally approved unit may be required to develop and submit a full self-assessment before a re-visit by a Review Team is conducted.~~ The unit report will serve as the basis for the Board's decision to extend the current approval period to five years or to determine whether a re-visit to the unit needs to be conducted by a Board approved review team.

4) **Approval denied for cause**. Units denied approval may not reapply for one year following such action by the State Board of Education.

4.5 Appeals

a) The applicant unit has three appeal routes:

1) Administrative - Procedural Appeal

At any point through the completion of the final Review Team report, the applicant unit may file an appeal of any procedural matter governed by sections 3.4, 3.5, 3.6 and 3.7 of this rule in writing directly to the Commissioner of Education. Such appeal must be made within five (5) days of the time of the action in question. At the discretion of the Commissioner, the request for approval process may be delayed In such cases when a delay is necessary, every effort shall be made to resolve the question within ten (10) days. In all cases, requests and decisions must be made in writing but in no case shall any procedural appeal be made a part of the report for action by the State Board of Education except at the request of the applicant unit.

2) Substantive Review

In cases when the applicant unit wishes to question formally the recommendation(s) of the Review Team prior to action of the State Board of Education, it may do so by filing a description of its concern. The applicant unit must indicate its intent to take this action within ten (10) days of the receipt of the final Review Team report and have its description of concern on file with the Department within fifteen (15) days of the statement of intent. All such information then becomes a part of the record for review by the State Board of Education.

3) Appeal of State Board of Education Action

The applicant unit may, in all cases when it does not accept the action of the State Board of Education, request a hearing before the State Board of Education at which time any new or additional information and evidence may be presented for the consideration of the Board. The State Board of Education shall then take action again on the request in one of the three approval categories as described in Section 3.11 (d, 1-4 of this rule), and such action will constitute final agency action.

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