

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from electronic originals
(may include minor formatting differences from printed original)

LAWS
OF THE
STATE OF MAINE

AS PASSED BY THE

ONE HUNDRED AND TWENTY-EIGHTH LEGISLATURE

SECOND SPECIAL SESSION
June 19, 2018 to September 13, 2018

THE GENERAL EFFECTIVE DATE FOR
SECOND SPECIAL SESSION
NON-EMERGENCY LAWS IS
DECEMBER 13, 2018

ONE HUNDRED AND TWENTY-NINTH LEGISLATURE

FIRST REGULAR SESSION
December 5, 2018 to June 20, 2019

THE GENERAL EFFECTIVE DATE FOR
FIRST REGULAR SESSION
NON-EMERGENCY LAWS IS
SEPTEMBER 19, 2019

PUBLISHED BY THE REVISOR OF STATUTES
IN ACCORDANCE WITH THE MAINE REVISED STATUTES ANNOTATED,
TITLE 3, SECTION 163-A, SUBSECTION 4.

Augusta, Maine
2019

Sec. 8. Appropriations and allocations.
The following appropriations and allocations are made.

ECONOMIC AND COMMUNITY DEVELOPMENT, DEPARTMENT OF

Community Development Block Grant Program 0587

Initiative: Deallocates funds due to the responsibility for the training and certification of code enforcement officers being transferred to the Department of Public Safety.

OTHER SPECIAL REVENUE FUNDS	2019-20	2020-21
All Other	(\$30,000)	(\$30,000)
	<hr/>	<hr/>
OTHER SPECIAL REVENUE FUNDS TOTAL	(\$30,000)	(\$30,000)

See title page for effective date.

**CHAPTER 518
S.P. 264 - L.D. 898**

An Act To Provide for Support for New Educators

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §13012-A, sub-§4, as amended by PL 2017, c. 381, §14, is further amended to read:

4. Requirements. ~~If a~~ A school administrative unit ~~employs may not employ~~ a conditionally certified teacher or educational specialist unless it has a locally designed peer support and mentoring system as described in section 13015-A. For a conditional certificate issued under subsection 1, paragraph A or B, the school administrative unit shall for at least the first ~~year~~ 2 years of employment, or longer if determined to be necessary, and, for a conditional certificate issued under subsection 1, paragraph C, the school administrative unit shall for at least the first year of employment, or longer if determined to be necessary:

A. Ensure that the conditionally certified teacher or educational specialist receives high-quality professional development that is sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction while teaching; and

B. Provide a program of intensive supervision for the conditionally certified teacher that consists of structured guidance and regular ongoing support or a mentoring program, which is separate from

any student-teacher requirement that may be required under another authority.

Sec. 2. 20-A MRSA §13013, sub-§2-B, ¶B, as enacted by PL 2017, c. 235, §12 and affected by §41, is amended to read:

B. Can demonstrate subject matter competency obtained through work experience that is directly related to any endorsements being sought and has held a conditional certificate under section 13012-A for 3 years, ~~unless the applicant is seeking only an endorsement for middle school and secondary school, in which case the applicant is not required to have held a conditional certificate;~~

Sec. 3. 20-A MRSA §13015-A is enacted to read:

§13015-A. Peer support and mentoring system

1. Purpose. The purpose of a peer support and mentoring system is to:

A. Provide strong support services and mentoring programs that are sustained, intensive and classroom-focused in order to have a positive and lasting effect on classroom instruction and develop good teaching and classroom management skills for teachers certified for less than 5 years and teachers with conditional certificates;

B. Provide assistance to and review for all individuals who are candidates for a higher level certificate or who are teaching under a waiver of the requirement to be certified under this chapter; and

C. Assist all teachers in becoming better teachers.

A peer support and mentoring system is separate from local practices and procedures regarding the supervision and evaluation of a teacher for retention by a school administrative unit. The system must include opportunities for all educators to share, learn and continually improve their practices as educators in collaboration with peers. Peer support and mentoring must be formative in nature and be for the sole purpose of ongoing professional growth for educators.

Sec. 4. Professional Standards Board. The Governor shall appoint members for all vacant positions on the Professional Standards Board established under the Maine Revised Statutes, Title 20-A, chapter 502-B no later than November 1, 2019, and the Professional Standards Board shall convene a meeting no later than December 1, 2019.

See title page for effective date.