

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 scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

Final Report

**Evaluation Study of the Impact of Teacher Certification Requirements
on Teaching and Learning in Maine Schools**

Submitted to the
Maine Department of Education

June 30, 1990



Educational Testing Service
New England Office
201 Broadway
Cambridge, MA 02139

EVALUATION STUDY OF THE IMPACT
OF TEACHER CERTIFICATION REQUIREMENTS
ON TEACHING AND LEARNING IN MAINE SCHOOLS

Study Director: Margaret R. Hoppe
Associate Director: Patricia McAllister

Educational Testing Service
New England Office
June, 1990
Revised printing September, 1990

ACKNOWLEDGMENTS

We are grateful to the many people in the Maine Department of Education (DOE) and in local administrative units who assisted in this study. Without their cooperation, essential information to this investigation could not have been obtained.

Special acknowledgment is due the teachers, educational specialists, and administrators in the school study sample who arranged their schedules to facilitate interviews. Their candidness gave us insight into local operations and provided context in which to understand the benefits as well as barriers to implementing Chapter 502.

We are especially indebted to Dr. Horace Maxcy whose guidance and direction facilitated communication with DOE and with local administrative units. Particular thanks is extended for his diligent work in obtaining state reports and reviewing study materials so that a viable investigation could be implemented and disseminated.

Finally, we want to thank Dr. Mary Robinson and her staff for sharing as well as clarifying state policy and practices. Their cooperation and assistance were key to understanding the certification framework in which local support systems and action plans were designed.

TABLE OF CONTENTS

	Page
Executive Summary	i
Chapter 1: Introduction	1
Chapter 2: Legislative Requirements	7
Chapter 3: Comparison of State Certification Requirements	16
Chapter 4: Local Response to Legislative Requirements	22
Chapter 5: Support System Activities for the Certification Candidate	42
Chapter 6: Teacher/Educational Specialist Improvement Strategies	50
Chapter 7: Perceived Impact	59
Chapter 8: Institutional Impact and Support	70
Chapter 9: Summary and Conclusions	78
 Appendices	
A. Research Questions for Evaluating Impact	
B. Sampling Procedures and Sample Characteristics	
C. Data Collection Procedures and Analysis Methodology	
D. Teacher Action and Renewal Plans: Goals and Strategies	
E. Educational Specialist Action and Renewal Plans: Goals and Strategies	



EXECUTIVE SUMMARY

Under contract with the Maine Department of Education (DOE), Educational Testing Service (ETS) assessed the impact of Chapter 502 on local practice. Baseline information collected in school year 1989-1990 indicates that local administrative units are implementing support systems to assist teachers and educational specialists with initial as well as renewal state certification. The findings suggest that each system is designed and implemented by teachers and educational specialists. Action plans (TAP) and renewal plans (PRP) reflect individual need for professional development. Plans differ in state standard emphasis and in strategies used for improvement. The following summarizes certification practice across schools in Maine.

What study design was used for assessing the impact of Chapter 502?

The objective of the study was to establish baseline information by tracing law to practice. Methods used consisted of legislative analysis, cross-state comparisons, comparative analysis of support system plans as well as action/renewal plans, and interviews of professional staff in local administrative units.

A two-level sampling approach was used to identify administrative units and schools for the study. Using a random table of numbers, 56 administrative units were selected as the core sample for the study. Support system plans for this core sample were obtained from DOE and five types of action/renewal plans were requested from each of the 56 units. A content analysis of both the support system plans and TAPs/PRPs was performed to identify common themes as well as unique practice.

Results from the Maine Educational Assessment Program served as the basis for identifying effective schools in the core sample. For grade span and geographic representation, decision rules were then applied producing 20 schools in which interviews of teachers, educational specialists, and administrators were conducted.

What are the certification requirements mandated by Chapter 502?

The teacher certification requirements in Chapter 502 were designed to upgrade the teaching profession, to empower teachers, and ultimately to improve learning. The law mandated four major changes: Authority for teacher certification decisions would be

shared between the state and local personnel; a career ladder would be created; stricter rules would be established for issuing the conditional and transitional certificates; and subject area endorsements would be required. All of these requirements took effect in July, 1988 and differ in content from those mandated by Chapter 501.

Is certification practice under Chapter 502 similar to that required by other states?

There are three types of certification activities in Maine under Chapter 502 that are a major departure from practice in other states. Shared authority in re-certification decision-making, a three-tier performance-based certification ladder, and collegial team support for beginning teachers as well as for master-level candidates did not exist in any other state in 1989. Aspects of each practice, however, such as collegial support for a beginning teacher, do exist in different forms in other states. Required practices in Maine that are similar to at least 50 percent of the states are:

- o a beginning teacher certificate;
- o renewable rather than permanent licenses with 5-year time periods; and,
- o criteria for renewing - 6 credits or its equivalent.

What are the characteristics of local support systems?

We found local administrative units use one of three approaches to design their local support system. They either implement the system within their administrative unit, enter a partnership with another unit, or join a consortium. Each approach is based on available staff resources, past practice, and administrative leadership. Over three-quarters (76%) of the administrative units in our sample implemented the support system independently without collaborating with other units. The most comprehensive approach is that of the consortium which administers both teacher and administrator certification systems. The university is a partner in the consortium as well as a member of one other local support system.

Eight different organizational models are in use. Each takes a different approach to organizing staff and committees to manage support system activities. Almost three-quarters (72%) of the systems in the study sample have a two level organization, which consists of a steering committee and support teams. Other models have committees that administer different aspects of the system, such as training, credit approval, or support teams. A few units

utilize school-based teams that provide support to all staff within their school but do not conduct peer observations.

Most (37 out of 46) steering committees have 10 or fewer members. Committee size ranges from three to 22. The average size is eight. The majority of members are teachers. Teacher membership ranges from two to 17. The average number of teachers is 6. Other representatives include district and/or school-level administrators, educational specialists, itinerant teachers, special education personnel, and staff development coordinators.

Staff development in the district is frequently linked with the support system through personnel and/or formal recommendations. In the study sample, common practice was to provide recommendations to the staff development coordinator or committee. In other support systems, a staff development liaison served on the steering committee either as a voting or non-voting member.

Support teams usually have three members, although we found teams with two or four members. While administrators are able to serve on support teams, six out of 46 systems require one team member to be a non-evaluative administrator. Team members hold professional- or master-level certificates and have a minimum of three years experience. Locally imposed requirements may include experience in the grade or subject area of the candidate, two or more years of experience in the administrative unit, or assignment in the candidate's school. Training in peer coaching and clinical supervision of staff who conduct observations is required. Additional training and skills required for support teams include: instructional methodology, interpersonal communication skills, and planning.

Evaluation designs of the support system are present in most system plans, but interviews suggest that formal evaluations are not conducted annually. Over half of the support systems sampled use a survey device that includes feedback from candidates and team members. Other strategies include surveying all staff, reviewing data records, checklists, special committee reviews, and open meetings.

What strategies are used to involve the candidate in the local certification process?

Support systems use a number of strategies to include the candidate in the certification process. Over half hold one-on-one meetings with candidates or an orientation session. Handbooks, bulletin boards, and notices are also used to disseminate

certification information. Over half of the systems in our sample involve the candidate in team-member selection. Candidates either nominate one member or submit the names of several nominees for steering committee selection.

In addition to support teams, some systems use a mentor to assist new teachers with their transition into the school community. Provisional teachers and educational specialists report that their mentors assist in non-instructional areas such as school procedures or techniques for communicating with parents. Support system plans suggest that mentors are assigned at hiring. In a few systems, mentors assist the candidate with team selection and eventually become a team member. In other systems, the mentor is a separate position serving as an advocate on behalf of the candidate to the team and steering committee.

Team observation is the most frequently mentioned method used for pre-TAP assessment of new teachers. Less than 20% of the study sample combines team observations with a self-assessment for pre-TAP development. Only one system permits the candidate to select the assessment strategy.

What types of professional improvement activities are teachers and educational specialists undertaking for certification?

Analysis of action and renewal plans for 122 individuals suggests that there are differences in the professional growth needs between teachers and educational specialists, as well as between initial and renewal certificate candidates. Teachers and educational specialists seeking initial professional- or master-level certificates select goals more frequently in the competency area of curriculum development and classroom instruction than in the other state Standards for Professional Growth Leading to Competency. Those renewing certificates more frequently select goals in the competency area of subject matter knowledge. Across initial and renewal candidates, teachers select goals more frequently in the competency area of curriculum while educational specialists select goals in the area of subject matter knowledge.

Strategies used for professional development also vary by candidate. For both teachers and educational specialists seeking initial professional- or master-level certificates, projects were noted with more frequency than other strategies. Teachers and educational specialists renewing certification selected courses with more frequency. Across candidate groups, courses were noted by teachers with more frequency than other strategies while projects were listed with more frequency by educational specialists. Other mechanisms for professional growth include

workshops, committee participation, visiting other classes, professional readings, and team input.

What is the impact of Chapter 502 on teaching and learning?

Teachers, educational specialists, and administrators report that the new certification process is improving five areas in particular: teaching and learning, empowerment, professional dialogue, professional development, and institutional support for new teachers. While opinions are mixed as to whether students are learning more, over three-quarters of those interviewed suggest that teaching has improved, and therefore there is potential for improved student learning. It is too soon, however, to measure impact of the legislation on students.

While teachers and educational specialists are supportive of the local support system, individuals recognize there are implementation constraints. All systems encountered problems with changing regulations while local support systems were being developed. The addition of non-teaching responsibilities along with paperwork are perceived as burdensome, especially by elementary teachers and rural staff. Many are also concerned about whether fiscal and staff resources are sufficient to maintain the system, although actual problems were not found.

Overall, staff members report the system is working and is being refined to better serve local needs. A general impression received from this testimony is that there is local commitment to their support system and belief that it is here to stay.

Have the activities resulting from Chapter 502 caused institutional change?

There is evidence of institutional change in five areas: district/school context, the teacher role, staff development, instruction, and professional interaction. The changes made by the activities of the local support systems are reflected in support system plans and in remarks made by local school staff members. At the local level, changes can be seen in committee structures, teams, and procedural manuals. The roles of the teacher and educational specialist are expanded. Collegial support and assistance are now part of that role. Staff training for support team activities has given teachers a common language for communicating and the skills they need for improvement. School personnel report that teachers are now communicating more effectively across grades and subjects. They also report increased collaborative planning and project development.

Outside support for local support systems is being provided by the university and DOE. The university serves as the source or conduit for training in peer coaching and clinical observation. It is also seen as an essential tool for academic preparation of those who have conditional or transitional certificates. DOE provides technical assistance in the form of training, guidance in rules, information-sharing, and disseminating information about local practice. The DOE Support System Newsletter informs local personnel about available state or local resources, the status of particular certification issues, training offered statewide, and commonly asked questions on select certification issues.

Summary

In summary, Chapter 502 shifted authority for certification causing the development of local support systems to provide professional improvement activities for initial and renewal certification candidates. Local personnel report the legislation is perceived as beneficial, particularly in improving teaching and enhancing collegiality. The addition of support system responsibilities appears to be most burdensome on elementary teachers in rural areas. Local support systems are now in place. Teachers and educational specialists state they are committed to making their system a viable professional growth and improvement process.

CHAPTER 1

INTRODUCTION

This section provides background on the research approach to the study. Special attention is given to the study design and data sources that are the basis of this report.

1. Background on the Study

As part of the Education Reform Act of 1984, teacher certification was redefined in Maine. Chapter 502 of this act decentralized the certification process making the decision a shared responsibility of the state and local authorities. This embraces practicing teachers as well as educational specialists in professional improvement. The act also required collegial support as part of a process for professional growth and development. As stated by Commissioner Eve M. Bither, "...The intended objectives of the law are: increased collegiality, increased opportunities for professional growth and development, and improved practices leading to more effective student learning."¹

Chapter 502 extended certification beyond licensing for minimum competencies. Professional improvement and growth in addition to minimum competencies became requisite for initial, continued, and master-level certification in Maine.

The legislation also required an evaluation of impact. In spring 1989, the Maine Department of Education (DOE) requested proposals for An Evaluation Study of the Impact of Teacher Certification Requirements on Teaching and Learning in Maine Schools. Based on the literature for improving teaching, Educational Testing Service (ETS) proposed the examination of impact through both a qualitative and quantitative approach.

Our suggested approach was to trace law to practice in order that baseline information on local practice could be established. Research questions guiding this effort addressed legislative characteristics, local improvement efforts, differential needs of teachers, and institutional change. (The complete set of research questions is listed in Appendix A of this report.)

Three major sources of information were: state records, support system documents, and staff testimony. State records and locally developed documents served as data sources for sampling, support system information, and current practice. Characteristics of local practice were collected through content analysis

strategies applied to locally developed system plans and individual action plans. Where appropriate, information was quantified and analyzed to produce comparative trends.

Interviews of local school personnel served to validate written descriptions of practice, to uncover perceived impact, and to gain insight into specific situations.

2. Conceptual Framework

A major thrust of educational reform in the eighties, now continuing into the nineties, is to improve the quality of teaching and learning in today's schools. While specific legislation may differ, many states have adopted similar approaches. For example, in the past 10 years, every state has revised its legislation for teacher licensing and certification. Over half the states now have specific certificates issued to beginning teachers.

Entrance into the teaching profession has become more restricted. Course requirements have increased, as have the standards of basic competencies. Most states now require a test of basic skills and professional knowledge before teachers can be certified. To attain professional level certification, teachers must now complete special training programs, internships, and/or assessments of competencies in most states. Collegial support in the form of mentors or support teams is also required. All of these practices are the result of legislation designed to improve teaching and learning.

A review of the literature reveals four common goals in these teaching improvement efforts:

- o changing teacher traits;
- o raising public esteem of teachers and schools;
- o instituting strategies that improve the teaching and learning connection; and,
- o changing the way school personnel interact in order to decrease professional isolation.

Research shows there is a connection between what teachers do in the classroom and student learning, but the findings are inconclusive. Behaviors and strategies that seem moderately effective in increasing student achievement have also been found to be less effective if over-used.² Interaction studies further

suggest that the effectiveness of teaching behaviors appears to depend on student characteristics, grade level, and subject matter being taught.³ Organizational research suggests that teacher/school improvement is contextual and that individuals must believe change will make a difference.⁴ For teachers to improve practice, they must be involved in the process and be willing to change.⁵

Teachers teach in isolation, with minimum interaction with fellow teachers in learning the techniques of instruction, classroom management, curriculum planning, etc. Therefore, most state- and local-directed improvement efforts are now aimed at decreasing isolation for the beginning teacher by concentrating on strategies for developing camaraderie, collegial support, and professional development.⁶

Chapter 502 not only changed the process of certification, it also established a vehicle for determining individual professional growth and improvement within the context of collegial support and state regulation. The new law established certification as a vehicle for teaching improvement for both entering and veteran staff. It also provided a career ladder to promote personal growth and initiative. Relative to trends found in the literature, certification practice under the new law includes:

- o a vehicle (Action Plan) for teachers to direct their own professional development within the local context (a process for improving the teaching learning connection);
- o a mechanism (Support Team) for assuring that collegial support is available to every new teacher entering the public schools in Maine (a process for decreasing isolation and enhancing communication);
- o an accountability system (Support System) for each individual (a process for changing traits); and,
- o standards for documenting competency in the profession (a vehicle for assuring to the public at large that only the competent enter and only the qualified remain).

In other words, professional improvement vehicles required by the certification legislation of Chapter 502 are supported by research on teaching and learning.

To understand the nature and scope of actual practice, information from a random sample of local administrative units was collected. These data served as the information base for document

analysis and on-site interviews. The following description summarizes our methodology. Additional details are included in Appendix B.

3. Study Methodology

Through the use of a random table of numbers, a 30% sample of local administrative units was selected. This sampling produced 56 units representing 14 counties across the state.

The sample included administrative units with small, medium, and large enrollments. As listed in Table 1, more than half of the administrative units in the sample had student enrollments in 1989 of 1000 or less students.

TABLE 1
STUDY SAMPLE
DISTRIBUTION OF STUDENT ENROLLMENT

Student Enrollment	Number of Administrative Units
100 or less	5
101 - 500	13
501 - 1000	12
1001 - 5000	24
Over 5000	2

Distribution of the sample across types of administrative units indicated that equal numbers of municipalities and School Administrative Districts (SAD) were represented. Ten units were Unions, two were Community School Districts (CSD), 22 were SADs, and 22 were municipalities.

A two-level sampling method was used. The initial random sample of 56 units was the base for the study. Support system plans and action/renewal plans were obtained from the sample of administrative units. A subsample of sites was selected for conducting interviews. Twenty schools in 13 administrative units

were identified for on-site interviews. Selection was based upon evidence of effectiveness at the school level as measured by the Maine Educational Assessment Program (MEA). Only schools among the 56 selected were considered at this second stage of sampling.

Copies of support system plans for the sample of 56, supplied by the state, provided descriptions of local practice. Each of the 56 administrative units were asked to supply action plans. Local staff were requested to submit a typical action plan for a provisional-, renewal-, conditional-, master-level teacher and an educational specialist. These plans provided information about individual as well as group goals and strategies being implemented for professional improvement and certification. Both system plans and action plans were analyzed for reoccurring themes and practices. The data supplied details on trends across support systems and individuals as well as identified unique approaches. To supplement written information, testimony obtained from the subsample of 20 schools was used to provide an understanding of the operational features of the support system and the perceptions of impact on professional improvement.

Findings are presented in six areas. Chapter 2 compares certification practice required by Chapter 501 and by Chapter 502 with differences noted. Chapter 3 traces legislation to practice through comparisons of certification in Maine with practices in other states during 1989. Local practice resulting from 502 is described in succeeding sections of the report. Chapter 4 describes the support system approaches and organizational structures designed to satisfy legal requirements for local involvement in certification decision-making. Chapter 5 continues this theme by describing activities used within local support systems for certification candidates with special attention to activities used with new teachers/educational specialists. Goals and activities found in use for professional improvement are presented in Chapter 6, while perceived impact is described in Chapter 7. As a direct result of Chapter 502, institutional change has occurred and continues to occur. Evidence of change, revealed in practice and in testimony, is presented in Chapter 8. The summary and conclusions of this investigation can be found in Chapter 9. Details of the analysis, transcriptions of action plan goals and strategies, as well as other supplementary data are provided in the appendices.

References

¹Eve M. Bither, Letter included as part of A Guide to Local Support Plans, MDECS. December, 1987.

²D. M. Medley, "The Effectiveness of Teachers," in Research on Teaching, California, 1979.

B. Rosenshine, and N. Furst, "Research on Teacher Performance Criteria," in Research in Teacher Education: A Symposium, Prentice Hall, Englewood Cliffs, New Jersey, 1971.

J. A. Stallings, "How Instructional Processes Relate to Child Outcomes", in The Appraisal of Teaching: Concepts and Process, Addison-Wesley, Mass, 1977.

³Arthur Wise et al, Teacher Evaluation: A Study of Effective Practices, ERIC ED246-559. June, 1984.

⁴B. Fuller, et al. "The Organizational Context of Individual Efficacy," Review of Educational Research 52(1), 1982.

⁵A. Gitlin and J. Smyth, "Teacher Evaluation," in Educational Theory, 40(1), 1990.

⁶G. Wilder, The Mentoring Survey, Educational Testing Service. Princeton, New Jersey, 1987.

CHAPTER 2

LEGISLATIVE REQUIREMENTS

This section of the report summarizes the certification requirements mandated by Chapters 502 and 501. Comparisons of key legislative elements are presented.

What are the requirements of Chapter 502?

1. Certification of Educational Personnel

Existing Maine statute, Chapter 502, specifies three categories of teacher certification. The legislation embodying the requirements, L.D. 2434, was passed by the state legislature in 1984 and was based in large part on recommendations contained in a preliminary report issued in January 1984 by the Commission on the Status of Education in Maine. The law grants the state board of education authority to certify educational personnel and specifies that rules to do so must be adopted by April 1, 1988. The effective date for compliance with the bill's provisions is July 1, 1988 with a few noted exceptions.

The law authorizes the state board of education to recognize the following categories of teacher certificates:

o Provisional Certificate

This is a non-renewable, entry level certificate to be issued to first-time teachers in the state. Minimum requirements include:

For Elementary Teachers

- graduation from a four-year liberal arts or science program

or

- graduation from an approved teacher preparation program with a specific number of credits obtained in the subject area to be taught or an interdisciplinary program in liberal arts.

For Secondary School Teachers

Same as above except that applicants must take a specific number of credits in the subject area to be taught.

Endorsements

Applicants are endorsed for a two year period only in the grade span and subject area(s) in which they are deemed qualified to teach. In addition, applicants must take the teacher qualifying examination and, effective June 30, 1988, receive a minimum qualifying score in order to be certified.

o **Professional Teacher Certificate**

This is a renewable certificate granted for a five-year period to holders of the provisional certificate who have:

- held a provisional or professional certificate that has expired within the last five years;
- taught in a classroom for two academic years; and,
- received a recommendation to the superintendent and commissioner by an approved support system.

o **Master Teacher Certificate**

This is the highest step on the "career ladder." This renewable certificate is granted for a five-year period to professional teachers who:

- demonstrate exemplary professional skills in the classroom and who have contributed to the profession in such areas as: curriculum development, inservice training and effective staff development, or student teacher supervision; and,
- receive a recommendation to the superintendent and commissioner by an approved support system.

Renewal of the master teacher certificate requires a positive recommendation from a support system based on the contents of a teacher action plan.

The law directed the state board to develop rules governing the issuance of master teacher certificates prior to September 1986 and to start issuing the certificates in July 1987.

o **Conditional Certificate**

Rules implementing Chapter 502 (Chapter 115, Part I) provide procedures for issuing a conditional certificate to teachers whose certificates have lapsed and to potential teachers with undergraduate degrees in arts and sciences. These procedures are described more fully in the section which compares Chapter 502 with Chapter 501.

o **Transitional Certificate**

The rules also implement statutory authorization for out-of-field teaching through the mechanism of the transitional endorsement:

Under the transitional endorsement, a teacher may teach a subject for which he or she lacks prior academic preparation while simultaneously taking the coursework required to earn that endorsement. The coursework must be completed within a five-year period, and the teacher's progress is to be monitored annually by the support system and the commissioner. If a school is unable to hire a qualified person to teach a required course under a transitional endorsement, the commissioner may waive the endorsement requirement altogether.

2. Support Systems

The enabling legislation requires each local school unit to establish a support system, the majority of whom would be classroom teachers. The purpose of the support system is twofold: to improve the effectiveness of all teachers with special emphasis on the beginning teacher and to develop teacher action plans in consultation with the teacher who is the subject of the plan. The state board of education has the authority to approve support system plans. Also, the support system is to be separate from local practices and procedures regarding the supervision and evaluation of teachers for retention by an administrative unit.

3. Teacher Action Plans (TAPS)

Chapter 502 specifies that TAPS are to be developed by the support system in consultation with the teacher who is the subject of the plan. These plans should describe the specific skills to be developed or improved by the teacher and any additional study the teacher needs to receive a higher level of certification. In addition, the teacher action plan should contain the basis for a

positive or negative recommendation from the support system as to whether or not a teacher should be granted a professional or master-level certificate.

3. Renewal of Teacher Certificates

The state board of education must specify rules for the renewal of certificates under the following guidelines:

- o Provisional: In general, this certificate is not renewable. The commissioner may grant an exception for up to two years if a support system recommends specific steps in a teacher action plan designed to help the individual achieve a professional certificate or in cases where the circumstances are extraordinary.
- o Professional: These are renewable for five-year periods in accordance with state board rules which require a recommendation from a support system, a minimum of six hours of professional or academic study, or inservice training designed to improve the teacher's performance.
- o Master: Renewable for five-year periods in accordance with state board rules, which must require, at a minimum, a recommendation from the support system verifying that the individual has maintained a high level of professional teacher skills.

4. Interstate Agreements

Out-of-state teachers who have met requirements similar to those required in Maine, and taught for at least two years outside the state and for less than two years in Maine with a provisional certificate, may be awarded the professional certificate. The local support system must recommend the teacher for this certificate.

5. Pilot Projects

Pilot projects designed to identify procedures for training and certifying master-level teachers were to be developed in consultation with local administrative units and in effect from 1984 to 1987. A report on the pilot was provided to the 112th legislature.

It is important to note that the state board is required to review teacher certification standards every six years and report

the results to the legislature along with any proposed legislation. The first report is due in December 1990.

What are the requirements of Chapter 501?

1. Authority Vested in the State Board

Chapter 501 provided for the certification and registration of teachers. This statute was very broadly written and vested authority for certifying teachers with the state board of education. The state board was directed to establish policies for certifying teachers and other professional personnel for service in public schools or in approved private schools.

The statute further directed the state board to establish policies that required all applicants for teacher certification to furnish evidence of good moral character. Applicants for elementary school teaching had to furnish evidence of training in physiology and hygiene, with special reference to the effects of alcohol stimulants and narcotics upon the human system.

2. Renewal of Certificates, Permits and Special Licenses

Chapter 501 specified procedures for renewal of teaching certificates as follows:

Teacher certificates were renewable every five years conditional upon the teacher's completion of at least six hours of professional study.

Under Chapter 501 certain teachers were eligible for a ten year term certificate as follows:

- completion of 18 credit hours of post-baccalaureate study and not less than four years successful teaching;
- certified teachers who have taught successfully for not less than twenty-five years.

Section 13004 of the law required that the commissioner keep a list of certified teachers and that the list be public record.

The rules implementing this law were specified in "Credentials Review Standards and Procedures for the Certification of Educational Personnel and Approval of Auxiliary School Personnel Unit #05a-071, Chapter 115", published on February 23, 1983. The rules originally adopted in 1963 were enhanced over time to upgrade the qualifications of prospective teachers. Three

categories of certificates were established under these rules, as follows:

o **Conditional Certificate**

The conditional certificate was granted to individuals who did not meet the qualifications for provisional certificates. Requirements include:

- Baccalaureate degree from an accredited institution;
- Completion of fifty percent of the college study in liberal arts; and,
- Must agree to six hours of study approved by the commissioner during the year of the certificate.

The conditional certificate was valid for one year and renewable annually upon successful teaching. The certificate was intended to lead to the issuance of the provisional certificate upon completion of the academic or professional study required for the particular certificate.

o **Provisional Certificate**

Valid for five years and renewable for five years. Requirements included: baccalaureate degree from an appropriate program within an approved preparing institution or its equivalent. This certificate was renewable with six hours of approved study.

o **Professional Certificate**

The highest level awarded to teachers and other educational personnel. Valid for ten years and renewable for ten year terms. Requirements included: 30 hours of approved study beyond the baccalaureate degree and four years of successful teaching experience under the provisional certificate.

o **Special Licenses**

Licenses issued by the commissioner in special circumstances including emergencies. The regulations enforcing Chapter 501 also provided for two certificates to be issued to teachers of non-degree status:

- vocational and industrial special certificates
- basic certificate (Educable Mentally Retarded).

What are the differences between Chapter 502 and Chapter 501?

1. Shift in Authority to Local Levels

Chapter 501 granted broad authority to the state board of education (later DOE) to establish the structure and substance of requirements for certifying teachers. In effect, Chapter 501 granted the state board primary authority to grant, renew and revoke teaching certificates. Two categories of teaching certificates were established: provisional and professional. Renewal of these certificates required six hours of study (approved by DOE) every five years. In addition, two other categories of licenses, conditional and special, enabled DOE to certify teachers who did not meet requirements for the normal route to certification. Table 2 highlights major differences in certificates issued under Chapters 501 and 502.

Chapter 502 is much more specific in establishing criteria for teacher certification. The statute expanded certification categories from two to at least three. It specified procedures that shifted authority for granting and renewing certificates to the local level. In addition, Chapter 502 gave local educators the power to control the career ladder by requiring the local support system to recommend advancement.

2. Changes in the Process of Certification

In essence, the process for certification and renewal was substantially altered by Chapter 502. The process now requires active involvement by local educators in establishing plans and goals for advancement in the profession. Renewal of teaching certificates is also conditional upon a positive recommendation from the local support system. In addition, six hours of professional or academic study are required in the teacher's area of work. Significantly, the six hours of study are no longer limited to traditional coursework, but may consist of a field project or independent study designed to improve the teacher's performance.

Another major change brought about by the regulations implementing Chapter 502 was the requirement that certificates include a specific endorsement specifying the grade and subject area for which the certificate is valid. In the case of elementary school teachers (K-8), the unitary elementary

TABLE 2

COMPARISON OF CERTIFICATION LADDER
CHAPTERS 501 and 502

<u>Chapter 501</u>	<u>Chapter 502</u>
<p>1. Provisional</p> <ul style="list-style-type: none">o Valid 5 yearso Renewable - 5 years with 6 credit hours	<p>1. Provisional</p> <ul style="list-style-type: none">o Valid 2 yearso Nonrenewable
<p>2. Professional</p> <ul style="list-style-type: none">o Highest level - renewableo Valid 10 yearso Requirements - 30 hours of approved study beyond BA; 4 years teaching	<p>2. Professional</p> <ul style="list-style-type: none">o Renewableo Valid 5 yearso Requirements - 2 years teaching; support system recommendation
	<p>3. Master</p> <ul style="list-style-type: none">o Renewableo Valid 5 yearso Requirements - demonstrate exemplary skills in classroom & contribute to profession; support system recommendation

endorsement permits the certificate holder to teach all subjects in this grade span. By contrast, secondary school teachers must teach the subject area(s) in which they are endorsed. The move from a general secondary certificate to a professional teacher certificate with subject area endorsements is one of the most important departures from the old law.

Furthermore, the regulations implementing Chapter 502 clearly specify procedures for granting conditional certificates. This certificate is intended to lead to either the provisional or professional certificate. The conditional certificate may be issued to a new teacher seeking provisional certification who has not taken the NTE; such a certificate is not renewable. The conditional certificate may also be issued in cases where certification has lapsed or where the individual seeking certification lacks the necessary professional education requirements. In the latter case, the local support system must approve an action plan designed to obtain the necessary professional education requirements. This type of certificate is renewable for up to two years.

By contrast, conditional certificates issued under Chapter 501 were renewable indefinitely upon successful teaching as evidenced by affidavit of the principal and completion of six hours of study approved by the commissioner.

Summary

In summary, Chapter 502 represents the culmination of several years' work that reviewed the status of education in Maine. Teacher certification requirements instituted by Chapter 502 were designed to upgrade the teaching profession, to "empower" teachers to take responsibility for their profession, and ultimately to improve learning. The requirements specified in Chapter 502 and regulations implementing the law resulted in the following major changes:

- o Sharing authority for teacher certification decisions with educational personnel at the local level;
- o Creating a career ladder, establishing the master-level as the highest certification level;
- o Establishing stricter rules for the issuance of conditional and transitional certificates; and,
- o Requiring the issuance of teacher certificates with specific subject area endorsements.

CHAPTER 3

COMPARISONS OF STATE CERTIFICATION REQUIREMENTS

This section of the report compares certification practices required by Chapter 502 relative to trends in teacher certification practice across other states in 1989. Levels of certification and renewal requirements are highlighted. The 1988 National Association of State Directors of Teacher Education and Certification (NASDTEC) Manual was the primary source for this information.

Are teaching certificates as instituted under Chapter 502, similar to those issued by other states for beginning or entry level teachers? for veteran teachers?

1. Approach

It is difficult to compare certification practice across states. Although states frequently use similar terms, definitions differ. For example, New Jersey issues a certificate labeled "provisional" for a teacher who has not completed a teacher preparatory program and is using the "alternate route" for certification. Rhode Island issues a "provisional" certificate as the beginning level of certification when the individual satisfies all training prerequisites but does not have 2 years' experience in the state. For certificates of veteran teachers, New Jersey uses the term "regular," Rhode Island uses the term "professional," and California uses the term "standard." Several states issue a beginning certificate that is not renewable, but three states provide one- or two-year extensions to the nonrenewable certificate.

In addition to the varying terms used for certificates, differences also exist in the degree to which the state prescribes professional development activities for certification. For example, Florida and Pennsylvania require the completion of a beginning teacher program. Florida requires teachers to complete one specific program and a standardized competency assessment. In Pennsylvania, an individual must complete a state-approved program, not a state assessment. For renewing certificates, Florida requires academic study, while Pennsylvania requires the successful completion of a professional development plan. In New Jersey and Massachusetts, one certificate is issued that is valid for life. No distinction is made between new or veteran teachers and renewal is not required. Thus, we found considerable

variation across states in the names, types, and requirements for certificates.

Despite these differences, key elements of practice were identified to determine trends across states. Individual state characteristics were determined from the 1988 NASDTEC Manual, a compilation of self-reported data on certification practices in each state. State by state profiles in Sections A and M rather than summary statistics were used. These statistics were then compared to practice required by Chapter 502.

2. Beginning Teacher Certification

For the sake of comparison, we defined beginning teachers as teachers who satisfied all academic requirements but had never taught, or who were experienced but had never taught in the state. This definition was selected because 74% of the states use the same certificate for an experienced teacher who is new to the state and for someone who has never taught. We found that 37 out of 50 teacher licensing authorities (49 states and Washington, D. C. excluding Maine) have a certificate that is designated for beginning/entry level teacher employment. Six states do not differentiate between experience and non-experience in the classroom for the teaching license. Under Chapter 502, Maine issues two separate certificates: one for the beginning teacher and one for the teacher without experience in the state. This type of certification reflects practice during 1989 in almost three quarters of the states including Washington, D. C.

As listed in Table 3-1, 17 states issue a beginning or entry level teacher certificate that can be renewed and 20 states issue a certificate that cannot be renewed. Two of the 20 states provide extensions to the nonrenewable certificate based upon whether the individual is employed during the certificate period. One state decreases the term of the certificate once employment begins. Maine's practice of not renewing the beginning teacher certificate is similar in practice to over half the states that issue a beginning entry-level teacher certificate.

The period of time for which the beginning teacher certificate is valid ranges from one to eight years across the 37 states that offer a beginning/entry-level certificate. Half the states (19 states) issue a beginning teacher certificate that is valid for two years or less, seven permit renewal, and 12 issue a non-renewable certificate. Maine issues a two-year provisional certificate, but restricts renewal.

TABLE 3-1

**BEGINNING TEACHER CERTIFICATION: PRACTICES FOR STATES
(INCLUDING WASHINGTON, D.C.) THAT OFFER A SINGLE CERTIFICATE
FOR FIRST-YEAR OR FIRST-YEAR-IN-STATE TEACHERS**

No. of Years	Type of Certificate	
	Renewable	Non-renewable
1	Florida Indiana Kansas Kentucky Mississippi Oklahoma	Alaska Connecticut Georgia South Dakota Tennessee
2	Minnesota	Iowa Missouri North Carolina North Dakota Utah Virginia Washington, DC
3	Colorado New Hampshire Oregon Vermont West Virginia	Georgia New Mexico Louisiana Rhode Island
4	Ohio Washington	
5	Nebraska	California Delaware Hawaii
6	Michigan Pennsylvania	
8		Arizona

3. Certification levels/tiers

Under Chapter 502, a three-tier certificate system was instituted in Maine. This system contains a provisional certificate for beginning teachers, a professional certificate for experienced teachers, and a master certificate for outstanding teachers. Other states were examined to determine different practices and to compare them with Maine. State statistics excluding Maine are presented in Table 3-2. We found the following trends:

- o Fifty-four percent of the states (27) use a two-level certificate system. In some two-tier systems, certificates distinguish between beginning and experienced teachers; in others, the certificates differentiate level of academic preparation such as Bachelor versus Master degree recipients.
- o Twenty-eight percent (14 states) use a three-tier system. Eligibility for certification is based on training and experience. Frequently, three-tier systems have a beginning teacher certificate and two additional certificates that are differentiated by academic preparation and experience in the state. Teacher experience is assessed according to the superintendent's recommendation. Only two states use a statewide standardized performance system for higher-level certificates.
- o A one-level certificate system is used by 12% (6 states) of the states. Across one-certificate systems, three states were found to issue life certificates and three provide renewable certificates.

Support for new teachers varies from use of teams to the use of mentors. For example, Florida and South Dakota use three person teams. In Florida, the three person team consists of one peer teacher, one building administrator, and one other professional educator. In South Dakota, representation is from the district, the state, and a college. Other states, such as Connecticut and Mississippi, use mentors rather than teams. Maine permits the local support system to determine team composition, to use mentors in addition to teams, and to use mentors for transitional candidates. This combined approach was not found in use in any other state.

TABLE 3-2

CERTIFICATION PRACTICES

NUMBER OF STATES HAVING ONE OR MORE CERTIFICATION TIERS

Number of Tiers	Number of States including Washington, D. C.
1	6
2	27
3	14
4	<u>3</u>
	50

In comparing Maine with other states, the following can be concluded:

- o The three-tier system, established by Chapter 502, is unlike that used by half the states but similar to about one third of the states.
- o States that use a three-tier system have a beginning certificate and two other-level certificates, which are differentiated by training and experience. Maine resembles other states in that its three-tier certification system is differentiated along the lines of experience and training. Maine is unlike other three-tier system states in that the third-level certificate is also based on performance. Only two other states (New Mexico and Tennessee) were identified that had a performance-based third-level certificate. Most states base the third level on academic credentials such as a masters or doctoral degree.
- o The period of time a certificate is valid (in states that renew) was most frequently set at three-, five-, or 10-year time intervals. Statistics on certificate time intervals indicate that 34 states issue a certificate that

is valid for five years. Therefore, it can be concluded that the five-year renewal for the professional- and master-level certificates in Maine is similar to practice in most states that require certification to be renewed.

- o State requirements for professional development are fairly broad-based and vary slightly between states that use a renewal certification system. Most states require a specific number of academic credits or hours of training for continued professional development. Maine is similar to other states with certificate renewals because it permits teachers to determine professional development relative to a set number of credit hours. Maine is unlike other states in that it requires local involvement in the professional development process.
- o Most states do not prescribe courses that must be taken for certification renewal. Maine, however, requires certain courses (e.g., a course on exceptionality) for renewal. Only two other states require specific courses for renewal. (One state required a multi-cultural course; another required computer literacy).

4. Summary

In summary, Chapter 502 required the implementation of a three-tier certification system for teachers. This type of system is used in about a third of the states. The use of one separate certificate that covers both a beginning and a newly entering teacher in the state is similar in practice to 37 other states. Maine's use of a non-renewal certificate for the beginning teacher is like 17 other states that grant this type of entry-level certification. The use of a five-year renewal certificate is similar in practice to 34 states that grant renewals on a five-year basis. The use of a local support system for certification is unique and only found referenced in three other states. While other states report use of mentors, approvals of local administrative districts, etc., most target support only to the beginning teacher. Maine extends support by providing teams to both new teachers and master-level certificate candidates.

CHAPTER 4

LOCAL RESPONSE TO LEGISLATIVE REQUIREMENTS

This section describes the characteristics of local support systems required by Chapter 502. A content analysis of support system plans from 46 systems representing 51 local administrative units served as the basis for this information. Qualitative information explaining practice was taken from interviews conducted in 20 schools across 13 support systems.

A. What are the characteristics of local support systems?

Under Chapter 502, each local unit is permitted flexibility in deciding the breadth and scope of the certification support system. While law and regulation establish minimum components and procedures, the local administrative unit decides how to structure and manage the system. Specific areas of interest were: the approach to or configuration of the local system, the administrative structures that manage the system, and the composition of key structures, such as the support team. The following describes our findings from the review of a sample of local support system plans.

Are local support systems organized individually by administrative unit or do units collaborate to provide certification support?

1. Resource Allocation Approach

In designing a certification support system, each local administrative unit is permitted the option of developing a support system independently or in conjunction with other school administrative units. We found 46 different support systems across the sample of 51 local administrative units. (The original study sample was 56, but five administrative units did not have support plans. These units either had no staff to be certified or were under the authority of the commissioner.) Since seven systems were involved in support systems with administrative units in the study sample, only 46 unique system plans were available for review.

The 46 plans suggest there are three approaches to structuring a support system. These approaches relate to whether the administrative unit implements a support system independently or in conjunction with other administrative units, private schools, or the university. Each approach represents a strategy for using staff resources within or outside of the local

administrative unit. The following describes each of the three approaches. Frequency of use and percent of administrative units using each resource allocation approach are presented in Table 4-1.

o **Unit-Based Support System**

A unit-based support system is designed/implemented by a single local administrative unit. The system governs certification procedures for all teachers and educational specialists who are employed in that local administrative unit.

o **Inter-unit Based Support System**

An inter-unit support system is a collaborative arrangement between two or more administrative units and/or a private school(s). In the inter-unit system, certification support is provided to all teachers and educational specialists employed in any of the participating administrative units or private schools.

Support system responsibilities are jointly shared by administrative units. We found that each administrative unit and/or private school contribute staff to the steering committee, support teams, and other committee structures that comprise the inter-unit support system.

o **Consortium-Based Support System**

A group of local administrative units and the University of Maine organize as a consortium to provide support to all certification groups: teachers, educational specialists, and administrators. Within the one support system, committee structures address the different certification needs of teachers, educational specialists, and administrators.

It is important to note that the consortium approach we reviewed is county based. (All but two districts in the county participate.) It serves two certification groups: teachers/educational specialists and administrators. However, the teachers/educational specialist group is the primary audience. A separate committee is used to govern certification of administrators. A representative from the administrators' committee is a member of the consortium steering committee. The university is also a member of the consortium and is represented on the

steering committee. In the consortium approach, the university serves as a technical assistant providing resources in training as well as administrative operations.

As indicated in Table 4-1, over three-quarters (76%) of the study sample use a unit-based resource allocation approach for their certification support system. Seven administrative units (14% percent of the sample) use an inter-unit approach, and five units (10%) use a consortium approach.

TABLE 4-1
NUMBER AND PERCENT OF THE STUDY SAMPLE SELECTING
EACH RESOURCE ALLOCATION APPROACH

Resource Allocation Approach	Local Administrative Units Number	Percent
o Unit based	39	76%
o Inter-unit based	7	14%
o Consortium	<u>5</u>	<u>10%</u>
	51	100%

We found that the type of administrative unit (CSD, SAD, Unions, and towns) appears to have no relationship to the type of resource allocation approach that is adopted. As listed in Table 4-2, unitary and collaborative approaches are used by all four types of administrative units. Interviews of teachers and administrators in 13 districts suggest reasons other than type of unit may be the basis of inter-agency approaches.

Local staff members said they used an inter-agency approach because the number of teachers is small and there would not be sufficient staff to implement a support system. When enrollment, staff size, and per-pupil expenditure were reviewed, no clear pattern appeared. Local administrative units of comparable size and staffing select different approaches. The exception is for administrative units of less than five teachers who report to the

same superintendent. These settings tended to use a collaborative rather than a unitary local support system approach. Two other factors cited were past practice and administrative leadership. Past involvement with the university facilitated organizing and delivering training for support teams. The superintendent took the lead in initiating collaborative arrangements with other administrative units, as well as with the university. These latter explanations were provided in two different support systems.

TABLE 4-2
NUMBER AND TYPE OF ADMINISTRATIVE UNIT
SELECTING A SPECIFIC TYPE OF RESOURCE ALLOCATION APPROACH

Administrative Type of Unit	Resource Allocation Approach		
	Unit No.	Inter-Unit No.	Consortium No.
Cities/Towns	16	1	0
SAD	17	3	1
Unions	5	1	5
CSD	<u>1</u>	<u>1</u>	<u>0</u>
Total	39	6	6

In what ways are administrative structures organized?

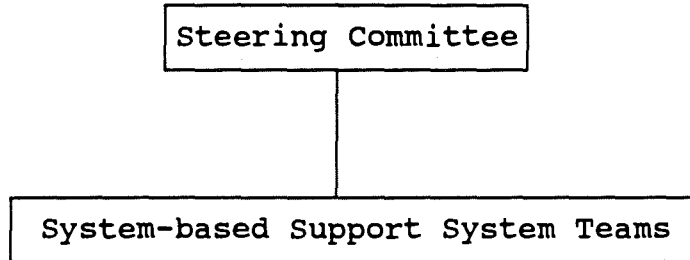
2. Organizational Structure

Organizational structures designed to administer support system activities differ in structural complexity among the three resource allocation approaches. Some support systems use a very streamlined structure with two components: a steering committee and a set of candidate support teams. Other systems develop more differentiated structures that include some, if not all, of the following: executive administrative committees, district work committees, building-based support teams, system-based support teams, and mentors.

Across the study sample, eight organizational models were identified. We found these organizational structures in both singular and collaborative approaches. A brief description of each along with a visual illustration follows.

Model 1: Steering Committee and System-based Support Teams

MODEL 1

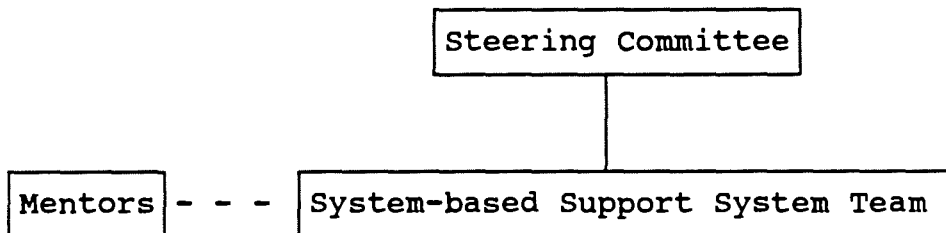


The steering committee performs all administrative responsibilities relating to certification. Support teams are system-based in that team members are teachers and educational specialists in schools across the administrative unit or units that participate in this support system. Some systems attempt to select members from the schools in which the candidate is currently teaching, a practice limited by staff availability.

Support team members are responsible for conducting peer observations; assisting the candidate with assessment, TAP development, TAP completion, and overall professional development. In systems where all support team members have not received training in peer observations or clinical supervision, only trained members conduct observations.

Model 2: Steering Committee, Mentors, and System-based Support Teams

MODEL 2



This model is almost identical to Model 1, except the mentor is also part of the support system. (Use of mentors in this discussion is for provisional certificate holders and is unrelated to the legal option of using mentors for transitional certificate candidates.) We found mentors to be assigned at hiring. Responsibilities frequently mentioned include assisting the candidate's transition into the school community, clarifying school procedures, and assisting with certification procedures.

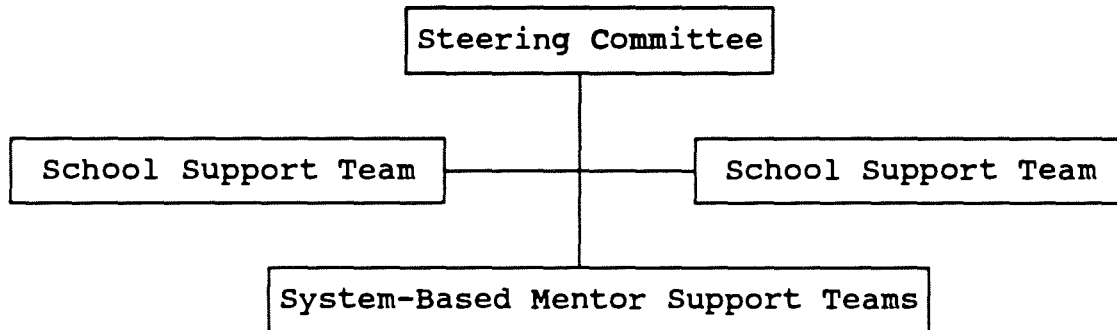
Model 2 illustrates the mentor role as separate from the support team to show differences in functions between the role of a mentor and the role of a team member. We found that in some systems these roles are performed by different individuals; and in other systems one individual serves both roles.

For example, in one system the mentor is a separate position from the support team. The mentor serves as an advocate for the candidate and assists new staff with transition into the school setting. The mentor is expected to communicate with the support team and to attend steering committee meetings that pertain to the candidate.

In two other systems, the mentor is assigned when the candidate is hired and becomes a support team member. In one system, the mentor assists the candidate in selecting the support team, but in the other system the mentor has no responsibility for selecting team members. In addition, in one system the mentor becomes the team chair when the team is formed. Overall, mentor responsibilities were found unique to each support system.

Model 3: Steering Committee, School Support Teams, and System-based Mentor Support Teams

MODEL 3

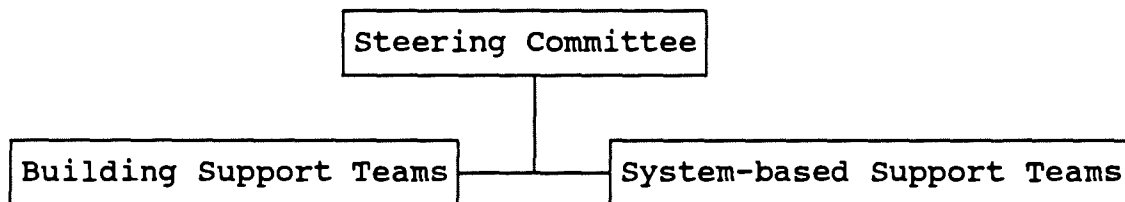


In this model, three separate groups constitute a support system. The three groups are a steering committee, a school-based support team, and a system-based mentor team. The functions of each are as follows:

- o The steering committee serves as the governance board for all certification issues;
- o The school support team administers certification activities within the school, such as appointing mentor teams or evaluating a teacher action plan;
- o Mentor teams conduct observations and provide assistance to candidates in TAP development; and,
- o Mentor teams are formed with teachers and educational specialists from across the system. They are not based at the candidate's school or administrative unit.

Model 4: Steering Committee, Building Support Teams, and System-based Support Teams.

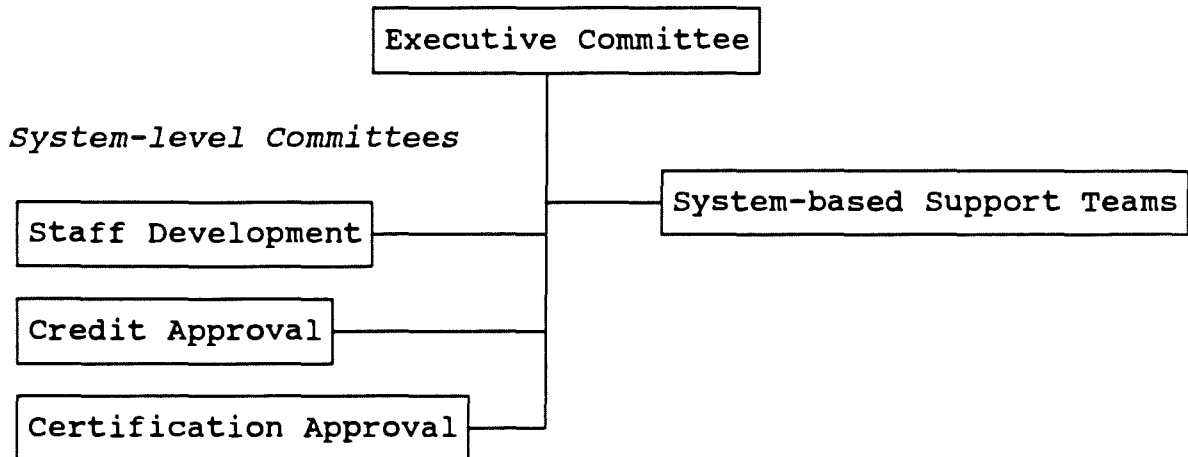
MODEL 4



In Model 4, committees are differentiated along the lines of certification categories. The steering committee governs the entire support system. Building support teams are used for staff who seek recertification and who are not part of the administrative unit's career ladder system. Individual support teams assist candidates who hold a conditional- or provisional-level certificate; who seek a master-level certificate; and/or who participate in the career ladder merit system. Assistance and collegial support is available to any certification candidate by both building and system-based support teams. Observations, however, are only conducted by system-based support teams.

Model 5: System-level Committees and System-based Support Teams

MODEL 5



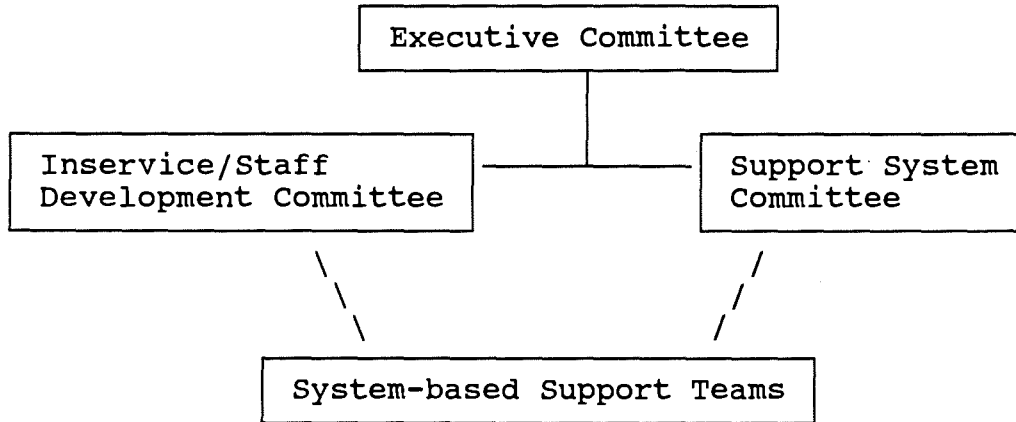
In Model 5, the support system consists of a set of system-level committees responsible for different aspects of certification and candidate support teams. This model is described in system plans as a Professional Development Structure. It includes support system activities and staff development. (Staff development extends beyond training of support team members.)

In this model, the executive or governance board is composed of the chairpersons from each of the system level committees. The scope of each committee's responsibility is limited to specific activities such as credit approval, staff development, or certification approval. Committee members are representative of staff in the local administrative unit or units.

The system-based support teams operate in similar fashion to support teams described in Model 1 in conducting observations and assisting the candidate satisfy certification requirements.

Model 6: System-based Executive Committee, System-based Inservice Committee, System-based Support Committee, and System-based Support Teams.

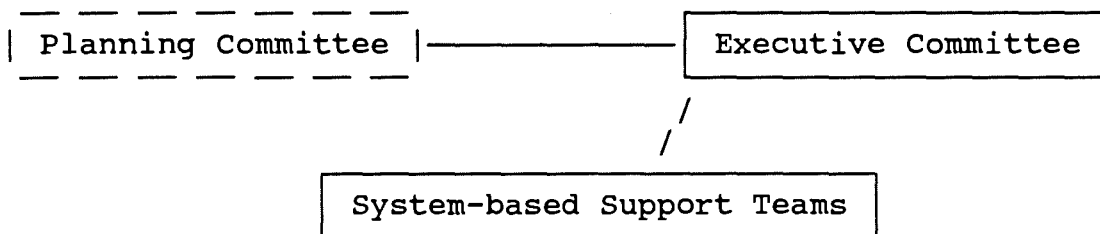
MODEL 6



Model 6 is like Model 5 in that support system functions are divided between committees. Unlike Model 5, which uses multiple committees, Model 6 uses only three major committees with clearly separate responsibilities: an executive committee, a staff development (inservice) committee, and a support system committee. An executive committee of representatives from the other two committees coordinates activities. Support teams receive assistance in training from the inservice committee and in operational aspects of certification from the support system committee. Like Model 5, this system is presented as a coordinated professional development process.

Model 7: Staff Planning Committee, Executive Committee, System-based Support Team

MODEL 7

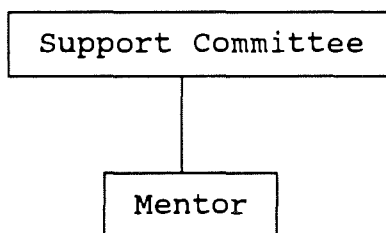


In Model 7, the committee structure includes both temporary and permanent committees. The planning committee, which is temporary, consists of all staff in the administrative unit. It meets annually to advise, direct, and recommend support system activities. The executive committee and the support teams are on-going organizations. The executive committee is composed of staff development representatives, support system representatives, and an administrative representative. The system-based support teams function in similar fashion to Model 1.

This model is being used in a small administrative unit where it is feasible for all staff to meet in a yearly committee meeting.

Model 8: Steering/Support Committee and Mentor

MODEL 8



Under this model, all teachers and educational specialists in the system with two years experience serve on the support committee. The steering committee is referred to as the support committee. Only a mentor, who serves the role of the support team, is assigned to a certificate candidate. (This model requires special approval from the commissioner.)

While eight different organizational models were found across 46 support systems, the frequency of use ranged from one to 33 systems. Statistics on the number and percent of support systems using each model are presented in Table 4-3. These data suggest that most support systems prefer to use a more streamlined operational model. Model 1, which uses a two-level structure, steering committee and support teams, was found in over half of the study sample.

TABLE 4-3
ORGANIZATIONAL STRUCTURE OF SUPPORT SYSTEMS
NUMBER AND PERCENT OF SUPPORT SYSTEMS IN THE SAMPLE
USING EACH ORGANIZATIONAL STRUCTURE

Organizational Structure	Local Support Systems Number	Percent
Model 1.	33	72%
Model 2.	4	9%
Model 3.	1	2%
Model 4.	1	2%
Model 5.	3	7%
Model 6.	2	4%
Model 7.	1	2%
Model 8.	<u>1</u>	<u>2%</u>
Total	46	100%

What is the composition of the support system components such as the steering committee? Support team?

3. Steering Committee Composition

To identify the characteristics of the local support system, statistics on the composition of key components, such as the steering committee and support teams, were gathered from the system support plans. Certification activities, for which support system statistics could be quantified, related to the size of committees, team size, and requirements for team formation.

We found steering committees range in size from three to 22 members, with a computed average committee size of eight individuals. Thirty-seven out of 46 support systems use steering committees composed of 10 or less individuals.

The ratio of teacher membership to total steering committee membership was also computed. The number of teachers represented on steering committees ranges from two to 17, with a computed average of 6 teachers. This suggests that on the average, three quarters of the steering committee members are teachers.

In addition to variation in the size of the committee, membership requirements also differ by support system. The type or group for which one served as the representative differs across local support systems. In our study sample, we found 23 systems where teachers represent schools, while 14 systems use teachers representing grade spans or subject areas. In another system, teachers are nominated from the membership pool of two staff committees, one being staff development, the other the support system planning committee. In a different system, the chairs of subcommittees are the steering committee members.

Although by law the majority of steering committee members must be teachers, requirements specify only the need for one administrator. For over half of the system plans (28), we could not identify the type of administrator assigned to the steering committee. From the remaining plans, we found the following patterns of practice:

- o eight steering committees contain both district- and school-level administrators;
- o seven steering committees contain only school-level administrators; and,
- o two steering committees contain only district-level administrators.

District-level administrators were sometimes identified by actual job position, such as Career Ladder Director, Curriculum Coordinator, and Special Education Director. Job positions of administrators representing schools were not specified. A few plans suggested the administrator had to be non-evaluative or had to abstain from committee votes on personnel they supervised.

Other types of representatives on the steering committee listed in Table 4-4 include staff within as well as outside the local administrative unit(s). The most frequently identified representative is from special education/special services. As evidenced by the number of systems per type of representative, local practice varies by system needs.

TABLE 4-4

STEERING COMMITTEE REPRESENTATION
NUMBER OF SYSTEMS REQUIRING EACH TYPE OF REPRESENTATION

Type of Position	Number of Systems
o Special education/services	12
o Educational specialists	5
o Staff development director or committee representative	5
o Union representative	4
o Itinerant teacher	4
o Chapter 1	2
o Vocational education	2
o Higher education	2
o School committee member	1
o DOE	1

4. Support Team Composition

The size of support teams for provisional certificate holders varied less than steering committee size. Thirty-five systems use a three-person team, three systems use a two-person team, and two systems use a four-person team. A few systems permit variations to the recommended team size by an increase or decrease of one member. Decreases in team size were permissible when trained staff are unavailable for teams. Increases occur when staff members request an individual from outside the system to be on the team, or if a candidate requests an additional member.

While Chapter 502 does not prohibit administrators from serving on the team, most systems permit, but do not require, a team to have an administrator. We did find six systems that

require a non-evaluative administrator to be a member of each candidate's support team.

Local requirements for team membership generally follow state regulations. Most support systems require team members to have a professional certificate, three years experience, and training in peer observation and/or clinical supervision. Some systems modify requirements to include experience of the support team member in the district and in requiring the team member to be located at the candidate's school. As presented in Table 4-5, 16 systems attempt to include at least one team member who is teaching in the area in which the candidate worked. For elementary teachers, grade span designation is used, for secondary teachers or educational specialists, subject area is noted. Twelve systems attempt to locate at least one team member who was working at the candidate's school. Other requirements delineate the workload of the team member. For example, some systems require that the team member not be active in certification or only serve on one team.

Each support plan requires support team members, or at least one team member conducting observations, to have appropriate training. Training can take the form of peer coaching, peer observation, or clinical supervision. A few system plans specify the types of training program required to serve on a team. Specifically, 13 systems require training in some type of instructional methodology. Two or more plans reference training to be Madeline Hunter, Models of Teaching, IDEA, and RSST, while some systems permit a candidate to select the methodology. Team members from outside the administrative unit are also required to take training in these areas. More unusual areas of training required by singular support systems include interpersonal skills, communication, planning, and alternative approaches to staff development. For the most part, we found limited information on the types of training that are provided or planned for support team members.

Are formal mechanisms used to link support system training to staff development?

5. Staff Development

One responsibility of the steering committee is to provide training to support team members. At the same time, local administrative units provide staff development activities. Since Chapter 502, does not require support team training and staff development to be integrated, we wanted to ascertain whether training is linked and to identify the strategies that are used.

TABLE 4-5
SUPPORT TEAM REQUIREMENTS
NUMBER OF SYSTEMS USING SPECIFIC CRITERIA

Category of Requirement	Number of Support Systems
Years experience	
o Three years	37
o Four years	1
o Five years	1
Years in local administrative unit	
o One year	3
o Two years	5
Training	35
Teaching within candidate's grade or subject area	16
Teaching in the candidate's school	12
Not active in certification	9
Serve on one team at a time	7
Ability to relate	1
Outside candidate's grade & subject	1
Volunteer for team	1

Ten system plans in the study sample did not provide details about training links between support systems and staff development activities. It is unknown if this information was not supplied because there is no link between support systems and staff development, because the links are informal, or because a description of the relationship was not considered essential to the system plan.

As listed in Table 4-6, the most frequently mentioned strategy for linking training was to provide recommendations for staff development. Using a liaison to staff development is the second most frequent practice. The plans seemed to indicate that a liaison may be a steering committee member who serves on the staff development committee, a staff development coordinator who serves on the steering committee, or a staff development committee member who serves on the steering committee.

One system requires written agreements between certification candidates and support team members who sign an agreement with the candidate to serve on the team for a specified period of time. The document also lists responsibilities that are expected to be performed.

How does the support system operate?

7. Operation of the Support System

The start-up of any program demands staff time and financial resources. Regardless of the size and complexity of the team or committee structure, there is always the need to have a single person identified as the contact. Support plans did not consistently address operational aspects of the system, such as who coordinates activities, if reimbursements are provided, etc. We found, through the interviews of a subsample, that coordination functions are assigned to a teacher, or an administrator who has been a teacher or is still on a teacher salary line.

A variety of strategies were used among the 13 sites to implement administrative activities of the support system. Two districts assign half-time positions to the support system. These individuals are former teachers now serving as district and/or school level administrators. In over half the sites, the administrative responsibilities are conducted by a full-time teacher who receives fiscal remuneration for certification work. In a few sites, the certification contact persons carry reduced teaching loads, but in others a full teaching load is maintained.

It is important to note that in systems where teachers did not have reduced teaching loads, certification coordinators indicated the district plans to reduce teaching loads in the next school year. In the consortium setting, a university person assists in performing administrative functions, particularly in the areas of communication and coordination.

TABLE 4-6

STAFF DEVELOPMENT LINKS

ORGANIZATIONAL LINKS USED BY SUPPORT SYSTEMS
TO INTERFACE SUPPORT TEAM TRAINING AND STAFF DEVELOPMENT

Organizational Arrangement	Number of Support Systems
o Provide recommendations to staff development	12
o Liaison on the steering committee	11
o Combined committee responsibility	6
o Coordinate with university through a representative or a consultant serving on the steering committee	2
o Use of a subcommittee structure	1
o Coordinate training for team members only	1
o On-going sharing due to small size	1
o Coordinate all staff development	1
o Use of an umbrella committee	1

All 13 systems provide some secretarial support for both the certification contact person and the steering committee.

Over three-quarters of the certification coordinators state that a considerable amount of the administrative work for the support system is done after school on one's own personal time. In fact, in one setting an administrator (non-supervisory) volunteers professional and personal time to work on support teams. Teachers receive remuneration for their work, but administrators do not because of contractual agreements.

Types of fiscal support provided to steering committees and support team members are unique to each system, committee, and task. Steering committees report that travel expenses are always reimbursed. Some systems pay steering committee members \$15 for each meeting while other systems do not pay for committee participation. Some hold meetings during the school day, providing substitutes for classroom teachers. Others hold meetings after school so that classroom activities are not disrupted and because there are not sufficient resources for substitutes.

The amount of remuneration to support team members also varies. Some teachers receive a fixed amount, such as \$500 a year for serving on a team. Others receive remuneration relative to the time of day at which the activity takes place. For example, in one system a team member receives \$10 an hour for after-school activities, but no remuneration for activities during school hours (e.g., observations). In other systems, team members receive no extra stipend. Since the amount of reimbursement depended on the time of day, the type of activity, the person position (teacher or administrator), and the year (yearly negotiations changed amounts), it was not possible to quantify the information to produce profiles in practice across the sample.

What was apparent through interviews is the amount of non-fiscal resources that are being allocated to support team work (e.g., observations, conferences, training, general consultation). In many settings, both administrators and teachers willingly cover classes for team members who conduct observations. Staff members testify that even teachers who are not directly involved with support teams provide class coverage for colleagues. Several principals indicate that class coverage is not a problem because it is a professional responsibility. Since certification affects everyone, colleagues appeared willing to cooperate to support the certification system in any form. To minimize time out of class, many teachers report conducting observations during the day and scheduling pre- and post-observation conferences either before or after school.

All but one district reports that support system information is separate from the administrative evaluation of staff. Records are kept separate and information is not shared by support team members unless requested by the candidate. Both teachers and administrators report that it is the candidate's responsibility to link administrative evaluation and support system observations. If needs are identified by the administrative evaluation, they should be shared by the candidate with the support team members.

If assistance is being provided by the support team in an area cited during an administrative evaluation, the candidate should indicate to the administrator that team assistance is being provided in this area.

In one system, the merit ladder and support system are quite integrated. In this system, administrative evaluations are not separate from certification observations. Staff members report that once candidates enter the career ladder, everyone works to support them. For teacher improvement, it is necessary that both administrative reviews and candidate support systems work jointly to assist the teacher. Staff members report no need to keep information separate unless the individual is not part of the career ladder. (All new staff must be part of the career ladder while former staff are not required to participate in the career ladder.)

Finally, each support system is to be evaluated. Among the 13 systems interviewed, only one site had an evaluation process in place that permitted annual evaluation of the support system. Two systems report evaluating components of the system such as inservice training. One site reports using an annual assessment to identify teacher needs, but this was not designed to evaluate the entire support system. Certification coordinators report that they were overburdened last year with start-up, that the evaluation only has to be done once every two years, and that the evaluation would be performed at the end of this school year. No definite plans were in place at the time interviews were conducted.

Information in the support system plans suggests each system customizes its evaluations. Most plans do not provide details or descriptions about the evaluation. Many contain only a sentence or two stating that an evaluation is to occur and that it is the responsibility of the steering committee. We found several strategies in use:

- o Survey of staff involved with the system including candidates and team members (21 systems);
- o General survey (questionnaire) of all staff (eight systems);
- o Annual review of data records including feedback forms (two systems);
- o Use of a committee composed of steering and team members (one system);

- o Open forum meeting (one system); and,
- o Review of system checklist results (one system).

8. Summary

In summary, support system plans from 46 systems serving 51 administrative units suggest there are three basic approaches to designing a system. One is to design a system that is independent of any other unit. Another is to collaborate with other administrative unit(s) or private school(s). A third is to join a consortium of units and a university to provide a support system for both teachers/educational specialists and administrators. Most units prefer to use a single-unit-based resource approach.

Administrative structures designed to operate the systems were found to follow eight different organizational models. Differences are primarily in committee differentiation and team structures. Most districts in the sample use a streamlined organizational structure that consists of a steering committee and a set of support teams.

The number of members on a steering committee range from three to 22. Over three-quarters of the members are teachers. Some systems select school-level administrators while others select district-level administrators to serve on the steering committee. Other representatives include teachers and educational specialists that represent Chapter 1, teacher unions, or itinerant staff.

Finally, most systems include organizational links between local certification activities and staff development training. The use of recommendations and/or liaisons is the most frequent practice identified in the study sample.

CHAPTER 5

SUPPORT SYSTEM ACTIVITIES FOR THE CERTIFICATION CANDIDATE

This section of the report discusses activities used by the local support system to assist teachers/educational specialists seeking the professional-level certificate. Information is based on details that could be extracted and quantified from the support system plans. Our focus is to describe the strategies used in initial certification activities that involve the candidate such as team selection, professional assessment, and TAP development.

What strategies are used to involve the certification candidate in the support system?

1. Informing the Candidate

Since certification activities occur through the local support system, there was interest in determining how new teachers/educational specialists learn about the local support system. We found that having meetings with staff seeking a professional-level certificate is used by over half (27) the support systems in our sample.

Two types of meetings are held. Fourteen systems use a one-on-one approach. A mentor, steering committee representative, or a school representative contacts the new staff member. In 13 other systems, a formal orientation meeting for all new staff is held at the beginning of the school year.

Other mechanisms found in use are less personal. Nine systems have a handbook or information packet that is distributed to new staff. Three systems in the sample devote a bulletin board to certification news where notices, procedures, etc. are regularly posted.

One system provides a teacher effectiveness reference book to all staff. This document describes professional practice relative to each of the state standards. It is disseminated with the system certification handbook that describes operational procedures.

Across our sample, twelve support system plans did not indicate how teachers/educational specialists seeking professional-level certificates are informed about the local support system.

Are certification candidates involved in the support team selection process?

2. Selecting the Support Team

The certification process is intended to assist teachers and educational specialists with their development needs. While the action plan includes a written outline of goals and the activities needed to achieve them, there was interest in whether support systems also involve certification candidates in other aspects of the support process, such as team formation and pre-TAP assessments.

Based on 46 support plans which address how a team is formed, we found that in over half (25) selection is a joint process involving both the certification candidate and the steering committee. In three systems, the candidate selects the team. As shown in Table 5-1, in 14 systems (30%) the selection process is the sole responsibility of the steering committee or a subcommittee.

TABLE 5-1

TEAM SELECTION PROCESS FOR TEACHERS/EDUCATIONAL SPECIALISTS SEEKING A PROFESSIONAL-LEVEL CERTIFICATE

Team Selection Process	Systems Using Method	
	Number	Percent
o Selected by both the candidate and steering committee	25	54%
o Selected by steering committee without candidate input	14	30%
o Selected by candidate	3	7%
o By school committee	1	2%
o By principal	1	2%
o Not described	1	2%
o Not applicable	1	2%

In systems that involve candidate input in the selection process, we found a variety of strategies. The following strategies represent what are used in one or more systems in the study sample:

- o Certification candidate selects one team member, steering committee selects one, candidate and one team member select the third team member;
- o Certification candidate recommends four or five and the steering committee selects three;
- o Certification candidate and mentor select team;
- o Certification candidate selects two members and the steering committee selects one; and,
- o Certification candidate selects one member and the steering committee selects two.

What does the local support system require for teachers/educational specialists to obtain certification?

3. Local System Requirements

All support system plans described the required procedures for teacher certification or recertification. Each plan described or referenced the legal requirements for each type of certification. Some system plans actually contained excerpts from the state publication, "A Guide To Local Support Systems" to define components or process. Each system plan requires development of a TAP/PRP and a specific number of team observations. Variation is seen most often in the use or suggested use of a portfolio.

All systems with guidelines for the master-level teacher certificate, require candidates to submit a portfolio for this certification. Five of the systems in the study also require a portfolio for all professional-level certification candidates. Two systems encourage or suggest the use of a portfolio for all certification candidates and one system grants professional development credits for the portfolio.

We found portfolio requirements always included background information on the candidate such as formal education and teaching experience. Other areas frequently mentioned are: school-related projects, curriculum activities, community activities, professional associations, special projects, and

awards. One system provides a list of evaluation questions that a teacher/educational specialist could use to review the contents of his/her portfolio.

It is important to note that the term portfolio had different meanings in different support systems. Every certification candidate has a folder which serves as his/her cumulative certification file. It is kept in a fireproof locked file cabinet. Some support system plans reference this file as the candidate's certification portfolio. The portfolio that contains a summary profile of the candidate's professional experience is a separate document that is filed in the candidate's certification folder.

What strategies are used to assist the teacher/educational specialist prepare an action plan?

4. TAP Preparation

While an assessment is required by regulation before an action plan is developed, local support systems are free to decide the type and process of the assessment. We found eight support systems plans that did not specify how the assessment would be implemented. As listed in Table 5-2, twenty of the support systems (44%) reference only a team observation. Thirteen support systems (29%) use a self-assessment. Of this group most use a combination of self-assessment and team observation. Only one support system plan indicated that the assessment would be customized by the candidate. In this system, a number of strategies are provided so that the candidate may select the most appropriate method or methods.

In the area of TAP development support system plans vary in the level of detail. Some are very prescriptive, defining time periods for specific activities or actions. Most plans did not provide a great deal of detail.

TABLE 5-2

PRE-TAP ACTIVITIES FOR PROVISIONAL CERTIFICATE HOLDERS

Type of Pre-TAP Activity	Support Systems Number	Support Systems Percent
o Team observation only	20	43%
o Combination of self-assessment and team observation	9	20%
o Self-assessment only	4	9%
o Assessment mentioned without specifics	2	4%
o Team involvement - no specifics	2	4%
o Customized by candidate & team	1	2%
o Nothing specified	<u>8</u>	<u>17%</u>
Total support system plans	46	

What are the ingredients of an action plan?

5. TAP/PRP Content

The format and content of an action plan is defined by the local support system plan. A frequency count of each TAP area revealed patterns that showed considerable variety in the types of information required in a TAP. Five types or categories of information noted in over half of the systems in our sample were:

- o Goal statements
- o Objectives
- o Strategies or actions to be taken

- o Evaluation process or documentation of completion
- o Time period or date of completion

Unique types of information used in three or fewer systems were:

- o Status Description
- o Rationale
- o Skills to be developed
- o Where I am today

We found the breadth of information required in a TAP to vary as listed in Table 5-3. Seven areas of information appear in more than 10% of the study sample.

TABLE 5-3

**TYPES OF INFORMATION REQUIRED IN ACTION PLANS
NUMBER OF SUPPORT SYSTEMS REQUIRING EACH TYPE**

Information Category	Support Systems Number	Support Systems Percent
o Need(s) statement	5	11%
o Goal (Long term or specific to each state standard)	32	70%
o Objectives	25	54%
o Strategies/actions to be taken	34	74%
o Evaluation process/ documentation of attainment	24	52%
o Resources needed	18	39%
o Time period/date of completion	35	76%

What additional forms of support are provided candidates?

6. Mentors

Several support systems use mentors, or a person who serves as a mentor to assist new staff. The mentor helps the candidate become integrated into the school community. Mentors also serve as a contact person providing information, answering questions, and introducing the teacher/educational specialist to the professional community. While two organizational models, noted in Chapter 4, describe the role of a mentor in a support team structure, a mentor can also be viewed as an additional resource or form of support for a candidate.

While references were sketchy, we found mentors are usually assigned when a new teacher/educational specialist is hired. In four support systems, mentors are appointed by different individuals or groups: a superintendent, a principal, the steering committee, and the union. In another system, the mentor is assigned if the certification candidate requests one. In two systems, the mentor position is dissolved once a support team is in place.

Unlike support team members, mentors are assigned without input from the teacher/educational specialist except in the case of one system where a candidate can request a mentor. This is not surprising, since mentors are assigned to new teachers/educational specialists who may have little familiarity with staff.

7. Handbooks

Only one system developed a handbook to assist teacher development. This handbook describes the traits and characteristics of the effective teacher. Areas of professional growth include: Personal and professional characteristics, Characteristics of professional growth, Instructional skills, Classroom management, Ethics, and Teacher expectations. Appended to this document are practical strategies for professional improvement such as Tips for professional growth, Techniques for effective questioning, 30 ways to motivate students to perform better, and Uses and abuses of motivation theory.

8. Summary

In summary, new teachers/educational specialists are introduced to the local support system through several mechanisms. An orientation meeting, whether individually or as a group, is the most frequent strategy found in the study sample. Involvement by the certification candidate in the support system sometimes begins with support team selection. We found evidence that over half the support systems use some mechanism for involving the candidate in team member selection. An assessment occurs prior to TAP development. We found that most assessments involve team observations. Some support systems also include self-assessment. Only one system permits the candidate to select the assessment strategy or strategies. Mentors are used in a few support systems to assist the candidate with transition into the school community. Sometimes the mentor role is dissolved after the team is formed. The format and substance of an action plan varies across support systems, the most frequent types of required information include goals, objectives, strategies, evaluation, and time frames for certification activities to be completed.

CHAPTER 6

TEACHER/EDUCATIONAL SPECIALIST IMPROVEMENT STRATEGIES

This section of the report discusses the findings from our analysis of professional improvement goals and strategies contained in Teacher Action Plans (TAPs) and Professional Renewal Plans (PRPs). TAPs, unless otherwise noted, include those teachers seeking a professional-level certificate while holding a provisional, conditional, or transitional certificate or professional-level certificated teachers seeking a master-level certificate. PRP is any professional-level candidate seeking renewal. The information is based on 122 TAP/PRPs submitted by individual teachers and educational specialists to their local support system during the 1988-89 and/or 1989-90 school year.

What types of improvement goals are teachers and educational specialists selecting for improvement? Do goals differ by type of certification category?

1. Goals for Action Plans

The level of detail of an action plan was found to vary by support system and by candidate. Because of this variation, only two topic areas were discussed frequently enough to be analyzed across candidates. The selected topics were: what are the professional improvement areas selected by certification candidates (their goals); and what activities are being planned to attain these goals (their strategies). These two topics appeared in over 70% of the support systems.

Of interest was the actual number of descriptive aspects of professional improvement required by support systems. Using the teacher pool of TAPs and PRPs, it was found that professional improvement was generally described by goals, objectives, actions to be taken, rationale, and area of focus. As listed in Table 6-1, most support systems require from one to six goals. In our sample, over 40% of the action plans contain two or three goals. A fifth of the plans (18%) only include a description of actions to be taken. One plan contains only a statement of rationale without inclusion of a goal.

Statistics computed from the pool of action plans for teachers across all certification categories are presented in Table 6-1. The number of plans submitted for conditional-, transitional-, and master-level certificate candidates were few in number, representing less than 15 support systems. As a result,

the discussion of findings is focused on TAPs and PRPs rather than certification categories of provisional, conditional, or master.

Among the teachers and educational specialists, we found that 122 individual TAPs/PRPs contain 276 goal statements. By group, 224 goals were identified in 95 individual teacher plans and 52 goals in 27 educational specialist plans. The computed average number of goals per plan was two.

TABLE 6-1

DISTRIBUTION OF GOALS ACROSS TAP/PRPs

NUMBER OF GOALS PER PLAN BY CERTIFICATION CATEGORY

TEACHERS ONLY

Number of Goals	Number of Action Plans Certification Category					Total	Percent
	Prov.	Cond.	Master	Trans.	PRP		
1	3	3	0	0	11	17	18%
2	8	3	0	0	10	21	22%
3	5	7	0	0	6	18	19%
4	1	1	0	1	2	5	5%
5	2	0	1	0	2	5	5%
6	0	0	1	0	1	2	2%
Objectives only	4	2		0	1	7	7%
Actions only	1	3	1	0	12	17	18%
Rationale				0	1	1	1%
Areas of focus	<u>1</u>	<u> </u>	<u>1*</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2%</u>
Total:	25	19	4	1	46	95	

*Recertification

Goal statements are very individualized. Some plans contain broad long term goals such as "To improve my teaching skills," while others are very specific, such as "Implement the program Math Their Way". In a few plans, goals are listed under a specific state standard for professional growth and competency, but most are not identified by standard.

In several systems, PRPs are not required to include goals or objectives. Many plans contain just a listing of courses or training areas that will be taken to renew certification.

For purposes of analysis, professional improvement goals or areas of focus are grouped under each state standard. Listings of courses and workshops were not grouped. Either the standard designated in the plan or the content of the goal statement was used to group goals under a standard. Tables 6-2 and 6-3 provide the number and percent of goals by state standard. Actual transcriptions of statements can be found in Appendices D and E.

TABLE 6-2
NUMBER AND PERCENT OF GOALS BY STATE STANDARD
TEACHERS ONLY

STATE STANDARD	TAP		PRP		Total	
	No	Percent	No	Percent	No	Percent
Subject matter knowledge	27	20%	36	40%	63	28%
Communication/ Lang. skills	7	5%	3	3%	10	4%
Cur. planning/ Class instr.	57	43%	27	30%	84	38%
Evaluation of students	13	10%	6	7%	19	8%
Professional characteristics	29	22%	19	21%	48	21%
Total	133	100%	91	101%*	224	99%*

* Percents of 99% and 101% result from rounding.

The categorization of goals by state standard for both teachers and educational specialists suggests that there are differences in areas of improvement by type of position and type of certification. As noted in Table 6-2, over a third of the TAP/PRP goals for teachers concern curriculum planning/classroom instruction. For educational specialists,

presented in Table 6-3, over a third of the goals relate to subject matter knowledge.

Across goals written by teachers, differences are evident between TAPs and PRPs. Specifically 43% of the TAP goals relate to curriculum planning/classroom instruction. For PRPs, 40% of the goals relate to subject matter knowledge. Goals related to communication/language skills were listed with least frequency in both TAPs and PRPs written by teachers.

TABLE 6-3
EDUCATIONAL SPECIALISTS ONLY
NUMBER AND PERCENT OF GOALS BY STATE STANDARD

STATE STANDARD	TAP		PRP		Total	
	No	Percent	No	Percent	No	Percent
Subject matter knowledge	10	29%	8	44%	18	35%
Communication/ Lang. skills	1	3%	0		1	2%
Cur. planning/ Class instr.	12	35%	4	22%	16	31%
Evaluation of students	0		0		0	
Professional characteristics	11	32%	6	33%	17	33%
Total	34	99%	18	99%	52	101%*

* Percents of 99% and 101% result from rounding.

Across goals written by educational specialists, differences in standards are less pronounced. For TAPs, over a third of the goals relate to curriculum planning and instruction. For PRPs, goals are categorized under three standards: subject matter knowledge, curriculum planning, and professional characteristics.

Across educational specialists, differences in the focus of goals is less different than that found with teachers. For TAPs, goals are categorized under three state standards: subject matter knowledge, curriculum planning, and professional characteristics. For PRPs, 44 percent relate to subject matter knowledge. The most frequently identified state standard category (35%) across TAPs and PRPs is subject matter knowledge. Of interest is the finding that no one listed a goal relating to evaluation of students. Only one listed a goal related to communication. This may suggest that these two state standard areas are not areas in which a number of educational specialists see a need for channeling professional improvement.

Analysis of TAP and PRP goals across both teachers and educational specialists suggests that their emphasis or direction of improvement is similar. For both teachers and educational specialists, the greatest number of goals in TAPs relate to curriculum planning/classroom instruction. For PRPs, the largest number of goals is for subject matter knowledge. Thus, there is evidence to suggest that individuals seeking professional-level certificates select improvement strategies in areas of curriculum and instruction, while individuals who are renewing certificates select improvement strategies in the area of subject matter, regardless of whether they are teachers or educational specialists.

What types of strategies do teachers and educational specialists use to attain their stated goals? Do these strategies differ by type of certification being sought?

2. Strategies for Improvement

Activities as well as actions to be taken are grouped as strategies for goal attainment. These strategies or activity categories were obtained from descriptions in the action plans. Strategies that appeared in more than one TAP or PRP are: courses, workshops/seminars, conferences, and special projects, such as implementing a technique in the classroom or school, reading professional literature, visiting other teachers, or participating in a committee. Transcriptions and frequency counts of these strategies by teachers and educational specialists are presented in Appendices D and E listed next to the corresponding goal. Frequency counts and percents are listed in Tables 6-4 and 6-5.

The activity or strategy for improvement listed by the largest percent (29%) of teachers in both TAPs and PRPs is in taking courses. For educational specialists, implementing a project or a technique is mentioned with greater frequency (27%)

than other strategies. For both teachers and educational specialists, the three strategies mentioned with greatest frequency are: taking courses, attending workshops/seminars, and implementing projects. The strategy mentioned with least frequency by teachers is attending conferences and for educational specialists it is obtaining input from the team. No educational specialist plan contained the strategy of participating on a committee.

TABLE 6-4
TEACHERS ONLY
NUMBER AND PERCENT OF THE TYPES OF STRATEGIES
PLANNED TO MEET GOALS

TYPE OF ACTIVITY	TAP		PRP		TOTAL	
	No	Percent	No	Percent	No	Percent
Courses	32	17%	58	45%	90	29%
Workshps/semin	32	17%	37	29%	69	22%
Conferences	4	2%	4	3%	8	3%
Readings	21	11%	6	5%	27	9%
Projects	56	30%	14	11%	70	22%
Team	20	11%	1	1%	21	7%
Committee part	7	4%	5	4%	12	4%
Visit others	15	8%	3	2%	18	6%
Total	187	100%	128	100%	315	102%*

* Percent of 102% result from rounding.

As presented in Table 6-4, use of projects is mentioned in 30% of the TAP strategies, while courses are mentioned in 45% of the PRP strategies from teachers. Across all strategies listed in TAPs from teachers, over 10% of the activities occur in five areas: courses, workshops, readings, projects, and team input. Across strategies listed in PRPs, over 10% are in only three areas: courses, workshops, and projects. For teachers, 34% of the TAPs list formal training mechanisms such as courses and workshops while 74% of the PRPs listed these same mechanisms.

Educational specialists mention projects more frequently in TAPs, while courses are mentioned with greatest frequency in PRPs. As listed in Table 6-5, the three most frequently mentioned strategies in TAPs were projects, courses, workshops/seminars, while in PRPs they were courses, workshops/seminars, and conferences.

TABLE 6-5
EDUCATIONAL SPECIALISTS ONLY
NUMBER AND PERCENT OF THE TYPES OF STRATEGIES
PLANNED TO MEET GOALS

TYPE OF ACTIVITY	TAP		PRP		TOTAL	
	No	Percent	No	Percent	No	Percent
Courses	7	15%	9	43%	16	24%
Workshps/semin	13	28%	4	19%	17	25%
Conferences	3	7%	3	14%	6	9%
Readings	3	7%	2	10%	5	7%
Projects	17	37%	1	5%	18	27%
Team	2	4%	0		2	3%
Committee part	0		0		0	0%
Visit others	1	2%	2	10%	3	5%
Total	46	100%	21	101%*	67	100%

* Percent of 101% results from rounding.

Committee participation is not mentioned as a strategy on either a TAP or PRP. These data suggest that individuals seeking professional-level certificates are interested in designing projects and implementing techniques with greater frequency than individuals who are renewing certificates. Those renewing certificates appear to be using more traditional avenues for improvement such as courses, workshops/seminars, and conferences.

There seems to be similarity between TAPs and PRPs in the types of strategies used for professional improvement for both teachers and educational specialists. Staff seeking certification, whether teacher or educational specialist, identify projects as an improvement strategy more frequently than other

strategies. Individuals renewing certificates select courses with greater frequency.

The data suggest that individuals seeking professional-level certificates for the first time see the use of special projects, such as implementing a newly learned technique in the classroom, as part of the professional improvement process. They state these activities in their action plans. Renewal plans tend not to list implementation but focus more on formal vehicles for obtaining training. The example below provides an illustration of a goal and activity for a TAP versus a PRP for two different teachers.

Goal

Strategies

Standard: Curriculum Planning/Classroom Instruction

TAP Example:

- | | |
|---|--|
| <ul style="list-style-type: none">o <i>To review techniques of teaching math through the hands-on approach.</i> | <ul style="list-style-type: none"><i>Workshop, Implement project (techniques) in class</i> |
|---|--|

Standard: Subject Matter Knowledge

PRP Example:

- | | |
|---|--|
| <ul style="list-style-type: none">o <i>I plan on taking at least one support group class and take Level II of the Math their Way.</i> | <ul style="list-style-type: none"><i>Courses</i> |
|---|--|

3. Summary

In summary, there is variation in the content and scope of TAPs and PRPs for both teachers and educational specialists. An average of two goals was computed for each action plan. Differences that are most salient across and within groups relative to goals and strategies for professional improvement are as follows:

- o Goal areas in TAPs occur more frequently under the state standard of curriculum planning/classroom instruction,

while goals in PRPs occur with more frequency under the standard of subject matter knowledge;

- o Between teachers and educational specialists differences in goals are evident. Over a third of the goals for teachers relate to curriculum planning/classroom instruction while over a third of the goals for educational specialists relate to subject matter knowledge.
- o In terms of strategies used to attain goals, differences exist between teachers and educational specialists as well as TAPs and PRPs. Teachers select courses with greater frequency while educational specialists prefer implementing projects as a strategy to attain professional improvement goals.
- o A similar pattern was found between TAPs and PRPs. In TAPs, projects are listed more frequently as a strategy for goal attainment while taking courses appears more often in PRPs.

CHAPTER 7

PERCEIVED IMPACT

This section of the report summarizes local staff perceptions of the impact of Chapter 502 requirements, based on testimony obtained through interviews in 20 schools across 13 local administrative units. Both benefits and implementation constraints are discussed.

What is the impact of Chapter 502? On teaching? On learning?

1. Limitations

Using structured interview probes, teachers, educational specialists, and administrators at the school and district level were asked to describe the impact both of the legislation and of the support system on teaching and learning. Responses were mixed. Both positive and negative impact is reported.

Staff frequently do not differentiate the cause of the impact from its effect. Perceptions are usually based on an opinion of some activity that resulted from the legislation or implementation of the support system. Across the sample what one reports as impact from legislation, another reports as a result of support system implementation. Therefore, no distinction could be made between impact and cause.

We found concern expressed about the potential for a problem to occur rather than an actual experience. Resource shortages are reported with greater frequency in small districts than other districts. Since both teachers/educational specialists and fiscal resources are limited, increases in new staffing place additional burden on personnel time and fiscal resources. Both teachers and administrators express concern that the cost and staff demands of support team activities could cause administration to hire experienced rather than newly trained teachers.

The following summarizes themes expressed by teachers, educational specialists, and administrators regarding the impact of legislation on teaching and learning.

What are the benefits of Chapter 502?

2. Benefits

Staff members report benefits from the legislation and the support system at three levels: personal, teachers as a group or as colleagues, the school and/or the district level. The testimony of teachers, educational specialists, and administrators contained the following five common themes:

- o **Improvement in teaching and learning**
- o **Teacher empowerment/choice/accountability**
- o **Increased professional dialogue and collegiality**
- o **Enhanced professional development and training**
- o **Institutional support for new teachers**

We found that in some instances perceptions differed by one's role in the support system and one's job position, teacher or administrator. While all staff agree that some requirements of the legislation are beneficial to learning, particularly for new teachers, opinions are mixed in areas such as improving learning in the classroom.

Are teaching and learning improving?

- o **Improvement In Teaching and Learning**

Except for one individual, teachers, educational specialists, and administrators agree that the legislation is either currently improving teaching or has the potential to improve teaching. Over three-quarters of the staff state they feel that the legislation also would affect learning since teaching improved, so would learning. Others are more cautious in their outlook on student learning. Some indicated it is much too early to tell. One individual suggests that in order to improve teaching and learning, a delicate balance must be struck between staff training, collegial support, and classroom instructional time.

Do teachers have ownership of professional improvement?

o **Teacher Empowerment/Choice/Accountability**

Staff members report that the new legislation has led to teacher empowerment, choice, and/or accountability. Over three-quarters of the individuals interviewed suggest that by requiring each certificate candidate to plan professional development and have it reviewed by peers, etc., teachers "buy into" their own professional development. We found five areas of impact from the law or process that were mentioned frequently across individuals. These areas are that the law/process requires people: to plan, to be accountable, to be in charge of their own professional destiny, to take professional development seriously, and to select development activities that are relevant to their needs.

All teachers interviewed indicate that having the flexibility to customize their own professional development is better than just taking courses. Three teachers who were currently enrolled in graduate courses indicate the certification requirements have not had an impact on them personally.

Has collegial support increased?

o **Increased Professional Dialogue and Collegiality**

Staff report the support system is either decreasing or has the potential to decrease teacher isolation. Several suggest isolation has decreased because of training. As reported by staff in over half the sites, new skills, techniques, and a common language have teachers discussing and sharing ideas. Under previous law, training varied and there was no common language. Current law requires training in clinical supervision, which has led to teachers learning similar vocabulary, techniques, and theory. Thus, a common language is developing amongst staff, which facilitates collegial communication and interaction.

More importantly, staff report that work on support teams is increasing collegiality within schools as well as across schools. Since most of the training and support teams use cross-grade/subject groupings, teachers report they can share ideas and learn from others who are not at their same grade or in their same subject field.

All support team staff state the team observations and working with candidates has spurred them to rethink their own instructional practice. New techniques in instruction are being tried. Support team members and candidates perceive teamwork has been beneficial both to the candidate and the team member. As several stated, it makes everyone realize that learning and improving does not stop when the degree is completed.

Has professional development been enhanced?

o **Enhanced Professional Development and Training**

Teachers as well as administrators generally favor local control and the ability to customize professional development for individual needs. Several school-level staff members suggest that Chapter 502 forces the administrative unit to be more focused in their training efforts and that it permits a large number of staff to be trained in effective practices in a relatively short period of time. This alone is perceived as improving professional development.

Steering committee and support team members report that teachers' action plans (TAPs and PRPs) are worth more academic credits than the six required units. Field trips, curriculum projects, and state committee participation represent the types of strategies in use for professional development.

In two administrative units, staff members report that professional training is standard practice in the setting, and that this legislation was not necessary for them. One superintendent suggests there is need to bring all districts up to the same level, but notes that their district is one that was already on top of the research. For this reason, some of the new requirements are perceived as detracting from previous efforts that were considered innovative.

We found that superintendents frequently report concern that the new requirements focused staff development and training in areas that were not part of the district's long-range plan. District training for program improvement is seen as different and as competing for staff time. In one situation, the administrative unit participates in a regional staff development consortium.

Training is based on district program improvement needs and not support system needs.

Do new teachers have support?

o Institutional Support for New Teachers

All staff report Chapter 502 as beneficial to new teachers because of the support team. Most state that a formal support structure for teachers is beneficial to new staff. Staff in three sites suggest that their schools were providing collegial support prior to Chapter 502. The comment from one district indicated that because the administrative unit is small in staff size and has mostly veteran teachers, "New teachers were already provided support; this legislation was not needed by this district." Yet each person interviewed would agree that the former process was not structured and was probably differentially applied. With the current structure, the process of support is formalized and insures no one will "fall through the cracks." On the whole, administrators and teachers/educational specialists support the concept and find the process to be professionally beneficial and important for new teachers. New provisional teachers express thanks for having such a system.

What factors posed problems in implementing a local support system?

3. Implementation Constraints

Throughout interviews, staff described implementation constraints associated with the new certification process. Some report that the constraints were related only to start-up problems. A few even suggest that the system has the potential to be not beneficial. We found the following five themes expressed as constraints in implementation:

- o Changing as well as unnecessary regulations**
- o Lack of sufficient resources (fiscal or staff)**
- o Addition of responsibilities beyond teaching**
- o Decreased instructional and contact time**
- o Increased paperwork**

Testimony of both administrators and teachers/educational specialists suggest that perception is related to job position. The following summarizes information shared during interviews.

o **Changing as well as unnecessary regulations**

Teachers and certification persons report that certification regulations were continually changing as the support system was being designed, which caused some misunderstanding about the new requirements. Many say that staff feared the new regulations would present hardships to teachers. Across all sites, staff report that frequent regulation changes were a major problem last year when systems were attempting to plan, design, and/or implement the support system. Additional amendments to the regulations are cited as the cause of this misunderstanding.

Using support teams for conditional teachers is perceived as an unnecessary requirement. Staff report that many conditional certificate-holders are experienced teachers but are missing one criterion, i.e., achieving a qualifying score on the NTE. Although these teachers could be fast-tracked, there is still the need for a support team. Staff suggest this requirement wastes limited resources.

o **Lack of resources (fiscal and staff)**

According to superintendents and certification coordinators, start-up costs for training, class coverage, and team compensation are greater than the funds made available by the state. We found two areas cited frequently: the amount of the state allocation and the process for allocating state aid for certification.

Municipalities rather than administrative units receive \$100 per teacher and \$250 for administrators in state aid for certification activities. Both teachers and administrators indicate that this amount was not adequate to cover start up costs for training team members, administrative work for the support system, stipends for team members, etc. It is reported that local funds supplement the state aid money in order to provide training and/or administrative support (e.g., an additional part-time administrative position) to the system. Staff indicate creative ways are used to overcome fiscal restraints. Some practices found in use are:

- o Three support systems have teachers find other teachers or administrators to cover classes rather than pay substitutes;
- o One system limits the pool of team members because the funds are only sufficient to train a set number of individuals;
- o Some structure support teams differently than originally planned. For example, individuals serve on more than one candidate's team even though the system plan suggests that a person should serve on only one team. Another system resolves this dilemma by placing untrained staff on a team as long as one member is trained to perform the observations; and,
- o One system uses two-person teams because of limited trained available personnel.

In the area of resource allocation, two administrative units indicate they experienced difficulty in obtaining the state aid monies for certification. Some units receive the monies directly from the locality, while others do not. Superintendents report that they must request these funds through the regular school budgeting process to obtain state aid which requires administrators in school unions to request funds from each municipality. Administrators suggest that this process would be more streamlined and less burdensome if state aid were sent directly to the administrative unit.

Teachers' perceptions of state aid problems differ from administrators' perceptions. In two administrative units, teachers report they did not know until recently that state aid was given for certification activities. In other settings, teachers express concern and fear that the state aid will stop before all staff members are sufficiently trained.

We found that staff across schools mention potential rather than actual staff shortages. Present and fear for future shortages are used to explain why inter-agency approaches support systems were adopted. In sites that use a unit-based support system, three superintendents suggest that if a number of new teachers are hired, it is possible that in one year there might not be sufficient staff to serve on support teams. This situation could

easily occur in years when several staff members are in the process of recertification or master-level certification. (Note: Several systems prohibit a teacher from serving on a team the year in which the individual is active in certification.)

Two sites suggest that limited staff and financial resources would encourage administrators to hire experienced rather than new teachers. Teachers and administrators state they estimate that it would be less expensive for the administrative unit to hire a professional-level certified teacher than a provisional-level teacher who needs a support team.

In small administrative units, staff report that certification committees and support teams place an additional strain on staff resources over and above other improvement activities and district committees. When staff are few in number, the same individuals serve on the certification teams, improvement committees, and other district activities.

o **Addition of non-teaching responsibilities**

Elementary teachers frequently report they are uncomfortable with the non-teaching responsibilities that certification now brings. Many state that they entered teaching to teach not to assist colleagues. While each agreed that the requirements are important especially for new teachers, many do not like the additional responsibility. Those in small rural units state that instructional time and time for individual work with children is very limited. The certification requirements (committee meetings, conferences with candidates) place additional strain on their time.

We found the issue of additional non-teaching responsibilities not to be an issue with secondary staff. Staff report using planning periods for certification activities.

o **Decreased instructional and contact time.**

Balancing observational and training time with classroom time is reported more frequently as a concern by elementary school teachers than by secondary staff. (Teachers in departmentalized settings appear to use preparation periods or get staff coverage more readily

than an elementary teacher with a self-contained classroom.) Elementary teachers suggest that instructional time is being lost, but are unable to specify the amount. Administrators in the same settings report no major time lost in instruction. Testimony suggests that staff perceive the support system has the potential to affect teacher/student contact time, but no major problems exists at this time.

We found elementary teachers in small rural districts, more than other elementary teachers, report loss of contact time with children because of steering committee meetings and training. According to one teacher, the time spent in after-school meetings would normally be spent with students working on individual needs or special projects.

o Increased Paperwork

In all settings, staff report an increase in paperwork. As a result, three systems are revising their support system forms and process to decrease the paperwork. We found teachers perceive that paperwork has increased under Chapter 502. Teachers testify that it was less time-consuming for them to take some courses and submit the transcripts to the state certification office. Staff in three sites suggest that the state places too much certification responsibility at the local level since it is a state, not a local, responsibility. In one system both administrators and teachers express dislike for the system as a local responsibility.

To summarize, both administrators and teachers report a number of benefits as well as disadvantages to the support system implemented under Chapter 502. Benefits frequently cited include improving teaching, increasing professional collegiality, enhancing professional development, and assuring support for new teachers. Problems incurred in establishing the system and potential problems were the major disadvantages.

Two certification areas for which little information was obtained were master teacher certification and endorsements.

4. Master-Level Certification

Across sites, only a handful of teachers express support for the master-level certification. (An exception to this was one site where the master-level certification and the career ladder

levels are merged. In that setting both administrators and teachers support the career ladder and, therefore, support master-level certification.) We found individuals who support the master-level certificate to be veteran teachers of 20 years or more. These individuals view the certificate as a way for teachers to receive professional recognition for their work.

Over three-quarters of the teachers interviewed do not support the master-level certificate. Issues mentioned frequently include: the lack of definition of a master teacher, comparability of requirements between districts, and lack of compensation for the additional work. Administrators request clearer guidelines on what a master teacher represents. Teachers state that there is too much work and no extra fiscal remuneration or professional recognition associated with the master teacher designation. As one individual stated, "this is a compensation not certification issue." Others state that because the certificate must be renewed, it represents continually doing additional work with no reward.

Some express concern that becoming a master-level teacher would take them out of the classroom, away from the work in which they were trained. Others suggest that the certificate has the potential to be divisive. One teacher states, "... it can create an old-boys network where who you knew rather than your qualifications are important." In some settings, teachers voted not to apply for the master-level certificate. As a result, some of the system plans do not describe how to obtain a master-level certificate through that support system. Certification coordinators indicate that guidelines will be developed and added to their existing support system plan.

5. Endorsements

We found administrators are concerned over the new endorsements. In a few isolated cases, veteran teachers received endorsements for areas they did not feel qualified to teach. Because these teachers possess the required academic coursework in the subject, an endorsement is granted when certificates are renewed. The opposite problem is also occurring. Teachers who had taught a subject for years are not able to meet the new certification requirements. Those most affected appear to be science and middle school teachers. Administrators state they will need to encourage some veteran teachers to seek additional training, or staff transfers will need to be made. These situations pose problems for administrators and teachers alike.

6. Summary

In summary, impact from Chapter 502 is reported as beneficial, but with limitations. Areas perceived beneficial relate to improving teaching, empowering teachers, increasing professional dialogue, enhancing development, and instituting support for new teachers. Elementary teachers and small rural districts report experiencing difficulty in meeting increased time and human resource demands that are part of the support system. Little support was found in interviews for the master-level certificate. Endorsements are based on academic training. There are some staff who receive an endorsement for a subject in which they no longer teach but have the academic coursework, as there are others who teach a subject but now do not have the appropriate training to receive a certificate. Areas most affected by endorsements appear to be the middle school and science teachers.

CHAPTER 8

INSTITUTIONAL IMPACT AND SUPPORT

This section discusses institutional change that is resulting from Chapter 502. Information from support plans, action plans, and interviews discussed in previous chapters are the basis or evidence of institutional change. Resources identified that support this change include the university and DOE.

Has institutional change resulted from Chapter 502?

1. Impact of the Legislation

The impact of the legislation can be viewed from several standpoints. On one hand, it caused institutional change at the local level. Support systems are installed. Each is operating a steering committee; most are operating candidate support teams. On the other hand, it is causing individuals to accept new roles, obtain training, and perform new tasks.

Changes in behavior and in organizational ways of relating demonstrate not just perceived impact, but also institutional change. Five areas in which we found evidence of impact are:

- o District/school organizational context
- o Teacher role
- o Staff development
- o Instructional/curricular activities
- o Professional interaction

o District/School Organizational Context

The support plans and interview testimony suggest that district and school organizational structures are modified as a result of Chapter 502. The formation of committees at the district and school level, the organization of inter- and intra-district support teams, the use of staff development liaisons, etc. are evidence that new or revised support mechanisms are in use for new teachers as well as veteran teachers. Differences found in support system approaches, organizational structures, and

other components suggest the legislation permits local administrative units flexibility to customize support systems.

All teachers report a sense of ownership in the system, ability to refine it as needs and resources change, and desire to improve what is being implemented. This suggests that the support system is designed to be responsive to individual need and that individuals are committed to implementing a viable process. In other words, they do not expect it to go away. Staff also report that by having a common language and serving on teams they are opening channels of communication. Thus, as a result of Chapter 502, the district and school context in which certification activities and professional development is occurring differs from that in practice under Chapter 501.

o Teacher Role

All teachers and most administrators report the new certification system facilitates professional growth for new teachers. Most state that it is beneficial for the veteran teacher. Reasons frequently cited are:

- o it enhances one's ability to customize professional development in light of need;
- o it forces planning and accountability so that professional development is taken more seriously;
- o it forces greater professional commitment to what is planned; and,
- o it reminds veteran staff that learning and improvement is a continuously developing process.

These themes suggest that the role of the teacher in the certification process is expanded under Chapter 502. All staff are more involved in as well as accountable for their professional development. Teachers are now permitted to be creative and innovative, and to tailor their approach to professional need. They are not restricted to just taking academic coursework for professional improvement and certification renewal.

We found evidence that the teacher's role is becoming more collegial. Staff view peer consulting as a viable professional development tool for both new and veteran teachers. For the new teacher, peer coaching and consultation permit support to occur over a period of time. This facilitates their transition into the professional role as well as into the school community. Training

in peer coaching is reported as helping everyone rethink their teaching practices. Testimony from new and veteran teachers and administrators suggest this activity is motivating individuals to try new techniques, to work cooperatively on projects with others and to share ideas on instruction. Thus, training (effective teaching, peer coaching, and clinical supervision) is bringing teachers new skills and enhancing their teaching. One's role in providing instruction is being enhanced by these new skills. Staff state that teachers are using training in practice. Cooperative learning techniques were frequently cited. This instructional technique shifts the teacher's role away from being the fountain of wisdom to one of cooperation and support. There are indications that training is now in use in actual teacher action plans. Therefore, there is some evidence that training and support system experiences are affecting classroom instruction.

The certification requirements also cause the teacher's role to include more administrative duties. Support system operation is also the responsibility of teachers. The teacher's role is expanded under Chapter 502 to include the administrative activities for personal as well as colleague certification and professional improvement.

o Staff Development Activities

We found staff development activities undertaken by support systems similar in content and process. All systems report training is provided in peer coaching and clinical supervision. Most systems report use of the university resources for training. There is evidence that the support system process is linking support system training to district administered staff development. Frequently, the staff development director or a committee liaison links the two separate systems.

Goals and strategies for attaining goals reflect personalized plans for professional development. Action plans for provisional teachers suggest that new techniques are being studied and implemented in the classroom. A comparison of goals shows that teachers and educational specialists seeking provisional-level certificates and those seeking renewal each have different needs.

o Classroom Activities

There is little documentation proving change at the classroom level. Examples cited during interviews include a curriculum developed by a master-level teacher, the use of cooperative learning techniques in industrial arts instruction, and development of kindergarten curriculum units. Most staff report

that it is too early to measure change in the classroom because the 1989-90 school year is the first full year of operation.

The content of teacher action plans suggests that new teachers and educational specialists are focusing professional activities on curriculum development and classroom instruction. Strategies used by these two groups indicate classroom activities and projects are a primary vehicle for professional improvement. Thus, there is evidence that new teachers and educational specialists are relating professional improvement to instruction.

The content of PRPs did not show the same emphasis in curriculum development and classroom instruction. What is unclear is the degree to which many of these activities reflect professional development activities that were underway prior to Chapter 502. (During interviews several steering committee members suggested that it was too early to witness whether veteran teachers' plans would change.) It may be too early to see change in renewal plans for several years.

o Professional Interaction

All teachers and building administrators report increasing interaction of teachers across schools and districts. Training provides a common language. Teamwork provides a forum for sharing and working toward a common goal of improving teaching. Observations provide motivation to rethink current teaching practices both for new and veteran teachers. Thus, there is evidence that more interaction is occurring across professionals.

An additional finding is that in most sites, certification is becoming a shared responsibility. This is seen in the way administrators and teachers actively help each other so observations and conferences can occur.

TAPs and PRPs did not show whether professional interaction is enhanced. Fewer than 10% of the strategies identified by teachers and educational specialists include interaction vehicles such as team observations or visiting others. However, support system activities that include committee participation and training provide additional opportunities for professional interaction. Therefore, it appears that there are both vehicles for and perceptions that interaction is increasing as well as improving.

What resources are used to support institutional change?

2. The University as a Resource

Both the university and DOE are key resources for change in both support systems and individuals. Support system plans provide little information on the use of the university or DOE. Only two system plans contain indications that formal institutional ties (steering committee membership) exist with the university. One plan indicates a DOE link. Although plans contain statements of intended or possible use of the university for training, they provide no details.

Through interviews we found only three systems who were actively engaged in work with the university on a regular basis. One system was the Consortium Model. The other two systems were working with the Professional Development Center for staff training.

Testimony by staff indicate that the university was used for initial training of staff in peer coaching and clinical observation. In seven systems, university faculty provided training or served as the conduit for bringing in a trainer for a specific peer coaching model. One support system worked closely with the university early in peer coaching course development so that training could be conducted within and by local staff.

One system reports that the administrative unit is building in-house capability for training rather than relying on the university or private consultants. This practice did not signal a lack of current or future involvement with the university. Instead, in hiring new staff, conscious decisions were being made to bring in personnel who could provide both teaching or administrative expertise as well as training expertise in effective teaching.

On the whole, the university appears to help support systems to train staff in the skills they required. As a resource for individual needs, documents and testimony differ. Both action and renewal plans indicate the university is still the major provider for professional improvement. Courses were listed in almost a quarter of the strategies that we analyzed. However, testimony during interviews suggests there may be certification areas where the university and candidate needs are not matched.

Staff in over half the districts expressed concern about some certification areas and the difficulty they experienced in obtaining the necessary coursework. They reported that for some specific certifications (e.g., library science), it was virtually impossible to obtain the needed coursework within a reasonable geographic distance. This poses a problem for rural isolated administrative units that have conditional- or transitional-level certified staff. Both teachers and administrators suggest that the university consider new technology and avenues for delivering academic coursework to more rural areas of the state.

A university representative provides a different view of this situation, specifically, that there is no formal mechanism for the university and school staff to communicate needs. The university is interested in offering needed coursework but has no means to assess the demand. Local staff have no means to convey needs unless in a formal graduate program, so they wait for the university to offer coursework.

3. DOE as a Resource

All districts looked to DOE for training, guidance, and technical assistance during development and implementation of their support system. Eight administrative units worked with DOE piloting the new requirements. (Three of these sites piloted activities without being official pilot sites. The difference appears to be whether fiscal support was given. Official pilots received fiscal support; other pilots attended training and developed support system activities but did not receive funding for this effort.) Therefore, DOE assisted administrative units in piloting support system activities prior to legislative requirements. DOE continues to provide assistance as support systems are implemented.

Mechanisms in use by DOE to assist local certification activities include training, consultation, information sharing, video information tapes, newsletters, and handbooks. Starting in 1988, the certification office began producing a bimonthly newsletter for local administrative units. Seven newsletters were produced since 1988 and each included information on: updates on certification regulations or process, scheduled training sites, and questions and answers from the field. (The first newsletter only requested questions.) Each publication also included notices of available materials such as information videos, sample forms, and contact names for further information on a specific topic. DOE also uses the newsletter to inform

local staff of staff changes and areas of responsibility within the state certification office.

Topics of interest that have been included in the certification newsletter include the following:

- o updates on processing of certificates (1988);
- o explanations of transitional certification (1988, 1989, and 1990);
- o strategies for assisting in professional development (1989);
- o updates on rule revisions (1988, 1989, 1990);
- o explanations of fast tracking (1989);
- o explanations of inter-state certification (1990); and,
- o discussion of the role of administrators in the support system (1990).

The thematic content shifted over the years. With each issue a greater amount of space is devoted to answering commonly asked certification questions. The 1988 and 1990 editions contain more training information (locations, dates, etc.) than that of the 1989 editions. Starting in 1989, information is included about administrator's certification activities. Thus, the newsletters appear to reflect change in needs of local support systems and DOE's responsiveness to these changes.

During interviews, teachers and educational specialists report consultation and clarification are received from DOE when requested. While delays and errors were experienced last year when the certification system started, teachers and educational specialists state these administrative glitches were minor. Superintendents in rural, isolated areas expressed less tolerance for administrative errors or delays. These problems were seen as reasons why the new certification process was inefficient and just one more burden for the local staff. Despite these difficulties, local staff report that DOE certification staff are always responsive in correcting problems, clarifying requirements, and providing technical assistance when needed.

Local staff also express close collegiality with DOE staff. Teachers and administrators report that they felt free to call

any time for information, clarification, or assistance. DOE staff were frequently asked to attend training and committee meetings either as a participant or observer.

3. Summary

The requirements of Chapter 502 brought institutional change to local administrative units in several areas. The district and school context changed in that collaboration and cooperation between teachers now extends across schools and administrative units. The teacher's role is expanded to include responsibility for directing one's own professional growth as well as assisting others. Ancillary to this is the expansion of administrative responsibilities and paperwork that is part of the certification process. Staff development activities expanded to include peer coaching and clinical observation required for team support. Since the system must constantly renew its resources, institutional links between support team training and staff development have developed across administrative units. While little substantive information was uncovered about change in classroom practice, testimony and teacher action plans suggest that greater attention is focused on new instructional techniques such as those associated with cooperative learning. Support team members and recipients across all systems report increased professional interaction. This could not be substantiated from information contained in action and renewal plans.

The university serves as a resource for support system training while DOE serves a technical assistance role in training, clarifying legal requirements, and information sharing. These resources serve to provide support to local support systems in the design, implementation, and refining of local support system activities. Thus, organizational and systemic change as a result of Chapter 502 exists across school units in Maine and is supported by the university and DOE.

CHAPTER 9

SUMMARY AND CONCLUSIONS

This section of the report provides a summary of the findings from our investigation and discusses conclusions relative to perceived and documented impact.

1. Summary

The legislative analysis of Chapters 501 and 502 uncovered differences in certification practice concerning authority for certification, certificates issued, and the process for professional growth and improvement. We found the requirements mandated by Chapter 502 for the most part can be supported by research on teaching improvement, but do not in total reflect practice in other states.

Specifically, the research suggests teaching effectiveness is situational and professional improvement requires commitment and ownership by the individual. Chapter 502 is opening the door for such practice. Under the current certificate mandate, each individual identifies needs; develops plans for improvement; and is held accountable by peers for attaining these goals. Colleagues in local support systems are readily available to assist each candidate, particularly the beginning teacher. In addition, there is now a career ladder that enables teachers to reach self-actualization and recognition for their accomplishments. Through Chapter 502, activities deemed viable by research may be put into practice for all teachers and educational specialists whether new or veteran to the schools in Maine.

Chapter 502 moves certification practice in Maine to the forefront of the nation. Only recently have states begun to expand certification/licensing from minimum entry requirements to include continued growth and improvement. While each state establishes standards to assure minimum competency, in 1989 only a few addressed teacher improvement. Of those who have initiated improvement strategies, 29 focus on the new teacher, not the veteran. In fact, only two other states were found that use a career ladder based on professional performance and accomplishment.

Maine has increased entry requirements, developed a certification system based on performance, incorporated professional involvement of local staff, and increased individual professional accountability. No single assessment system was

established as used in other states. No single focus, such as the beginning teacher was adopted. In Maine, a total improvement process was inaugurated with resources differentially applied relative to needs (e.g., requirements for professional versus renewal).

Maine is similar to other states in certification areas, such as: competency examinations, certificate names, time periods a certificate is valid, and the amount of academic units needed for renewal. These were found in practice in over half of the states.

Chapter 502 caused certification authority to be shared with local staff. This resulted in the development of support structures to administer certification activities and collegial support for candidates. Findings from interviews and support system documents suggest that staff have structured support systems relative to local needs and resources. Some have developed unit-based systems, while others have used partnerships. Information from action and renewal plans suggests teachers/educational specialists are developing professional improvement plans relative to individual need.

A two-level/tier organization administered within one local administrative unit is the support system most frequently developed for certification. While other models exist, use is context dependent relative to resources, staff size, administrative leadership, and past practice. Action plans are varied relative to the local context in which they are used. Goals, strategies, time periods, and evaluation of attainment are the core components that most local support systems require.

Each local support system devises ways to involve the candidate in the certification support system. Most systems use meetings to familiarize new staff with requirements and procedures. A few assign mentors to facilitate transition into the school community. Others involve the candidate in support team selection and assessment. Thus, there is evidence to suggest that local support systems are embracing the certification candidate in the improvement process. Furthermore, this involvement starts at the beginning of the certification process and continues through certification attainment.

Action and renewal plans reveal there are general differences in the goals and strategies adopted by teachers and educational specialists. Activities related to curriculum planning and classroom instruction appear with more frequency for teachers than educational specialists and in TAPs than PRPs. Subject matter knowledge goals appear with more frequency in PRPs for both

educational specialists and teachers. These differences suggest that one's job position and level of experience may be related to the areas in which improvement is needed and/or desired.

Local staff perceive that the impact of the certification system is beneficial, but can be burdensome. Their perception is that the local support system is improving teaching, decreasing teacher isolation, and enhancing professional development. Elementary teachers express the most concern, asserting that the requirements impinge upon time allocated to work with children. Schools in rural isolated areas are concerned with potential rather than actual problems.

While resources are limited at both the state and local level, there is evidence that the university and DOE are assisting local units in responding to the certification mandate. Training is the most frequent resource provided by the university to local support systems. Use of the university as a partner in the certification process is limited as evidenced by the handful of systems in which the university is an active partner in the support system.

DOE provides training, information, and technical assistance to all local support systems. Local perception of the value of DOE is positive. Multiple avenues of assistance are used, including personal contacts, newsletters, and video information tapes. Perceptions of rural staff suggest that more resources are needed as well as expected from DOE to assist local support systems to meet certificate requirements.

2. Conclusions

In response to Chapter 502 legislative mandates and accompanying regulations, local support systems are now in operation across schools in Maine established through local response and initiative. There is evidence to suggest that these systems are developed around local resources and needs, and will be refined as local demands change. Teachers and educational specialists are embracing the system even though they dislike the additional responsibilities and paperwork. Administrators are supportive, providing collegial assistance and leadership beyond that required by law.

Small rural elementary units face the greatest resource shortage for conducting training and maintaining support teams. While all systems are operating, there is concern that future needs will outweigh existing resources.

Institutional change is evident from the structures implemented for the support system, the new responsibilities of the teachers, as well as the heightened levels of professional interaction. There is a sense that training has given a common language for professionals to share and exchange information, that the activities of support system planning and implementation have enabled teachers to work collegially for professional improvement and growth, and that new as well as veteran teachers benefit from support team activities.

Professional accountability is evident but hard to compare across local systems. The format and details of action and renewal plans differ in large degree across systems, and it appears the amount and scope of activities for certification is context-based. In other words, the number of goals and level of activity varies to such a degree across candidates that it suggests the effort one puts forth toward improvement and growth is contingent upon the system in which certification is being reviewed. This may present a problem particularly for higher levels of certification such as the master-level.

While endorsements present certification difficulties for select staff, most are not affected by the new requirements for subject matter certification. While all agree the new certification ladder is viable, particularly for new teachers, little support and interest exists for the master-level. It is apparent from local testimony that both administrators and teachers/educational specialists are unclear as to the meaning, significance, and rewards for such a certificate.

Goals and strategies contained in action plans suggest that individual staff members have different needs. While TAP content shows a focus on curriculum and classroom practice coupled with innovative strategies for development, renewal plans focus on acquiring subject matter knowledge through traditional training avenues. Since it is not possible to determine if PRP content represents those activities undertaken before 502, it is not clear whether these findings reflect real differences between groups or reflect past practice.

Both the university and DOE are viewed as resources to local support systems. There is evidence to suggest that mechanisms need to be developed that enable the university and the local system to communicate more freely about staff training and credentialing needs. Creative ways to deliver academic courses in rural isolated areas need to be explored so that staff throughout Maine can grow professionally and attain the certifications they desire. Overall, there is a sense that there is a need for closer

communication among support systems, the university, and DOE so that the local support system can be a viable tool for professional growth and improvement.

APPENDIX A

RESEARCH QUESTIONS FOR EVALUATING IMPACT



Research Areas and Investigatory Questions.

The following research questions were designed to guide the investigation. Impact areas are presented in the order of priority established by DOE.

I. Characteristics of Local Improvement

What are the similarities and differences in the teaching improvement activities implemented at the district and school level? Are specific staff development models used? Does the development, content, process, and desired impact of these activities vary by school type or district characteristics? In what ways is impact measured: student test scores, decrease in school dropouts, overall improvement in school climate, teacher attendance, attitude surveys? In what ways is staff development evaluated: course work, certification?

II. Degree of Institutionalization

In what ways are teaching improvement efforts integrated or not integrated with other school and student improvement efforts? What factors led to this organization: educational philosophy, existing resources, district size, level of staff involvement, funding restrictions, unanticipated events, etc.?

III. Legislative Characteristics

In what ways are teaching improvement strategies and activities under Chapter 502 different from those that were in practice under Chapter 501? What has been the initial impact upon teachers, districts, schools, students?

IV. State Role in Assistance

What is the content and process of the mechanisms used by DOE to assist districts and teachers with the requirements of Chapter 502? In what ways have districts and teachers used this information, training, or consultation?

V. Differential Teacher Need

What are the differential needs of teachers in light of Chapter 502? What are the key issues faced by beginning teachers? By tenured staff? By master-level teachers? Do these issues vary by school type, grade span, or subject area? What types of activities have districts designed to address these issues? What problems were faced in implementation? What strategies were perceived effective?

VI. Legislative Characteristics

In what ways are the requirements called for in Chapter 502 similar to or different from those found nationally? Are similarities/differences related to entry into teaching, initial years of teaching, and continued service? Is there a basis in the research for these practices?

VII. Degree of Institutionalization

What administrative strategies (e.g., schedule changes, monetary stipends) were used to implement the teaching improvement activities? What factors led to the use of the strategies e.g., board policy, district philosophy, union requirements, staff suggestion, general practice, state regulations in Chapters 125 and 127 for school improvement?

VIII. Teacher Level Improvement Strategies

What is the content and format of teacher action plans? How are plans initially developed, revised, or completed? Are action plans linked to staff evaluation for promotion, tenure, incentives, etc.? What aspects of the action plans are perceived useful?

IX. State Profile

What is the overall status of teaching in the state of Maine since the enactment of Chapter 502?

X. Outside Resources

What type and level of involvement has been provided by higher education institutions, other public agencies, private companies, etc., to school districts in their design and implementation of teaching improvement efforts?

APPENDIX B

**SAMPLING PROCEDURES
AND
SAMPLE CHARACTERISTICS**

SAMPLING PROCEDURES

A two-staged sampling approach was used to select school administrative units and schools for the study. A unit-level sample drawn randomly was used as the first level of sampling for the study. This drawn sample would be the basis for system plans, teacher action plans, as well as for sampling schools. The following procedures were used for selecting administrative units and then schools.

- o Each administrative unit in the state was assigned a random number. Using a table of random numbers, a 30% sample was selected. This procedure produced 55 administrative units to serve as the sample for the study of impact. A 56th unit was added to include an additional pilot site.
- o Schools were sampled from the pool of 56 administrative units. These sites were selected on the basis of performance on the Maine Educational Assessment Program. Decision rules used to select schools were:

The first rule was based upon student achievement. Using the MEA test results for the past three years, a standard was established for effectiveness as follows: schools whose test scores at a specific grade level were above their expected score bands in four of the tested content areas were considered effective if performance had been attained for at least three years. Once this pool of schools was identified, secondary criteria were established to narrow down the number of schools for on-site interviews.

The criteria used to select interview sites were applied sequentially to the pool of effective schools identified in the sample of 56.

- The first criterion applied was to select schools that were above their score bands in administrative units that had served as pilot sites for the certification program. This procedure produced four schools in three units for on-site interviews.
- The second criterion was that the administrative unit had two or more grades scoring above their score bands. This procedure produced 17 schools.

Since one unit had 11 eligible schools, a secondary sampling process was used to randomly select four schools. The final number of schools selected from this sampling process was 10.

- The third criterion applied was geographic representation, so the sample would reflect each geographic regions of the state. The criterion called a school showing effectiveness which was located in a county that had not been included in the sample. This criterion produced four schools.
- The final sample selection criterion was based upon being a pilot site and demonstrating effectiveness. Two schools in one administrative unit were selected through this process from a replacement pool of sites.

The final number of schools selected for the sample was 20. These 20 schools were located in 13 administrative units across 10 counties.

It should be noted that there was an inadvertent error produced in sampling sites for interviewing. Schools with small numbers of students were not eliminated from the MEA school list from which the sample was drawn. (Only the aggregated performance scores were reported; the number tested was not provided.) As a result, the sampling process selected schools that had small numbers of staff. In fact, one site was a one-teacher school. This was discovered prior to on-site interviews. Since staff in these schools must also participate in a support system, the decision was made to maintain the sample as selected.

School staff to be interviewed were also sampled. Each administrative unit was requested to have available the following individuals: the superintendent and/or certification officer, the school principal, a master teacher, a provisional teacher, a support team or members of a support team, and a conditional or transitional certificate candidate. Information was to be collected at the school level. Therefore staff to be interviewed were limited to those assigned to that particular school. Even if no provisional-level staff were present in the building, staff from the other support system categories were interviewed. The exception to this was district-level personnel. These individuals were interviewed at their location either in central office or in another school.

LOCAL ADMINISTRATIVE UNIT CHARACTERISTICS

The 56 local administrative units existed in 14 counties across the state. The number of units per county were:

County	Local Administrative Units Number
Androscoggin	3
Aroostook	9
Cumberland	5
Franklin	2
Hancock	4
Kennebec	4
Knox	4
Lincoln	2
Oxford	4
Pennobscott	3
Piscataquis	2
Somerset	4
Washington	5
York	4
Inter-county	<u>1</u>
Total	56

The distribution by type of administrative unit was as follows:

Municipalities:	22
SAD:	22
Unions:	10
CSD:	<u>2</u>
Total:	56

The distribution by enrollment was:

Under 100 students:	5
Between 101 and 500:	13
Between 501 and 1000:	12
Between 1001 and 5000:	24
Over 5000:	<u>2</u>
Total:	56

SCHOOL SAMPLE CHARACTERISTICS

Student enrollment in each of the 13 administrative units in which interviews were conducted ranged from below 500 to over 5,000. The actual number and percentage of the interview sample by enrollment size was obtained. The 1987-88 Report Card prepared for each district by DOE was used as the information source. An analysis of the data revealed the following characteristics in the interview sample.

As noted in Table B-1, almost half of the administrative units in the sample had student enrollments of less than 1,000 students.

TABLE B-1

ENROLLMENT CHARACTERISTICS OF INTERVIEW SAMPLE

Enrollment Size	Sample	
	Number	Percent
<500	2	15%
501-1000	6	46%
1001-5000	4	31%
5000>	1	8%

In addition to size, per-pupil expenditure was collected from the state report card. Most administrative units in the sample spent between \$2,500 - \$2,900 per pupil. Actual breakdowns by expenditure categories are noted in Table B-2.

TABLE B-2
SCHOOL-LEVEL INTERVIEW SAMPLE
NUMBER OF ADMINISTRATIVE UNITS VISITED

Per Pupil Expenditure 1986-87	
Range	Number of Admin. Units
\$2,000-\$2,400	1
\$2,500-\$2,900	7
\$3,000-\$3,500	4
\$3,600>	1

Other characteristics of the interview pool related to staffing. A review of the school report card data revealed that administrators represented 6-10% of the staff, teachers 86-89% of the staff, and other (social worker, librarian, counselor) 6-10%. Actual breakdowns by staff category and percent are presented in Table B-3.

Staff education and stability were reviewed. Data from the state report card indicated that in most administrative units over one third of the staff held master's degrees. Six units had individuals with advanced study, and four had individuals with doctorate degrees. In percent of turnover, most administrative units experienced a 10-19% turnover in teachers during the 1986-87 school year. Three units had less than 10% teacher turnover and one district had over 30%. The 30% turnover represented changing one teacher. Therefore, the turnover percentage is highly skewed by the size of the staff which was three.

TABLE B-3
INTERVIEW SAMPLE
STAFFING RATIOS

Administrators: Percent of the Staff	
Range	Number of Admin. Units
1-5%	2
6-10%	10
11%>	1

Teachers: Percent of Staff	
Range	Number of Admin. Units
<60%	1
80-85%	2
86-90%	9
90%>	1

Other: Percent of Staff	
Range	Number of Admin. Units
1-5%	6
6-10%	7

TAP and PRP SAMPLE

Action and renewal plans collected from administrative units generated 125 plans. Three plans were not used because the type of certificate could not be determined. The number and percent of plans received by type of certificate

candidate for teachers and educational specialists is contained in Tables B-4 and B-5.

TABLE B-4
ACTION PLAN SAMPLE

Action plans	Teachers	Ed Spec	Total	
			N	%
Provisional	25	7	32	53%
Conditional	19	4	23	38%
Transitional	1		1	2%
Master*	4		4	7%
TAP total	49	11	60	100%
Prof Renewal Plans	46	16	62	
Total	95	27	122	100%

(Unsuitable for analysis: 3 Recertification for master: 1)

Total Available Sample: 125 Analysis sample: 122

TABLE B-5
PERCENT OF SAMPLE BY TYPE OF PLAN

Plans	Teachers		Educational Specialists	
	N	%	N	%
Action Plans	49	51.6%	11	40.7%
Renewal Plans	<u>46</u>	<u>48.4%</u>	<u>16</u>	<u>59.3%</u>
Total	95	100%	27	100%

APPENDIX C

DATA COLLECTION PROCEDURES

AND

ANALYSIS METHODOLOGY



STUDY METHODOLOGY

A combination of quantitative and qualitative approaches were selected to collect baseline information on the impact of certification requirements in Maine. Three sources of data were used: support system plans, action/renewal plans, and interview testimony. To minimize data-collection burden, the following strategies were employed:

- o DOE provided all data used in sampling relative to local administrative unit characteristics and school performance on the MEA;
- o DOE provided copies of support system plans on file for the 56 local administrative units in our study sample;
- o DOE provided copies of law and code, state publications, and newsletters;
- o Local support systems were asked to submit one teacher action plan for the following groups:
 - a provisional-level teacher
 - a conditional-level teacher
 - a master-level teacher
 - a provisional renewal teacher
 - an educational specialist in any of the aforementioned categories

Sampling strategies were suggested for selecting plans so that the plan was representative of both the time span (1989 and 1990), schools, subject areas/grade spans taught, and types of teachers. All plans were requested through DOE but actual plans were sent directly to ETS. Individual names were removed from the action/renewal plan.

On-site interviews were conducted by two researchers. These site visitors used structured interview guides to insure data comparability across schools and local administrative units. Cross-site comparisons were conducted based on summary profiles of each site prepared by the site visitors. All names of units and staff were promised anonymity and therefore their names are not included in this report.

The schedule for data collection was modified from that originally proposed. Interviews were conducted in November

and December 1989. Support system plans and action/renewal plans were collected and analyzed in the spring. Background materials such as law and regulation were collected in the fall.

DATA ANALYSIS

We used a content analysis approach on both support system plans and action/renewal plans. Based upon the research questions, a set of established areas of investigation were determined. Each plan was read to obtain a holistic understanding of the plan and then reread to isolate specific data. In the case of support system plans, the review of the on-site sample of 13 districts suggested the need for modification in the original data sets. The variation in format and level of detail suggested that only certain features could be quantified for cross-system comparisons. For the support system plans, the content analysis focused on:

- o ascertaining the resource allocation approach;
- o determining the key organizational components of the support system;
- o determining the steering committee and support team size, representation, and responsibility;
- o interaction with candidate, action plan requirements, assessment requirements; and.
- o system evaluation strategies.

Action and renewal plans were first screened to identify components that appeared frequently. Based on these results, it was determined that goals and strategies would be the basis for answering the research questions. All goals, or objectives if goals were not present, were transcribed and categorized by state standard. Frequency counts were computed for each state standard by type of certificate candidate. All strategies were listed with goals. Frequency counts were computed for each category by type of certificate candidate. These data appear in Appendices D and E of this report.

Legislative analysis was conducted in two parts. Both law and code for Chapters 501 and 502 were reviewed and key components were isolated. These aspects were compared for

similarities and differences. The core components of Chapter 502 were then compared to practice reported in the NASDTEC handbook for 1988. Based on two state descriptions, characteristics for each state were profiled. Frequency counts and percents were computed. Practice in Maine was then compared with state profiles.

APPENDIX D

TEACHER ACTION AND RENEWAL PLANS

GOALS AND STRATEGIES

GOAL CATEGORIES OF TEACHER ACTION PLANS

NUMBER OF GOALS* IN EACH STATE STANDARD AREA
BY SCHOOL LEVEL OF CURRENT JOB POSITION

STATE STANDARD	Elem	Mid/ Jr	Secon	All	Unkn	Total
Subject Matter Knowledge						
Provisional	5	3		1	2	11
Conditional	4		3	2	2	11
Transitional	3					3
Master	1	1				2
<hr/>						
Total	13	4	3	3	4	27
PRP	14	4	8		10	36
<hr/>						
<u>GRAND TOTAL</u>	27	8	11	3	14	63

Communication/Language Skills

Provisional	1		2			3
Conditional		2			1	3
Master	1					1
<hr/>						
Total	2	2	2		1	7
PRP	2				1	3
<hr/>						
<u>GRAND TOTAL</u>	4	2	2		2	10

*Some plans used objectives or areas of focus rather than goals.
These differences are noted with asterisks as follows:

- * listed as a state standard rather than a goal
- **objectives - no goals listed
- ***areas of focus

	Elem	Mid/ Jr	Secon	All	Unkn	Total
Curriculum Planning/Classroom Instruction						
Provisional	12	7	6	2	5	32
Conditional	8		5	3	4	20
Master	1		4			5
<hr/>						
Total	21	7	15	5	9	57
PRP	20	0	1	0	6	27
<hr/>						
<u>GRAND TOTAL</u>	41	7	16	5	15	84

Evaluation of Students

Provisional	4	3			2	9
Conditional	1	1				2
Master	1		1			2
<hr/>						
Total	6	4	1	0	2	13
PRP	2	2	1	0	1	6
<hr/>						
<u>GRAND TOTAL</u>	8	6	2	0	3	19

Professional Characteristics

Provisional	3	3	1		5	12
Conditional	3	1	3	1	2	10
Master	1		5			6
Transitional	1					1
<hr/>						
Total	8	4	9	1	7	29
PRP	11	1	1	0	6	19
<hr/>						
<u>GRAND TOTAL</u>	19	5	10	1	13	48

Unkn= unknown grade span

PRP content that could not be categorized was as follows:
 Courses listed rather than goals: 31
 Projects listed rather than goals: 7

TEACHERS

STRATEGY USED TO ACCOMPLISH STATED GOALS

CATEGORIZED BY STATE STANDARD AREA

Strategy	Courses	Wkshp/ Seminar	Confer.	Rdgs	Prjct	Team	Committee	Visit	Unkn
Subject Matter Knowledge									
Provisional	2	6	1	1	4			3	1
Conditional	10	3				1		1	
Transitional	2	1		1	1				1
Master	1	1			1				
Total	15	11	1	2	6	1		4	2
PRP	26	13	1	2	3		3	1	2
GRAND TOTAL	41	24	2	4	9	1	3	5	4
Communication/ Language Skills									
Provisional				1	1	1			1
Conditional					2	4			
Master					1				
Total				1	4	5			1
PRP		2							
GRAND TOTAL		2		1	4	5			1

Strategy Courses Wkshp/ Confer. Rdgs Prjct Team Committee Visit Unkn
Seminar

Curriculum Planning/ Classroom Instruction

Provisional	6	12		9	15	6	1	7	2
Conditional	2	4		2	13	2	1	3	
Transitional									1
Master					1		2		1
Total	8	16		11	29	8	4	10	4
PRP	16	9	1	3	8			1	
<u>GRAND TOTAL</u>	24	25	1	14	37	8	4	11	4

Evaluation of Students

Provisional	2	2		2	6	1		1	2
Conditional				1	3	1			
Master					2				
Total	2	2		3	11	2		1	2
PRP	3	1			3		1		
<u>GRAND TOTAL</u>	5	3		3	14	2	1	1	2

Professional Characteristics

Provisional	4	3	2	1	5	3	1		2
Conditional	3			2		1			
Master			1	1	1		2		
Transitional									
Total	7	3	3	4	6	4	3		2
PRP	13	12	2	1		1	1	1	
<u>GRAND TOTAL</u>	20	15	5	5	6	5	4	1	2

NOTE: ALL GOALS ARE TRANSCRIPTIONS OF ACTUAL WRITTEN STATEMENTS. ACTIVITY TYPES ARE STRATEGY CATEGORIES.

The number of the candidate is located in brackets following each goal statement. Level of school in which the candidate is currently working follows. If school level could not be determined, the bracket will have no grade designation.

TAP GOAL AREAS - TEACHERS

Provisional- to Professional-level candidates only
Information obtained from 25 Individuals

Transcription of Goal	Activity Type
<i>State Standard: Subject Matter Knowledge</i>	
**o To increase my level of skill & proficiency in various art media, thereby expanding the educational activities (381) [Junior High]	Workshops, courses
**o Take course in teaching math in the middle school and a course on integrating computers in the classroom (162) [Middle]	Not specified
o To learn more about the Whole Language Approach (241) []	Workshop, observe other teachers
o To become more proficient in Craft Arts (541) [K-12]	Visit other schools Workshops, read

- | | |
|---|--|
| o To increase my own understanding of the creative process (381) [Middle] | Involvement in creative activities |
| ***o Whole Language, Math, Computers, Child Development (391) [Elementary] | Courses, workshops |
| o To increase knowledge of phonetics and grammar rules (422) [Elementary] | Study rules and classroom instruct. |
| o Demonstrate comprehensive knowledge of Human Services Vocational Education Subject Matter (151) [] | Use community resources, implem. strategies in class |
| o Improve knowledge of wellness (444) [Elementary] | Conference |
| o Plan to improve knowledge of Whole Language (444) [Elementary] | Workshop, observe other classes |
| o To strengthen my knowledge of physical science and math (561) [Elementary] | Workshops, implement outside resources in class |

State Standard: Communication/Language skills

- | | |
|---|--|
| o Will work to enhance communication and language skills by a) giving clear and concise directions and explanations and b) using clear and effective oral communication (291) [Secondary] | Readings, implem. in class, Support team |
| o To facilitate keeping support staff and parents informed of student progress (231) [Elementary] | Not specified |
| o Use clear, effective, and appropriate oral and written communication (151) [Secondary] | Self-monitoring |

State Standard: Curriculum Planning/Classroom Instruction

- | | |
|--|---|
| o To adequately plan and manage three learning centers in the kindergarten classroom and facilitate maximum efficiency with two self-sufficient centers and one guided instruction center (464) [Elementary] | Observe other classes, readings |
| o To become familiar with computer software available for own system and utilize within the curriculum during centers and with volunteers (464) [Elementary] | Review and practice |
| o To explore and implement instructional activities designed to benefit all ability levels in my classroom (351) [Middle] | Readings, observe other teachers, implement strategies, workshops |
| o To minimize disruptive behavior in my classes (351) [Middle] | Read, implement strategies, staff conferences |
| *o Evaluate own role, behavior, and performance in the classroom (183) [Middle] | Implement new classroom organization, records, |
| o To evaluate own role, behavior, and performance in the classroom (311) [Secondary] | Observe other teachers, video lessons |
| *o Personal Standards: (for period 5) - work toward a learning environment which enhances learning and encourages effective use of class time (183) [Middle] | Implement new classroom organization and procedures |
| o The teacher will improve student on task behaviors through instructional planning (321) [] | Not specified |
| o The teacher will improve student behavior through | Not specified |

individual behavior management techniques (321) []

- o To establish an appropriate curriculum for my low ability science groups (514) [Elementary] Workshops
- o To incorporate the computer in classroom instruction and for drill and practice (514) [Elementary] Use of computer in class
- o To review techniques of teaching math through the hands-on approach (241) [] Workshop, Implem. in class
- o To increase students' understanding through use of age-appropriate language and questioning techniques (241) [] Observations
- o Introduce an innovative project into the classroom involving the Stock Market (162) [Middle] Project implem.
- o To become familiar with various techniques/skills in classroom management (216) [Elementary] Observe other classes, read, class activities
- o To implement the inquiry approach in the science curriculum (216) [] Workshops, read, observe other teachers
- o Develop and improve my teaching skills in order to present meaningful instruction to my students in an effective format (475) [K-12] Support team, Observe other teachers, class implementation
- o To study methods of teaching art to the Gifted and Talented (541) [K-12] Workshops, read

- **o To improve my teaching skills (381) [Middle] Courses
- **o To improve teacher and student awareness of any health risks involved in working with various art media (381) [Middle] Research and dissemination of findings
- o To improve language arts instruction in a mixed grade (2-5) classroom. Specifically, deal with the wide range of achievement levels and needs, cover curriculum priorities, work within school philosophy, develop a structure for productive, smooth flowing classes (082) [Elem] Support team, workshops, class activities
- o To acquire and use techniques to effectively manage student behavior (311) [Secondary] Observe other teachers, implem new techniques
- o To reassess my curriculum to meet students' needs (311) [Secondary] Workshop, develop objectives, review textbook use in department
- o Whole language activities can be observed by anyone observing class (434) [Elementary] Courses, workshops, read, support team
- o To use a variety of instructional techniques appropriate to student needs and the planned goals and objectives (342) [Secondary] Readings, workshops, classroom instruction
- o To develop a positive approach to classroom academics (422) [Elementary] Read, diary, Support team
- o Develop classroom instruction and curriculum planning relevant to the Human Services Industry geared at specific vocational training-job development (151) [Secondary] Courses, workshops

- o Develop specific units and a general overall plan for my gifted and talented classes (533) [Elementary] Courses, workshops, Support team
- o Improve upon classroom management (444) [Elementary] Implement strategies
- o Implement Math Their Way program (444) [Elementary] Develop materials, implement program
- o To explore a variety of teaching methods and practices for use in regular and special classes (562) [Elementary] Courses, workshops
- o To broaden my background in the area of Instructional Planning (561) [Secondary] Courses, Support team

State Standard: Evaluation of Students

- o Develop and utilize instruction and activities which are competency-based, direct instruction oriented, and lend themselves to mastery learning geared to the Human Services Occupational Area and individual student needs (151) [] Develop and use in classroom
- o Will endeavor to keep up an on-going program of evaluation of self and students by a) examining her own role and performance in the classroom and b) using a variety of evaluative procedures for the students (291) [Secondary] Read, observe other teachers, implement student portfolios
- o To more closely monitor student progress, comprehension, and participation (231) [Elem.] Implement an observational system
- o To more efficiently identify students in need of extra help (231) [Elementary] Implement an observational system

- o To gain information about students to help adapt instruction to individual differences by building awareness of personal interaction with all segments of students within the classroom (342) [Secondary] Support team
Video of teaching
- o To learn to recognize and build on positive behaviors in the classroom (422) [Elementary] Read, implement strategies
- o To obtain more knowledge of testing - giving and interpreting (304) [] Courses, workshops
- o Develop/utilize a variety of evaluation techniques to evaluate the instructional planning and activities, group progress, and individual student achievement (151) [Secondary] Develop & implem. techniques in class
- o To broaden knowledge of assessment tools and interpretations of tests currently used (562) [Elementary] Courses, workshops

State Standard: Professional Characteristics

- o Improve parent & community relations (444) [Elementary] Record-keeping, implem. strategies
- o Create an atmosphere of learning and cooperation among students and instructors which promote success in the Human Services program (151) [] Develop activities and implement in class

- o To work toward removing the bias on the part of female students toward math and science (342) [Secondary] Read, workshops, classroom instruction
- o To obtain professional certificate (304) [] Support team
- o To continue my education in guidance and testing (304) [] Courses
- o To exhibit continued growth as an eighth grade writing teacher (351) [Middle] Courses, workshops, practice, observe/ conference with other teachers
- o The teacher will attend meetings of and participate in professional organizations (321) [] Attend teachers association meeting
- o The teacher will seek the advice of professionals (321) [] Attend teachers conference, courses
- o To get certified in Remedial Reading (533) [Elementary] Courses, workshops, Support team
- o Permit both team support members and other teachers and administrators to conduct observations (162) [Middle] Not specified
- **o To increase my involvement with students outside my curriculum (381) [Middle] Extra-curricular responsibilities
- o Self-evaluation (434) [Elementary] Not specified

CONDITIONAL TAP GOAL AREAS - TEACHERS

Information obtained from 19 Individuals

Transcription of Goal	Activity Type
<i>State Standard: Subject Matter Knowledge</i>	
o Course: Foundation of Education (152) [Secondary]	Scheduled
o Coursework: a methods course, a curriculum course, exceptionality course (322) []	Scheduled
o To fulfill all course requirements in order to receive art certificate K-12 by the end of 1990 (563) [K-12]	Coursework, CLEP, NTE
o To improve skill in instructional strategies (461) [Elementary]	Coursework, support team observations
o To become certified in secondary life science (481)	Coursework, NTE passed
**o To become proficient in the use of a computer within my classroom (383) [Elementary]	Coursework, independent study
**o To broaden my knowledge of various techniques for reading instruction (383) [Elementary]	Coursework/workshop
**o To heighten my awareness of teaching styles (383) [Elementary]	Coursework/workshop
o I plan to complete the undergraduate coursework required for recertification (172) [Secondary]	Scheduled
o I plan to obtain information regarding the use of literature	Workshop, observations of a similar program

(novel, short story, journals)
as a primary learning vehicle
in high school World History
and US History curricula.
I want to do this because
I am interested in orienting
my World History and US History
classes more around period
novels, journals and other
primary sources, and less
around the standard textbook.
By doing this I hope to make
history more interesting and
less compartmentalized for my
students (172) [Secondary]

- o To meet state requirements of 6 semester hours to be taken to become a K-12 music teacher -general classroom, Music Choral-Vocal, Music Instrumental (112) [K-12] Coursework

State Standard: Communication/Language Skills

- o To develop effective skills for writing clear IEP objectives (543) Consult director, support team meetings review other IEPs
- **o Use language appropriate to the age, developmental level, special needs, and social, racial, and linguistic background of the student (182) [Middle] Class audio tape, support team observations
- **o Use criticism sparingly and not demonstrate hostility, ridicule, or sarcasm (182) [Middle] Same as above

State Standard: Curriculum Planning/Classroom Instruction

- o To expand and increase awareness of classroom procedures, to observe classroom management techniques, to Observe and assist another teacher

- review the music curriculum (112)
[K-12]
- o To increase repertoire of course content, teaching strategies and lesson plans (563) [Secondary] Peer coaching, consult/ observe other teacher
 - o To participate in K-12 curriculum development with K-12 Arts faculty and curriculum committee (563) [Secondary] Attend curriculum committee meetings
 - o To reduce course load in order to prepare and teach in a more creative and fulfilling way (563) [Secondary] Not specified
 - o To improve skill in classroom management techniques (461) [Elementary] Workshop, support team observations
 - o To plan lessons in a manner which keeps students on task (481) [] Project implementation
 - o To learn and begin to apply different teaching methods (481)[] Project implementation
 - o To have more than 60% activity time during day (442) [K-12] Project implementation
 - o To be more consistent with discipline (442) [K-12] Investigate rule-making
 - **o To address the ever changing individual needs of the exceptional child within the classroom (383) [Elementary] Coursework/workshop
 - o To improve student performance in science (353) [Secondary] Evaluate curriculum, text
Seek Grant for project,
Develop inservice trng.
Take NTE
 - o To develop a music program for the [] school (472) [Elementary] Coursework, project implementation

- o Goal #2: To set up an individualized reading program utilizing tutors for one to one instruction for each child (551) [] Project implementation
- o Goal # 3: To set up a manipulative math program to teach numbers and patterning concepts at a concrete level (551) [] Project implementation
- o To become more familiar with other methods of instructions (242) [Elementary] Workshop
- o To become more proficient in accompanying and directing chorus (242) [Elementary] Observations of other choral groups
- o To work on classroom management (242) [Elementary] Support team
- o To increase cooperative learning as a teaching strategy (215) [Secondary] Workshop, observations, Reading
- o Use a variety of instructional techniques appropriate to needs of students (103) [Elementary] Peer coaching, cooperative learning activities
- o Provide for high level student involvement through active participation (103) [Elementary] Implement special student project and activities

State Standard: Evaluation of Students

- o A student will be selected, observed and trouble area with behavior will be targeted. Will then establish a behavioral system for one select student to help control behavior and work habits in the classroom (431) [Middle] Daily journal, document analysis, support team observations
- o Use evaluation to determine when students have reached Student conferences, Story taping - miscue

an acceptable level of mastery of concepts (103) [Elementary] analysis

State Standard: Professional Characteristics

- o I propose to undertake the following: NTE, complete one successful year of teaching, (152) [Secondary] Scheduled course, NTE completed
- o Pass the NTE and complete one successful year of teaching experience (322) [] To be completed
- o Gain experience in community outreach programs (461) [Elementary] Design parent training and conferences
- o To pass the NTE to complete state mandated course requirements (461) [Elementary] Scheduled
- o Having full view of all students (442) [K-12] Use of checklist-implementation
- **o To keep abreast of newly developing teaching methods and incorporate them in my classroom (383) [Elementary]
- o Goal #1: pass the NTE (551) [] Completed
- o To take and pass the NTE (215) [Secondary] Completed
- o To work towards an education master's (353) [Secondary] Coursework, travel
- **o Evaluate my role, behavior, and performance in the classroom (182) [Middle] Class audio tape, support team observations

Singular letter of intent

- | | |
|--|---------------|
| o My plan for the first year is to pass the NTE and to be observed by my support team members. I intend to do all within my power to apply my prior experience to the needs of [] high and middle schools (163) [] | None provided |
|--|---------------|

TAP GOAL AREAS FOR TRANSITIONAL CERTIFICATES
Information based on 1 individual

Transcription of Goal

Activity Type

State Standard: Subject Matter Knowledge

- | | |
|--|---------------------------------------|
| o Familiarize myself with Sp. Ed. materials (293) [Elementary] | Review school mat., review catalogues |
| o Complete 6 credits in Special Education Field (293) [Elementary] | Schedule courses |
| o Increase knowledge of Special Education Terminology and practices (293) [Elem] | Courses, readings, workshops |

State Standard: Professional Characteristics

- | | |
|---|---------------|
| o Establish and continue dialogue with ...(teachers and administrators listed) (293) [Elementary] | Not specified |
|---|---------------|

TAP GOALS FOR MASTER CERTIFICATE & RECERTIFICATION

Information obtained from 3 individuals

Transcription of Goals

Activity Type

State Standard: Subject Matter Knowledge

- o To develop and implement a comprehensive plan that will train and retrain teachers in the area of hands-on science instruction in 40 elementary classrooms in 7 schools (154) [Elem] Project implem.

- ***o The plan is to complete Ed Institute on Gifted and Talented, Bowdoin Summer Institute on Gifted and Talented, a college algebra course, CPR certification and Investment in Excellence (301) [Middle] Courses and seminars are scheduled.

State Standard: Communication/Language Skills

- o To develop a vehicle that will allow teachers to make known their science hands-on instructional strategies/needs (154) [Elementary] Develop a course for staff

State Standard: Curriculum Planning/Classroom Instruction

- o The plan to increase the working level of staff in the area of science will be developed by teachers as they maintain a teaching log and the articulated effort of the master teacher candidate (154) [Elementary] Disseminate project results

- | | |
|--|---|
| o To improve instruction through the development of curricular materials for the Science, Technology, and Society course, if assigned. (165) [Secondary] | None stated |
| o To improve instruction in science in the elementary grades of [] and in []. (165) [Secondary] | Committee participation, Co-teaching of course at elem. |
| o To improve instruction in the general biology course (165) [Secondary] | Revise guide for course |
| o To improve instruction at [] through the New England Association of Schools and Colleges Accreditation process (165) [Secondary] | Committee participation |

State Standard: Evaluation of Students

- | | |
|---|--|
| o Students and teachers will be asked to evaluate the effectiveness of the newly developed lessons both by the science presenters and the classroom teachers (154) [Elementary] | Survey using a questionnaire to document results |
| o To improve instruction through service as a mentor for gifted and talented students (165) [Secondary] | Mentor two students |

State Standard: Professional Characteristics

- | | |
|--|-----------------------------------|
| o The Master candidate will work through the entire process of providing in-service training to staff and to develop a model for teacher's science hand-on through using a | Documentation of project outcomes |
|--|-----------------------------------|

demonstration model for
teachers to observe (154) [Elem]

- o To improve instruction of
teachers in [] schools
(165) [Secondary] Committee
participation,
Resource for
other teachers
- o To improve instruction at []
middle school and high school
through staff development and
certification (165) [Secondary] Committee
participation,
serve on support
team
- o To improve instruction in
the teaching profession
through student teacher
supervision. (165) [Secondary] Available to
serve as critic
teacher
- o To continue professional
development as a teacher and
educational researcher.
(165) [Secondary] Conferences,
present paper,
publish paper.
- o To continue professional
development by teaching
university courses. (165)
[Secondary] Teach 3 courses.

MASTER-LEVEL RECERTIFICATION

- ***o Areas of focus: A) Master
recertification. Graduate degree,
Visual-Gestural
B) Professional Growth Language skills.
Activities 1. Computers
skills 2. Language skills
3. Teaching skills (394) [Vocational]

PRP GOAL AREAS - TEACHERS
Professional Renewal Plans only
Information obtained from 46 Individuals

Transcription of Goal

Activity Type

State Standard: *Subject Matter Knowledge*

- | | |
|---|---|
| *o ...planning to take courses in the areas of coaching as well as Sports Medicine (441) [] | Courses |
| *o To increase my area of expertise in the field of Business Education, I am planning to attend workshops provided by the Department of Education as well as taking appropriate courses in my area of study (441) [] | Courses |
| o To advance knowledge and skills in art and education (482) [] | Courses, workshops, seminars, visit other classes, read |
| o To acquire better scientific techniques in the teaching of science (312) [] | Courses, workshops |
| o To receive 3 more credits for recertification in a course which would help prepare me to better understand and teach the gifted and talented students (513) [] | Course |
| o Develop an awareness of Maine literature available for middle level students (361) [Middle] | Workshops, courses, seminars |
| o Explore methods of presenting Maine literature in a social studies classroom (361) [Middle] | Workshops, courses, seminars |

- o Subject Matter knowledge (552) [Elementary] Course
- o I intend to take another 3 credit course related to early elementary education and the course, "The Exceptional Student In the Regular Classroom" (522) [] Courses
- o To take an exceptional child course (362) [Elementary] Course/workshop
- o To learn to use computers (211) [Secondary] Course
- o To develop and understand methods in dealing with ED students (232) [Middle/Junior] Courses, implement strategies in class
- o To gain knowledge in peer coaching & effective teaching (214) [Elementary] Course
- o To learn research methods and techniques (214) [Elementary] Course
- o Broaden my linguistic capabilities in as many languages as possible at the secondary and intermediate level (347) [Secondary] Courses
- o To become more knowledgeable of "problem solving" techniques and their effective use (346) [Secondary] Workshop
- o To become more knowledgeable in the area of "problem solving" through the use of calculators/computers (346) [Secondary] Workshop
- o To improve my knowledge of teaching methods for both Courses

- regular and special needs students (084) [Middle]
- o To continue to increase my knowledge and skills in my subject areas & continue work toward the Master's degree (083) [Secondary] Courses
 - o To work toward my master's in Theater Education (083) [Secondary] Courses (30hrs completed)
 - o To learn more about the education of handicapped students in the classroom (462) [Elementary] Course
 - o To learn more about Europe Past & Present (462) [Elementary] Readings
 - o To receive Gesell training (463) [] Workshop
 - o To gain more knowledge in the area of Whole Language (463) [] Course, conference
 - o To gain knowledge of the writing process so it may be used within my class (111) [Elementary] Workshops, committee participation, implement strategies
 - o To become familiar with the developmental process of a child in writing (111) [Elementary] Workshops, committee participation, implement strategies
 - o I plan on taking at least one support group class and take level II of the Math Their Way (501) [Elementary] Courses
 - o In the next five years, I will get 6 credits in my field or related field (502) [Secondary] Some credit from committee work

- o I plan to take a course in Language Arts involving writing or reading; and the exceptionality workshop (473) [Elementary school] Course, workshop
- o To aid in my development of skills and knowledge in the areas of ceramics and pottery (433) [Elementary] Independent study with artisan
- o My goals are to remain competent in language skills & classroom instruction. Being aware of research on the writing process is important so new knowledge and techniques can be incorporated into my teaching (432) [Secondary] Courses, MEA scoring
- o To familiarize myself with the issues of child abuse/neglect (173) [Elementary] Course
- *o Acquire more knowledge and training in Whole Language education (164) [Elementary] Course, workshop
- *o Take a course on teaching science more effectively at the early elementary level (164) [Elementary] Course
- *o I plan to take a course in special education-Teaching the needs of social and emotional handicapped children (303) [] No specifics
- o I plan to take a course in building self-esteem among students (303) [] No specifics

State Standard: Communication/Language skills

- o To publish a piece of writing (214) [Elementary] Research and publication
- o To increase an awareness in myself as to how to deal with and project to others the ability to write creatively (532) [] Workshop
- o To learn writing process (214) [Elementary] Workshop,

State Standard: Curriculum Planning/Classroom Instruction

- o My goals are to be successful in implementing a Whole Language Reading Program in my classroom and to be prepared to provide quality teaching for exceptional children (564) [Elementary] Courses, workshops
- o To become more proficient in the use of a music program which could be used with students (131) [Elementary] Write music, Courses, implement strategies/project in class
- o To complete & have approved by 1989-90 Fine Arts curriculum (131) [Elementary] Implement curriculum
- o To be more effective dealing with behavior problems and become more aware of good study skills (312) Courses, workshops
- o To strengthen the art curriculum at [] (482) [] Courses, workshops, seminars, visit other classes, read
- o Incorporate Movement Education in the K-5 PE Curriculum (484) [Elementary] Courses, work with mentor teacher, co-teach

- o Use a variety of teaching styles (484) [Elementary] Courses, co-teach, implem. strategies
- o Introduce Cooperative and "New Games" to children. Incorporate these into the K-5 PE Curriculum (484) [Elementary] Peer observation and coaching
- o Provide units on "Personal Fitness, assess students fitness, help students design appropriate personal fitness programs (484) [Elementary] Courses
- o Plan activities to meet the needs of exceptional students within my class (484) [Elem] Course
- o Curriculum Planning/classroom instruction (552) [Elem] Conference
- o To educate children in fire safety for themselves and others (532) [] Implement cur. in class
- o To implement the Math-Their-Way materials in my classroom (362) [Elem] Workshops, Implement project
- **o Incorporate and develop additional teaching techniques to use with students (382) [] Workshops, read, peer & student observations
- **o Develop, implement, and restructure some of my reading objectives to incorporate skills based on -- techniques (382) [] Read, workshops
- o Increase math instructional strategies at the elementary level (324) [Elementary] Workshop
- o To use theater as a teaching technique as well as a performance art (083) [Secondary] Implement strategies in class

- o To find activity packages having to do with the social studies curriculum (462) [Elementary] Work with other staff, Implement strategies
- o To learn more about trust activities and ropes courses to help instill higher self-esteem in my students (462) [Elementary] Course
- o To gain more knowledge in the area of using math manipulatives (463) [] Course, workshops
- o My goal is to implement the Math Their Way program in my curriculum in order to meet the math needs of all my students (501) [Elementary] Courses, project
- o To integrate Whole Language into curriculum (213) [Elementary] Course
- o To be able to teach children the proper methods to prevent fire and what to do if fire should occur (213) [Elementary] Course
- o To help children know what steps to take to prevent harm to their health and well-being and understand why (213) [Elementary] Course
- o To help children understand the meaning of economics (213) [Elementary] Course
- *o To address the inter-relatedness within the context of literature based reading program for my class (173) [Elementary] Course, workshop
- o To become a more proficient Whole Language teacher Courses

incorporating assessment
strategies and curriculum
guidelines (344) [Elementary]

State Standard: Evaluation of Students

- | | | |
|-----|--|---|
| o | Evaluation of students
(552) [Elementary] | MEA Scoring |
| **o | Increase my knowledge of
and use of a variety of
observational techniques
(382) [] | Implement different
techniques |
| o | To develop an understanding of
vocational assessment as it
applies to the severely
handicapped student (232)
[Middle/Junior high] | Courses, implement
strategies in class |
| o | To improve my knowledge and
skills in assessment of
students (084) [Middle] | Courses |
| o | To help raise the MEA scores
in future years (111) [Elem] | Implement
strategies in class |
| o | It is also important to
continue to fairly evaluate
students' progress and remain
open to individual students'
needs (432) [Secondary] | Course, workshop,
MEA scoring |

State Standard: Professional Characteristics

- | | | |
|---|---|---|
| o | To meet the certification
requirements (482) [] | Courses, workshops,
seminars, visit
other classes, read |
| o | Goal: Master of Education
(411) [Middle] | Courses, workshops,
seminars |
| o | To develop a network of
resources with other
professionals in the field
of art (482) [] | Courses, workshops,
seminars, visit
other classes, read |

- o To aid those coming into work in our school, hopefully making their job easier (532) [] Develop a handbook
- o To learn to be a peer coach & teacher (211) [Secondary] Workshop, join a support team
- o To renew teaching certificate at current level (233) [Elementary] Courses
- o Participate in approved recertification or college programs (484) [Elementary] Courses
- o Gain knowledge of recent research and techniques in field of education (412) [Elem] Courses, workshops
- o To earn Master's degree (214) [Elementary] Courses
- o To serve on re-certification committee (214) [Elementary] Workshops, Committee meetings
- o It is my goal to maintain certificate for teaching in the elementary grades I teach nearly all subjects and will choose those in-service courses that would benefit me (343) [Elementary] Courses, workshops
- o To become more effective as an educator (344) [Elementary] Courses
- o Meet MDECS requirement for course in exceptionality (324) [Elementary] Course
- o As a classroom teacher my recertification goal is to stay current with research supported, innovative ideas which I will implement within the classroom to meet the variety of needs of the children I serve (081) [Elementary] Course, workshops, implement strategies in class

- | | |
|---|---|
| o To keep informed on the latest innovations in education (462) [Elementary] | Workshops, visit other schools, conferences |
| o To obtain principals certificate (463) [] | Courses |
| o To continue with professional growth in education (463) [] | Workshops, conferences |
| o I would like to renew my certification & have my other certifications included as a single renewal plan (155) [] | Courses |
| o Observing & evaluating other teachers to help them and myself in the teaching are (131) [Elementary] | Receive and conduct peer observations |

No goals - just courses, workshops, conferences, and projects were listed.

- o Workshop Special Education - Learning Disabled (451) []
- o Remedial Reading (451) []
- o TPC Teaching Learning Disabled (451) []
- o Young and Special (451) []
- o Models of Teaching (451) []
- o Special Education Teachers Academy (451) []
- o Teaching from left to right (542) [Elementary]
- o Curriculum Development (155) []
- o Vocational Planning for Special Needs Students (155) []
- o Teaching English in Secondary Schools (421) [Secondary]
- o Teaching Writing (421) [Secondary]
- o The Exceptional Child (244) [Secondary]

- o Inservice program: Introduction to computers (244) [Secondary]
- o EMR Curriculum Materials (542) [Elementary]
- o Guitar (542) [Elementary]
- o Effective math materials for your classroom (542) [Elementary]
- o GED classes at Women's Correctional Center (181) [Secondary]
- o Workshops: Writing preparation for GED; Whole Language Workshop, Evaluating the Non-reader; English as a Second Language; ESL for Chinese Adult Students (181) [Secondary]
- o Whole Language approach to reading (352) [Elementary]
- o Maine Institute (352) [Elementary]
- o Peer Tutoring (132) [Elementary]
- o Whole Language/Writing process (132) [Elementary]
- o Communication workshop (102) []
- o Reading workshop (102) []
- o Substance Abuse (102) []
- o Health Ed workshop (102) []
- o Effective Teaching/Coaching/Phase II (102) []
- o USDC Staff workshop (102) []
- o Attend the Main-E-vent conference (164) [Elementary]
- o Attend the Right to Read conference in order to keep informed of developing, theories, methodologies in education (164) [Elementary]
- o Workshop with practicum on scoring writing samples from the MEA (352) [Elementary]
- o Project Teach (102) [Elementary]

- o Conducting inservice for district teachers (132)
[Elementary]
- o Developing DPA math activities with math text (132)
[Elementary]
- o Governance Committee (102) [Elementary]
- o Recertification committee pilot project (164) [Elementary]
- o Serve on visiting committee for self-study of schools
(173) [Elementary]
- o Edcore Project - Get your Mind on Math (132) [Elementary]

APPENDIX E

**EDUCATIONAL SPECIALIST ACTION AND RENEWAL PLANS
GOALS AND STRATEGIES**

Goal Categories of Educational Specialists

Number of Goals* by Certification Category and School Level

	Elem	Mid	Secou	All	Unkn	Total
Subject Matter Knowledge						
Provisional	3		3		1	7
Conditional	1		1		1	3
Total	4		4		2	10
PRP	5		2	1		8
Total TAP & PRP	9		6	1	2	18
Communication/Language Skills						
Provisional	1					1
Curriculum Planning/Classroom Instruction						
Provisional	5		2		2	9
Conditional		2	1			3
Total	5	2	3		2	12
PRP		1	1	2		4
Total TAP & PRP	5	3	4	2	2	16
Professional Characteristics						
Provisional	4		3			7
Conditional	1	1	2			4
Total	5	1	5			11
PRP	2		1	3		6
Total TAP & PRP	7	1	6	3		17

*Some plans used objectives or areas of focus rather than goals. These differences are noted with asterisks as follows:

* listed as a state standard rather than a goal
**objectives - no goals listed
***Areas of Focus

Activity Categories of Educational Specialists

Number of Strategies by Certification Category and School Level

	Courses	Wkshp/ Seminar	Confer	Prjct	Team	Rdgs	Visit others
Subject Matter Knowledge							
Provisional		6	1	2	1	1	
Conditional	3	2		1			
<hr/>							
Total	3	8	1	3	1	1	
PRP	5	4					1
<hr/>							
Total TAP & PRP	8	12	1	3	1	1	1
 Communication/Language Skills							
Provisional				1			
 Curriculum planning/Classroom Instruction							
Provisional		3	1	7	1	1	
Conditional				3			
<hr/>							
Total		3	1	10	1	1	
PRP	2		2			1	1
<hr/>							
Total TAP & PRP	2	3	3	10	1	2	1

Professional Characteristics

Provisional	1	2		4	1	1
Conditional	3		1			
Total	4	2	1	4	1	1
PRP	2		1	1	1	
Total TAP & PRP	6	2	2	5	2	1

NOTE: ALL GOALS ARE ACTUAL TRANSCRIPTIONS OF WRITTEN STATEMENTS. ACTIVITY TYPES ARE STRATEGIES SUMMARIZED. The number of the candidate is located in brackets following each goal statement. Level of school in which the candidate is currently working follows. If school level could not be determined, the bracket will have no grade designation.

**TAP Goal analysis - Educational Specialists
Provisional- to Professional-level Certification
Information based on 7 individuals**

Transcription of Goal

Activity Type

State Standard: Subject Matter Knowledge

- ***o Influence of drugs and alcohol abuse on students (392) [Elementary] Training program
- o To broaden knowledge of new programs and current trends in reading instruction (161) [Elementary] Conferences
- o To become competent in the use of computers/word processor, and reading related software (161) [Elementary] Workshops
- **o To learn more about substance abuse (384) [Secondary] Reading & Workshops
- **o To broaden knowledge of issues that face guidance counselors today (384) [Secondary] Peer support, Reading, & Workshops

- **o To become more familiar with the GIS and AES system (384) [Secondary] Workshops & practice
- **o Become educated in starting peer helper group (443) [] Training, implement

State Standard: Communication/Language Skills

- **o To assure that language and activities are appropriate to students varying developmental levels, special needs, and social, racial and linguistic background (184) [Elementary] Evaluate interaction with students, teach a class, small group work with students

State Standard: Curriculum planning/Classroom Instruction

- o Begin the transition from a totally reactive guidance program to a major proactive, developmental guidance program (474) [Elementary] Develop and implement plan
- o Assist in development of crisis team for district (443) [] Training, implement
- o Finish developing guidance curriculum (443) [] Implement
- o To increase reading comprehension and promote a love of reading (161) [Elementary] Develop project
- o Institute a Peer Helper Program between high school and junior high school (243) [Secondary] Conference, training
- o Develop policy with respect to peer helpers (243) [Secondary] Develop policy
- **o To develop and implement a developmental classroom guidance program (184) [Elementary] Develop and implement
- **o To provide more small group guidance opportunities (184) [Elem] Implement

- **o Set appropriate limits for students (384) [Elementary] Observations, reading, workshop

State Standard: Professional Characteristics

- o To provide a schoolwide coordinated language arts for [] (161) [Elem] Develop material
- **o To perfect counseling skills (384) [Secondary] Reading, workshops evaluation, course
- o To improve teacher certification standards (161) [Elementary] Assist with dev. of teacher handbook
- o Attain professional development in counseling (243) [Secondary] Seminars at conferences
- o Assist both teachers and students in their quest for educational excellence (161) [Elementary] Leadership, special projects
- **o To visit and observe other guidance programs (184) [Elementary] Visit/observe
- **o To learn more about the Department of Human Services (384) [Secondary] Work with agency

Conditional TAP Goal Analysis - Educational Specialists

Information based on 4 individuals

Transcription of Goals

Activity Type

State Standard: Subject Matter Knowledge:

- o To obtain 24 hours of credit between 1988 & 1993, the 5 yr period allowed for conditional certificate holders to obtain full requirements (133) [secondary school] Courses
- o To become a "mini" expert, particularly with Apple (133) [Elementary school] Courses, workshops, seminars, implement

- o Obtain Master's Degree (393) [] Complete coursework

State Standard: Curriculum Planning/Classroom Instruction

- o More effective use of media center by teacher (302) [Middle school] Newsletter to teachers
- o More consistent flow of Curriculum through specialists (302) [Middle school] Develop units for several classes
- o To integrate findings and activities into [] school program (133) [Secondary school] Participate in resource activities with other classes

State Standard: Professional Characteristics

- o To be professional librarian certified (133) [Secondary school] Coursework as required
- o Professional Library/Media Certificate (302) [Middle school] Coursework
- o To meet state requirements for Elementary guidance certificate (512) [Elementary school] Coursework, team member of CASA
- o To attend and participate in as many related workshops, seminars, conferences as possible (133) (Sec) State and national conferences

PRP Goal Analysis - Educational Specialists

Information based on 16 individuals

Transcription of Goal

Activity Type

State Standard: Subject Matter Knowledge

- o To increase my awareness of current trends in children's and young adult literature (085) [Middle/Elementary] Courses, workshops,

- | | |
|--|---|
| o To build my computer skills to facilitate record keeping, budget, and processing of library materials (085) [Middle/Elementary] | Courses |
| o I will improve my skills in the area of language assessment in naturalistic contexts (323) [Elementary - Speech Clinician] | Courses, workshops, consultations or research |
| o I will gain knowledge of how to implement speech and language therapy in the regular classroom (323) [Elementary - Speech Clinician] | Courses, workshops consultations or research |
| o Adult Ed (212) [Elementary - Reading Consultant] | Seminars, teach course |
| o Learn how to use computer technology for library management (553) [Secondary] | Courses |
| o To meet the state requirement regarding a course on mainstreaming (534) [Secondary - Librarian] | Not specified |
| o To become familiar with and updated on opportunities and requirements for education careers following K-12 schooling (483) [K-12 Guidance] | Visits to military, college, vocational representatives |

State Standard: Curriculum Planning/Classroom Instruction

- | | |
|--|--|
| o To continue to develop and expand a comprehensive developmental K-12 program (483) [K-12 Guidance] | Meetings/ conferences, visits to other schools |
| o To learn about and implement new techniques in counseling and guidance (483) [K-12 Guidance] | Readings |

- o To develop a K-8 library skills curriculum (085) [Elem-Library] Courses
- o To gain better understanding of the curriculum planning process (553) [Secondary] Courses, Conferences

State Standard: Professional Characteristics

- o Professional/personal growth (212) [Elementary - Reading Consultant] Readings
- o Will publish professional literature in journals of the field (483) [K-12 Guidance] Research and publish
- o To become aware of and establish working relationships with other agencies for purposes of resources and referrals of our students (483) [K-12 Guidance] Involvement with other agencies
- o To obtain 6 credit hours through attendance at workshops and seminars related to my profession (341) [K-12 Nurse] Workshops
- o Renewal through college courses and workshops on mainstreaming the exceptional child and guidance at the secondary level (345) [Secondary school - Guidance] Courses
- o Renew special ed and reading certification (212) [Elementary school - Reading Consultant] Courses, Conferences

No goals - just courses, workshops, conferences, and projects were listed.

- o Issues & methods in teaching Maine Indian children (531) []

- o Video Introduction (531) []
- o Inservice: Design committee for staff development Program, High school accreditation committee (531) []
- o Child sexual abuse (171) [K-12 Nurse]
- o Creating a Climate of Health (171) [K-12 Nurse]
- o Pharmacology update (171) [K-12 Nurse]
- o Chemical Dependency (171) [K-12 Nurse]
- o School Consultation: Case & system (171) [K-12 Nurse]
- o Maine Association of School Nurses-conference (171) [K-12 Nurse]
- o Drug & Alcohol Abuse in the schools (171) [K-12 Nurse]
- o Drug & Alcohol awareness (171) [K-12 Nurse]
- o Participation in the inservice provided by the district: Teaching Writing - A process; word processing class; (041) [Secondary school - Librarian]
- o Managing the one person library (041) [Secondary school-Librarian]
- o Educational Implications for Language Disorders (101) [Speech Therapy]
- o Programming for Exceptional Children (101) [Speech Therapy]
- o The school library as Learning Laboratory (153) [Secondary - Librarian]
- o Resource-based teaching (153) [Secondary - Librarian]
- o Institute in Maine Literature (153) [Secondary -Librarian]
- o Assessment & Diagnosis of Learning Disabled Children (511) []
- o Becoming a Nation of Readers: Pulling Theory into Practice (511) []

- o Bombs Away? Prescription for a Healthier World (511)
[]
- o Building Bridges: Theory Practice Literacy Conference
(511) []
- o County Support System Training (511) []
- o Child Abuse course (521) [K-12 Guidance]
- o Computer in Ed (521) [K-12 Guidance]
- o Scoring MEA (521) [K -12 Guidance]
- o Aids conference (521) [K-12 Guidance]
- o Course for master's in Counselor Education (544) []
- o Social Psychology (544) []
- o Theories in Personality (544) []
- o Workshop in Child abuse: An educator's perspective
(544) []