



# **Teacher Recertification Handbook**

**Windham School Department**

**Revised September 2004**

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## INTRODUCTION

Here is the latest update of the Teacher Recertification Handbook (revised September 2004). Please discard any older versions that you may have. Modifications have been made to reflect past practice as well as take into consideration changes in the State regulations.

Since this is a cooperative venture involving the teaching staff and administration, we welcome your input.

Sincerely,

The Certification Governance Committee:  
Trisha Blanchard, Chair  
Shelly Cook, Vice Chair

### High School

Dale Wilson  
Caroline Seicke  
Stephanie Bubier

### Middle School

Trisha Blanchard  
Shelly Cook  
Charlie Haddock

### Manchester School

Ron Cote  
Pam Lanz

### Primary School

Donna Stephen  
Linda Hills  
Cindy McAllister

### Superintendent's Liaison

Chris Howell

### REAL School

Pender Kimball

### WEA Representative

Hal Leighton

Revised September 2004

## Windham Certification Process

The present process evolved over a 3-year period, beginning in October 1984. During this period Windham was one of twenty Certification Pilot Sites working to develop approaches to meet the standards of the Teacher Certification Law of 1984 (**Public Law 845**). A group of teachers and administrators worked together to develop the many aspects necessary for compliance.

The primary objective of this process is to improve student achievement by increasing the effectiveness of classroom instruction. This is accomplished by developing local support teams/mentors to assist teachers in meeting certification and recertification requirements: (1) transitional; (2) provisional; (3) professional, and (4) master, based on criteria, which are objective and measurable. The Certification Governance Committee only deals with recertification issues. Even though professional growth points may be used for recertification purposes, they cannot be directly translated into CEUs for any other purpose.

The Windham plan offers teachers the opportunities for professional growth. The Certification Governance Committee monitors the process; identifies available resources; and, together with the support teams and mentors, provides the professional growth opportunities for teachers seeking recertification. All members of the Certification Governance Committee and support teams and mentors will be trained in clinical supervision or the State mentor program.

All staff that meets the support team/mentor criteria (**page 14**) will be eligible to apply to the Certification Governance Committee for support team and mentor membership. The Certification Governance Committee shall appoint a teacher to vice chair the committee at the May meeting. If more than one teacher member volunteers to be vice chair the committee, the teacher volunteer with the longest service shall be appointed vice chair. The teacher member who volunteers or is chosen vice chairperson will be an ad hoc member the year he/she becomes chairperson. Another teacher member from that person's administrative unit will be chosen to serve a two-year term.

The Windham Certification Governance Committee will be comprised of a majority of classroom teachers to include two teachers from each administrative unit, a teacher representative from the REAL School, and Windham Education Association representative. The Certification Governance Committee will also include one administrator from each unit and the Assistant Superintendent. Membership on this committee will be for a minimum two-year period.

The support team/mentors will require that teachers demonstrate comprehensive knowledge of subject matter and the ability to work with students and colleagues. Candidates must successfully complete all agreed upon goals or successfully complete building mentorship programs to obtain his/her individual desired level of certification.

The support teams or building mentorship programs will meet at regular intervals with the teacher to review, update, and monitor progress. Teams may report needs to the Certification Governance Committee. The Certification Governance Committee chairperson will maintain all records developed as part of the certification cumulative portfolio. These will be maintained in a separate file cabinet located with the Chair. The Certification Governance Committee Chairperson when

maintaining the records, and the Certification Governance Committee when meeting to make a recommendation, will have access to the files.

The major benefit to the school system will be a highly trained staff that continues to develop the ability to work collectively toward improved classroom instruction and student achievement. The diversity and expertise of individual support teams and mentorship programs, as well as the Certification Governance Committee, will foster continued professional development throughout the system.

**Differentials**

Differentials will be paid for:

Certification Governance Committee Chairmanship	\$2,000 yearly
Vice Chair	\$ 500 yearly

Stipends will be paid for:

Support Team Chairperson	\$ 150 yearly
Support Team Member	\$ 100 yearly

Differentials:

Mentors	\$ 100 yearly
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**CERTIFICATION GOVERNANCE COMMITTEE MEMBERS**

**WINDHAM CERTIFICATION GOVERNANCE COMMITTEE**

**Support Team Representatives (12)**

**(Two teachers from each administrative unit, the chairperson,  
plus one teacher representative from the REAL School,  
and one WEA representative)**

**Building Administrators (4)**

**(One from each administrative unit)**

**Assistant Superintendent (1)**



## **Certification Governance Committee Criteria**

All staff that are trained in clinical supervision/mentor training and meet the criteria (**page 14**) are eligible for Certification Governance Committee. Membership on this committee will be for a minimum two-year period. If there are two or more qualified candidates for an opening on the Certification Governance Committee membership, an election in the building will be held to determine the Certification Governance Committee member.

## **Certification Governance Committee Responsibilities**

1. Develop and publish a list of support team or mentor members (Support System)
2. Assign support team or mentors to candidates
3. Select the Support Team Chairpersons
4. Review and approve Teacher Action Plans before and after implementation
5. Review and approve Renewal Plans before and after implementation
6. Coordinate and provide training opportunities for support team members
7. Provide the Commissioner of Education with recertification recommendations
8. Determine renewal certification credit for professional growth points
9. Participate in the Appeals Process when necessary
10. Review certificates and endorsements of all teaching personnel new to the district
11. Conduct oral reviews with Master Certificate-level candidates at the completion of their TAPs
12. Periodically review and update the certification plan and handbook

## **Certification Governance Committee Chairperson Responsibilities**

1. Officiate at Certification Governance Committee meetings
2. Set agendas
3. Set meeting dates and times
4. Notify members of meetings and other necessary information
5. Communicate with the State Department and other necessary parties
6. Officially respond to TAPs with the Certification Governance Committee
7. Along with Certification Governance Committee secretary, ensure access to handbook
8. Act as the contact person for Support Team Chairpersons
9. Act as the official spokesperson for Certification Governance Committee
10. Delegate responsibilities to committee members
11. Monitor certification of all new staff members
12. Provide new staff members with information about support teams or mentors
13. Inform the superintendent or designee of the status of all teaching staff with certificates expiring July 1 of that year

## Procedure for Approving Recertification Plans

1. **Teacher Action Plans (TAP) (Appendix B) and Professional Renewal Plans (PRP) (Appendix D) or Building Mentorship Programs (Appendix C) \*See pages 16-17 for Timetable**

**TAPs and PRPs should be submitted to the Certification Governance Committee for approval at least 26 months (May 1) prior to certification expiration.**

2. The Certification Governance Committee will vote to approve or disapprove TAPs, PRPs, and Building Mentorship Programs. If the plan needs modifications or adjustments, the recommendations will be communicated to the candidate and to the Support Team Chairperson/mentor.

## Appeals Process

The candidate may appeal the decision of the support team to the Certification Governance Committee using the following process.

1. **The candidate** will present that request in writing within ten (10) working days of the support team's decision to the chairperson of the Certification Governance Committee. **(See Appendix N in the Handbook)**
2. Within ten (10) working days of receiving the written request, **the Certification Governance Committee Chairperson** will convene a meeting to hear all concerns and issues related to the Teacher Action Plan progress. The Certification Governance Committee Chairperson will review the candidate's portfolio prior to the meeting.
3. If the process is to continue, **the Certification Governance Committee Chairperson** will call a meeting of all Certification Governance Committee members to act as a hearing board.
4. **The candidate** will discuss the TAP goals, progress, and concerns. The Support Team Chairperson and any member of the support team may respond to the candidate's concerns.
5. **The Certification Governance Committee** will make a decision that will be sent to the superintendent and the Commissioner of Education.
6. **The candidate** may decide to appeal the Committee's decision by following Adjudicatory Procedures outlined under Chapter 119.

A candidate may request reconsideration of a Certification Governance Committee decision regarding certification level if new information or evidence becomes available.

## LEVEL OF CERTIFICATION

### **PROVISIONAL TEACHER**

**Initial Acceptance:** The candidate holds an approved Maine provisional certificate. (See pages 16 – 17 for Timetable)

#### **First Year:**

1. The candidate requests a support team or mentorship by the end of the first month in the district. (See Appendix A-1)
2. The support team leader or mentor will be appointed by the Certification Governance Committee.
3. Time will be scheduled for planning and collaboration for certifications, and to schedule observations.
4. A Teacher Action Plan (TAP) (Appendix B), mutually agreed upon by provisional teacher and support team/mentor, including goals, objectives, and timelines, will be established before the end of the first quarter.
5. If requested, release time will be provided for the provisional teacher to observe experienced teachers.

#### **Second Year:**

1. Support team/mentors will continue to meet and collaborate with the teacher.
2. A minimum of one member of the support team or mentor will observe or meet at least monthly.
3. The TAP will be completed by mid-April of the second year.
4. A minimum of forty (40) professional growth points over a two-year period (Appendix E) will be completed.
5. The candidate will submit at the end of the two-year period a completed TAP and documentation to the Certification Governance Chair. (See pages 16 – 17 for Timetable)

## ESTABLISHMENT AND RENEWAL OF PROFESSIONAL TEACHER CERTIFICATION

1. The candidate holds or has held a professional certificate.
2. The candidate has a minimum of two years' teaching experience.
3. The candidate develops a Professional Renewal Plan (**Appendix D**) which reflects professional growth and includes earning a minimum of ninety (90) Professional Growth Points of approved study. This may be attained through course work or other areas discussed in **Appendix E**.
4. The candidate submits the Professional Renewal Plan to the Certification Governance Committee for approval. (**See page 17 for Timetable**)
5. The Certification Governance Committee will make a recommendation to the Commissioner.

### **Recommendations**

1. The clinical supervision process is encouraged to be used as part of the renewal plan for continued professional growth at all levels of certification.
2. The Professional Level teacher should develop a portfolio.

### **RENEWAL PLANS AT THE PROFESSIONAL LEVEL**

Teachers at the Professional level do not need to have a support team, but must develop a Renewal Plan expressing the goal (**Appendix D**), which is approved by the Certification Governance Committee. The committee will approve TAPs or renewal plans, but does not need to pre-approve individual courses, workshops, institutes, etc. The committee will, however, be willing to work with individuals in developing plans and answering questions. **The Growth Point Summary Sheet (pages E3 & E4) should be sent in with all Professional Renewal Plans.** Candidates may also select any of the options listed below.

1. A support team chosen in the same manner as those applying for Provisional, Conditional, or Master Teacher certification
2. A trained support person approved by the Certification Governance Committee
3. A non-evaluating administrator, from any unit, approved by the Certification Governance Committee
4. An evaluating administrator with the mutual agreement of both the candidate and the administrator. (**See Appendix K**)

The Certification Governance Committee may determine the type and make up of the support team at any time during the process.

## MASTER TEACHER

### Entry Level

The candidate:

1. Holds a Professional Level Certificate
2. Has a minimum of three years teaching experience (at least two of which have been in Windham).
3. Has a minimum of a Bachelors Degree, plus 15 graduate credit hours
4. Shows evidence of educational Chairpersonship
5. Shows evidence of professional growth
6. Has positive evaluations over the past two years
7. Submits a Portfolio (**Appendix G**)

**The procedure to gain the Master Teacher Certification level will consist of the following:  
(See page 18 for Timetable)**

1. A TAP, which reflects a plan of professional growth, which includes earning at least 150 professional growth points.
2. Evidence of advanced academic growth through such areas as:
  - a. Graduate courses
  - b. Professional workshops
  - c. Institutes
  - d. Independent research
  - e. In-service
  - f. Curriculum development
  - g. Teaching others
  - h. School and grade level goals
3. Attaining a minimum of 90% of 4's on the Teacher Certification Criteria Form, (**Appendix A**) that apply to the candidate's position
4. At least (3) classroom observations per support team member or mentor member will occur annually
5. Submission of a portfolio which will indicate growth in designated areas (**Appendix G-1**)
6. Participate in an oral review with members of the Certification Governance Committee. Areas, which may be discussed, include: ability to relate with children, knowledge of subject matter, awareness of national educational concerns, and an understanding of child or adolescent development.
7. The review will also serve as part of the support system evaluation. The candidate will either orally or in written form discuss the Master Teacher process and how it could be improved.

## RENEWAL OF MASTER TEACHER STATUS

Prior to the conclusion of the third year of certification, the teacher must notify the Certification Governance Committee of future plans for recertification. If the teacher decides to continue as a Master Teacher certificate holder, a support team or mentor will be selected to develop the next Teacher Action Plan (**TAP – see pages 18-19**). A Master Teacher certificate holder who chooses not to renew at this level will use the renewal process at the Professional Level (**see page 17**).

The procedure to continue at the Master Teacher Certification level will consist of the following:

1. A TAP, which reflects a plan of professional growth, which includes earning at least 150 professional growth points.
2. Evidence of advanced academic growth through such areas as:
  - a. Graduate courses
  - b. Professional workshops
  - c. Institutes
  - d. Independent research
  - e. In-services
  - f. Curriculum development
  - g. Teaching others
  - h. School and grade level goals
3. A minimum of one classroom observation per support team member or mentor per year, plus documentation of involvement in a variety of areas of professional development, as outlined on **page 14, section 3**.
4. Attaining a minimum of 90% of 4's on the Teacher Certification Criteria Form (**Appendix A**) that apply to his/her position.
5. Submission of a Portfolio which will indicate growth in designated areas.
6. Participate in an oral review with the Certification Governance Committee. Areas which may be discussed, include: ability to relate with children, knowledge of subject matter, awareness of national educational concerns, and an understanding of child or adolescent development.
7. The review will also serve as part of the support system evaluation. The candidate will either orally or in written form discuss the Master Teacher process and how it could be improved.

## **TEACHER ACTION PLAN DEVELOPMENT PROCEDURE**

### **PROVISIONAL TEACHER AND MASTER TEACHER**

1. The candidate will do a self-evaluation and complete the Teacher Certification Criteria Form (**Appendix A**).
2. All support team/mentor members will individually observe the candidate for at least a full classroom period or instructional activity and complete the Teacher Certification Criteria Form.
3. A TAP will be developed which reflects goals identified by the candidate and the support team/mentor.
4. The TAP will be submitted to the Certification Governance Committee for approval.
5. A TAP may be modified at any time by the support team/mentor in collaboration with the candidate. This modified TAP must be re-approved by the Certification Governance Committee.
6.
  - a. A Provisional Teacher must have at least three (3) classroom observations annually per support team member or mentor member.
  - b. A Master Teacher must have at least three (3) classroom observations annually per support team member or mentor, for the initial Master certification process.
7. The candidate and the support team/mentor will meet at regular intervals to review progress in reaching the TAP goals.
8. The support team/mentor will then make its recommendation to the Certification Governance Committee.
9. Any candidate whose application for the issuance, renewal or extension of a certificate authorized by MRSA 20-A, Chapter 502, has been tentatively denied by the Commissioner, may initiate any Adjudicatory Proceeding by filing a written petition with the Department within 30 days of the date of the notice of opportunity for hearing.

### **General Information**

1. Staff at any level of certification must apply for recertification two years prior to the expiration date of their certification. (**See page 16/17 for Timetable**)
2. Renewal plans or requests for change in level of certification must be available to the Certification Governance Committee by May 1, but may be sent in at any time of the year up to that time.
3. Individual Certification Governance Committee members will read all plans before making any decision or recommendation.
4. The Certification Governance Committee will review and vote on all plans.

## **ROLE OF THE MASTER TEACHER**

### **The Master Teacher will be:**

1. An outstanding classroom teacher
2. A support team member or mentor to another teacher at some time during the five-year certification period
3. Involved in a variety of the following:
  - a. Staff Development
  - b. Grant Writing
  - c. Research
  - d. Curriculum Development
  - e. Developing Instructional Materials
  - f. Consulting with other teachers
  - g. Supervising Students, Teachers, Interns, and Pre-Professionals
  - h. Clinical Supervision
  - i. Serving as a Demonstration Teacher
  - j. Workshop Presentation
  - k. Parent/School/Community communication

## **SUPPORT TEAM AND MENTOR CRITERIA**

1. A minimum of three years experience as an educator
2. Bachelors degree, plus a minimum of 15 graduate credit hours
3. A valid Professional or Master Teacher Certificate
4. Evidence of educational Chairpersonship experience
5. Evidence of professional growth over the past three years
6. Evidence of training in Clinical Supervision or State Mentor Programs

## **MENTOR AND SUPPORT TEAM RESPONSIBILITIES**

1. Developing an individual Teacher Action Plan with the candidate
2. Meeting at regular intervals with the candidate to review, update, and assess the TAP
3. Observing the candidates using clinical supervision or mentoring techniques
4. Making recommendations for professional development activities and providing support for the candidate
5. Making recommendations to the Certification Governance Committee for the certification of the candidate

## **INDIVIDUAL, PROFESSIONAL LEVEL, SUPPORT RESPONSIBILITIES**

1. Assisting the candidate in using the Teacher Criteria Form as a self-assessment
2. Assisting the candidate in the refinement or revision of the Renewal Plan
3. Meeting with the candidate at regular intervals to review, update, and assess progress
4. Observing the candidate using clinical supervision or mentoring techniques
5. Making recommendations for professional development activities and providing support for the candidate

## **FUNCTION OF THE SUPPORT TEAMS / MENTORS**

Support Teams/Mentors will work with teachers in the certification process:

1. Maintaining confidentiality
2. Utilizing clinical supervision or mentorship techniques for classroom observation (**See Appendix I**)
3. Developing Teacher Action Plans through a collaborative approach
  - a. establishing goals
  - b. developing specific concepts to be observed based on the staff member's self-evaluation
  - c. assisting in location of resources
4. Recommending level of certification to the Certification Governance Committee

### **SELECTING A SUPPORT TEAM**

From a list of all staff trained in clinical supervision or mentoring, the candidate will select two or three members for his/her support team. The Certification Governance Committee will appoint at least one of these two selections to the support team, assign and appoint the Chairperson from the teachers on the team. In addition, a non-evaluating administrator (\*), from the pool of trained staff, may be selected by the candidate and assigned to the team. A curriculum specialist, consultant, or specialist in the candidate's specific area may also be added to the support team.

It is recommended that a candidate choose a well-rounded support team, one that includes members with a wide variety of skills and a broad knowledge base.

### **SUPPORT TEAM CHAIRPERSON RESPONSIBILITIES**

As well as the responsibilities of a support team member, the Support Team Chairperson also:

1. Meets with the Certification Governance Committee Chairperson, before beginning the process, in order to review necessary paperwork and timelines
2. Coordinates meetings, adheres to timetables, keeps notes and is responsible for the initial development of the TAP
3. Collects and sends all materials to the Certification Governance Committee Chairperson for filing

The Support Team Chairperson should be the Chairperson of only one TAP.

(\* ) An evaluating administrator, with the mutual agreement of both the candidate and the administrator, may also serve on a support team. (**See Appendix K**)

## TIMETABLE

### PROVISIONAL LEVEL CERTIFICATION

#### Timeline

#### Action Required

October

Certification Governance Committee conducts an orientation meeting, available to all staff, to discuss the certification process

#### FIRST YEAR

By the end of the first month in district

Candidate requests support team/building mentor program (**Appendix A-1**)

By the end of October

Support team members complete the Teacher Certification Criteria Form (**Appendix A – pages A-2 to A-10**)

By the end of October

The candidate completes the Teacher Certification Criteria Form as a self-evaluation (**Appendix A – pages A-2 to A-10**)

By the end of the first quarter

The TAP is submitted to the Certification Governance Committee. The superintendent is informed of the TAP for Provisional Level teachers. (**Appendix B**)

#### FIRST AND SECOND YEAR

At least monthly

Support team members or mentors meet

At regular intervals

Follow-up meetings are held with the support team or mentor and the candidate to discuss progress

#### SECOND YEAR

By mid-April

Candidate completes TAP or CSS

By the end of April

The support team or mentor submits recommendation for certification (**Appendix C**), along with the completed TAP and documentation, and the candidate's portfolio (optional) to the Governance Chair

May 1

Certification Governance Committee forwards recommendations to Assistant Superintendent of Schools

## TIMETABLE

### PROFESSIONAL LEVEL RENEWAL

#### Timeline

#### Action Required

September –(**thirty-four (34) months** prior to certification expiration)

Certification Governance Committee conducts an orientation meeting to discuss certification options and the process

May 1 (**26 months prior to Certification expiration**)

Candidate submits a Professional Level Renewal Plan to the Certification Governance Committee for approval (**Appendix D**)

#### If a support team is requested: (Appendix A-1)

By September 30 (**twenty-two (22) months prior to certification expiration**)

A support team will be formed

One (1) week prior to the first support team meeting

Candidate completes the Teacher Certification Criteria Form (**Appendix A**)

Within eight (8) weeks of the support team assignment

Support team meets with the candidate to develop a renewal plan

Within ten (10) weeks of the support team assignment

Renewal Plan is submitted to the Governance Committee (**Appendix D**)

At regular intervals

Support team members observe the candidate

At regular intervals

Support team and the candidate meet to discuss the progress of the plan

#### All Candidates

By March 1 of the year that the Certification is due, upon completion of TAP/PRP

The candidate submits completed PRP (**Appendix D**) documentation and Growth Point Summary sheet (**Appendix E**) to the Certification Governance Committee

As soon as State form (application for Certification) is received

Certification Governance Committee forwards recommendation to Commissioner of Education and to Assistant Superintendent of Schools

May 1

Candidate mails application for Certification to Department of Certification in Augusta

## TIMETABLE

### MASTER TEACHER CERTIFICATION OR RENEWAL

<u>Timeline</u>	<u>Action Required</u>
September ( <b>thirty-four (34) months prior to certification expiration, or desired date for certification upgrade</b> )	The Certification Governance Committee conducts a yearly (October) orientation meeting to discuss options and the process
May 1( <b>twenty-six (26) months prior to certification expiration</b> )	Candidate submits a Teacher Certification or Re-certification Application ( <b>Appendix H</b> ) and the Portfolio ( <b>Appendix G</b> ) to the Certification Governance Committee
By September 30, ( <b>twenty-two (22) months prior to certification expiration</b> ), or desired date for certification upgrade	A support team is formed
Within two (2) weeks of the support team assignment	One (1) pre-TAP observation is completed by each support team member
One (1) week <u>after</u> observations	Support team members complete the Teacher Certification Criteria Form ( <b>Appendix A</b> )
One (1) week <u>prior</u> to the first TAP meeting	The candidate completes the Teacher Certification Criteria Form as a self-evaluation ( <b>Appendix A</b> )
Within eight (8) weeks of the support team assignment	The support team meets with the candidate to develop the TAP
Within ten (10) weeks of the support team assignment	TAP is submitted to the Certification Governance Committee
At regular intervals	Support team members observe the candidate
At regular intervals	Follow-up progress meetings with the support team and the candidate are held
At least two (2) weeks prior to the final support team meeting	Support team members complete the Teacher Criteria Form ( <b>Appendix A</b> )
At least one (1) week prior to the final support team meeting	The Support Team Chairperson develops a composite from the individual support team members' forms
Prior to March 1 of the year that the certification is due	The support team reviews the Teacher Criteria Composite with the candidate

## **TIMETABLE**

### **MASTER TEACHER CERTIFICATION OR RENEWAL (continued)**

#### **Timeline**

#### **Action Required**

March 1 of the year that the certification is due

The support team submits a recommendation, the completed TAP and an updated Growth Point Summary sheet, to the Certification Governance Committee

May of the final year

The candidate will participate in an oral review

May 1 of the year that certification is due

The Certification Governance Committee forwards recommendation to Assistant Superintendent of Schools

**SUPPORT TEAM AND MENTOR REQUEST  
FOR  
CANDIDATE CERTIFICATION**

Candidate \_\_\_\_\_

Level of Certification \_\_\_\_\_

**(check ONE – Support Team OR Mentor)**

Support Team Requested \_\_\_\_\_  
(list members)  
\_\_\_\_\_  
\_\_\_\_\_

Mentor Requested \_\_\_\_\_

Date \_\_\_\_\_

Signature of Candidate \_\_\_\_\_

Approved by Certification Governance Committee \_\_\_\_\_

\_\_\_\_\_  
Certification Governance Committee Chairperson

\_\_\_\_\_  
Date

**Teacher Certification Criteria**

In order to be recommended by a Support Team or mentor for any level of certification the teacher must demonstrate an acceptable level of classroom performance, as evidenced by the behaviors listed in the following standards. While the ultimate goal is that a Master Teacher will meet all the criteria at the highest level, all teachers are expected to meet School District standards.

Each of the areas will be reviewed and assessed by the Support Team or mentor. A level of competence will be determined and marked before making a final recommendation. The following scale is to be used:

- 4 = exceeds
- 3 = meets
- 2 = partially meets
- 1=does not meet

The teacher applying for Master Teacher certification must receive a minimum of 90% of 4's on the criteria that apply to his/her position.

The teacher applying for a Professional certificate must receive a minimum of 70% of 3's on the criteria that apply to his/her position.

Support Team Members

_____	_____
Candidate's Name	
_____	_____
Level of Certification	
_____	_____
Date of Composite	
_____	_____
Total Points	

**Standards for Professional Growth Leading to Competency**

The following standards for professional growth leading to competency shall be the basis upon which a Teacher Action Plan is drafted, observations and assessments are made and recommendations are adopted for purposes of Professional-level certification.

**A. Subject Matter Knowledge**

The competent teacher is knowledgeable in the subject or subject field for Professional certification. This will be based on the candidate meeting the criteria contained in Chapter 115, Part II, as well as demonstrating that he/she:

	<u>Level of Competency</u>
(1) Relates the purpose of the topic or activity to the content.	_____
(2) Teaches current and accurate information.	_____
(3) Exhibits expertise in content areas during presentation of lessons.	_____
(4) Uses appropriate questions from students to relate facts in a comprehensive manner.	_____
(5) Answers student questions confidently or refers them to appropriate reference materials.	_____

SUPPORTIVE STATEMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I. Communication / Language Skill**

The competent teacher communicates in clear, understandable and appropriate language. To meet this standard the applicant must demonstrate that he/she:

	<u>Level of Competency</u>
(1) Gives clear and concise explanations and directions	_____
(2) Frames questions which encourage inquiry from students	_____
(3) Uses probing inquiry questions to help students to understand concepts and relationships	_____
4. Makes the goals of teaching and learning clear to students	_____
5. Uses language appropriate to the age, development level, special needs, and social, racial and linguistic background of the students.	_____
6. Uses clear and effective oral and written communication with staff, students	_____

**SUPPORTING STATEMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. Curriculum Planning, Classroom Instruction**

The competent teacher designs instruction to facilitate learning consistent with the needs and interests of students in a manner, which maintains a sense of order and purpose in the classroom. To meet this standard, the applicant must demonstrate that he/she:

	<u>Level of Competency</u>
1. Plans instructional program around specific goals and objectives	_____
2. Develops objectives in a logical instructional sequence	_____
3. Uses a variety of instructional techniques appropriate to the needs of students and the planned goals and objectives	_____
4. Uses information about students to adapt instruction to individual differences	_____
5. Incorporates previously taught concepts into new lessons so that there is an effective transfer of learning	_____
6. Focuses instruction upon the recall of relevant concepts and principles	_____

**III. Curriculum Planning, Classroom Instruction (continued)**

**Level of Competency**

7. Provides for a high level of student involvement through active participation \_\_\_\_\_

8. Checks regularly for comprehension to be sure students understand the concepts being taught \_\_\_\_\_

9. Uses motivational techniques to maximize student performance \_\_\_\_\_

10. Creates a positive learning environment through effective discipline techniques \_\_\_\_\_

**SUPPORTING STATEMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**IV. Evaluation of Students**

The competent teacher issues the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the applicant must demonstrate that he/she:

	<u><b>Level of Competency</b></u>
1. Uses evaluative procedures appropriate to the age, development level, special needs, social and linguistic background of students and corrects for any ethnic, racial or sex bias in evaluation	_____
2. Interprets the results of evaluative procedures and uses these results to improve instruction for the class and for individual students	_____
3. Identifies problems in reading which will inhibit learning and works toward remedying these problems	_____
4. Encourages the involvement of students in evaluation of instruction	_____
5. Evaluates own role, behavior and performance in the classroom	_____
6. Uses a variety of evaluation procedures such as systematic observation, student portfolio review and exams	_____

**III. Evaluation of Students (continued)**

**Level of Competency**

- 7. Uses evaluation to determine when students have reached an acceptable level of mastery of concepts, ideas (have mastered an acceptable level of the program goals and objectives) \_\_\_\_\_
  
- 8. Uses evaluation to assess instructional and curriculum effectiveness \_\_\_\_\_

**SUPPORTING STATEMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Professional Ethics**

The competent teacher is equitable, sensitive, and responsible to all students. To meet these standards, the applicant must demonstrate that he/she:

- 1. Encourages and defends the exercise of students' rights to equal treatment and freedom of expression \_\_\_\_\_
  
- 2. Responds to the needs of individual students \_\_\_\_\_

**V. Professional Ethics (continued)**

**Level of Competency**

- |  |       |
|--|-------|
| 3. Works toward a learning environment, which allows and encourages open inquiry   | _____ |
| 4. Encourages a learning environment which is devoid of ridicule, avoids racial, sexual, social, ethnic, religious and physical stereotyping                                 | _____ |
| 5. Makes allowances for biases and limitations in his/her own background which may limit his/her responsiveness to students from other backgrounds and physical stereotyping | _____ |
| 6. Uses criticism sparingly and does not demonstrate hostility, ridicule or sarcasm  | _____ |
| 7. Follows the procedures and policies of the school   | _____ |

**SUPPORTING STATEMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VI. Professional Growth**

The competent teacher is concerned about continuing to gain in professional knowledge. To meet this standard, the applicant must demonstrate that he/she:

	<u>Level of Competency</u>
1. Uses self-evaluation techniques to improve teaching skills	_____
2. Works toward professional growth in areas such as:	_____
a. attending professional conferences	
b. coursework	
c. membership in professional organizations	
d. offering workshops	
e. participating in curriculum work	
f. participation in grant writing, or articles for professional journals	
g. implementing new programs	
h. conducting research	
3. Shares ideas and assists other teachers as a mentor and Chairperson	_____
4. Assists in establishing and developing curriculum goals through:	_____
a. participation in school self-evaluation	
b. involvement in design for staff development activities	
c. sharing knowledge of subject area with staff	
d. other	

**SUPPORTING STATEMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The support system may base a negative recommendation on any of the grounds specified in Chapter 115 or 115-A for revocation or suspension of a certificate.

Windham School Department

Teacher Action Plan

NAME \_\_\_\_\_ Support Team/Mentor Members

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Certification Held: \_\_\_\_\_ Exp Date \_\_\_\_\_

Degree: BA/BS \_\_\_\_\_ MA/MED \_\_\_\_\_

CAS \_\_\_\_\_ EdD \_\_\_\_\_

Graduate Credits beyond degree \_\_\_\_\_ Approved by Certification Governance Committee:

Experience – Years Teaching \_\_\_\_\_ Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Other \_\_\_\_\_

CERTIFICATION REQUESTED: Professional Teacher \_\_\_\_\_ Master Teacher \_\_\_\_\_

Progress Key: 1 = Does Not Meet 2 = Partially Meets 3 = Meets 4 = Not Applicable

GOAL \_\_\_\_\_

Objectives: Dates / Progress

1. \_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_

2. \_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_

3. \_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ / \_\_\_\_\_

GOAL \_\_\_\_\_

Objectives:

Dates / Progress

1. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

GOAL \_\_\_\_\_

Objectives:

Dates / Progress

1. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_

CONFERENCES AND OBSERVATIONS

<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>
<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>
<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>	<b>DATE:</b> _____ <b>Comments:</b>

**Support Team Recommendation for Candidate Certification**

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Level of Certification \_\_\_\_\_

Support Team Recommendation for Final Action: \_\_\_\_\_  
\_\_\_\_\_

Signature of Support Team Chairperson \_\_\_\_\_

Signature of Support Team Members \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Candidate: \_\_\_\_\_

**Certification Governance Committee Recommendation for Recertification**

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Signature of Certification Governance  
Committee Chairperson \_\_\_\_\_

Signature of Candidate \_\_\_\_\_

*There may be an interview by some members of the Certification Governance Committee before any decisions are made on approving the recommendation.*

PROFESSIONAL LEVEL RENEWAL PLAN

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ Building \_\_\_\_\_

Please answer the following questions as specifically as possible.

Present Certification(s) \_\_\_\_\_ Expiration Date(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Degree(s) Earned \_\_\_\_\_ Date \_\_\_\_\_ Institution \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Credits beyond present degree \_\_\_\_\_

Teachers requesting certification at the Professional Level may select any of the following options. If you have questions concerning these options, contact any member of the Certification Governance Committee.

Type of Support Requested

- \_\_\_\_\_ Support Team
- \_\_\_\_\_ Individual support from trained staff member
- \_\_\_\_\_ Non-evaluating Administrator
- \_\_\_\_\_ Approval from the Certification Governance Committee

Develop a goal or goals for the purpose of professional growth. The method of attaining these goals may be course work, in-services, workshops, etc. (See Appendix E – Professional Growth Point System – in the Certification Handbook.) Your choices must equal a minimum of six (6) hours of approved study or ninety (90) professional growth points in order to meet the State requirements.

**RETURN THIS APPLICATION TO THE CERTIFICATION GOVERNANCE COMMITTEE CHAIRPERSON BY MAY 1, TWENTY-SIX (26) MONTHS PRIOR TO CERTIFICATION EXPIRATION.**

GOAL \_\_\_\_\_

Method of Attaining Goal \_\_\_\_\_

GOAL \_\_\_\_\_

Method of Attaining Goal \_\_\_\_\_

GOAL \_\_\_\_\_

Method of Attaining Goal \_\_\_\_\_

This Plan has been pre-approved by the Windham Support System on \_\_\_\_\_,  
20\_\_\_\_ based on the candidate meeting the stated goals by \_\_\_\_\_, 20\_\_\_\_.

Signature of the Certification Governance Committee Chairperson

\_\_\_\_\_

\*\*\*\*\*

**RETURN THIS PROFESSIONAL RENEWAL PLAN AND ANY OTHER DOCUMENTATION  
TO THE CERTIFICATION GOVERNANCE COMMITTEE BY MARCH 1.**

*There may be an interview by some members of the Certification Governance Committee before any  
decisions are made on approving a Renewal Plan.*

Date \_\_\_\_\_

Signature of Certification Governance Committee Chairman

Signature of Candidate \_\_\_\_\_

Recommendation for Recertification: \_\_\_\_\_

\_\_\_\_\_

## PROFESSIONAL GROWTH POINT SYSTEM

As part of the procedure for either changing or maintaining certification levels, a point system has been devised. A specific number of contact hours has been set for different levels of certification based mainly on one hour of work or attendance (contact hour) being equivalent to one point.

**Forty (40) points**, over a two-year period, have been set as the minimum at the Provisional level. **Ninety (90) points** are needed for maintenance at the Professional level, and **one hundred fifty points (150)** for Master Teacher level, over a five-year period. Teachers seeking certification at the Master Teacher level must accumulate points in a minimum of three categories with no one category accounting for more than 70% of the point total. (See **Appendix H**)

With this growth point system, there are a variety of means for getting to the 40, 90 or 150-point level. An official documentation is always necessary for credit. A point per hour of actual attendance time or a total point value will be given for different involvements. Credit would be given for:

<u>Category</u>	<u>Point Value</u> (per contact hour of attendance unless otherwise stated)
1. Approved Study (graduate courses or any course approved by the Certification Governance Committee) ( <b>Appendix E</b> )	1
2. Teaching College Courses	1.5
3. Attending Workshops (documentation)	.5
4. Presenting Workshops (documentation)	1 contact hour or 3 total, whichever is greater (per workshop)
5. Institutes (requiring demonstration of acquired knowledge)	1
6. In-service Courses (requiring demonstration of acquired knowledge) (CSS groups)	1
7. Curriculum review, and/or any other long-standing committee work; i.e., Computer Committee, BAC, Certification Governance Committee, etc. (attendance documented by Committee Chair) ( <b>See Appendix F</b> )	25 points per year
8. Grant Writing	5 (total)
9. Independent research or professional study group, with prior approval of the Governance Committee ( <b>Approval Form – Appendix E – page E-5</b> )	points determined by Certification Governance Committee

**Appendix E (continued)**

<b><u>Category</u></b>	<b><u>Point Value</u></b> <b>(per contact hour of attendance</b> <b>unless otherwise stated)</b>
10. Publishing in field of Professional expertise	3 (total)
11. Support team activities	.5
12. Student Teachers (5 days a week – 280 hours)	15 (total)
13. Interns (Minimum 12 hours)	4 (total)
14. Pre-Professionals (Minimum 56 hours)	2 (total)
15. Mentor (CSS, Critical Friends)	20 per year / 40 total

The point values are subject to adjustment and will be reviewed annually by the Certification Governance Committee.

It is believed that in using this system, teachers will be able to get credit for the many ways in which they develop into better teachers, rather than just relying on college credits.

**PROFESSIONAL GROWTH POINT SUMMARY**

**Candidate's Name** \_\_\_\_\_ **TOTAL POINTS** \_\_\_\_\_

1. Approved Study (Course Titles)	Dates	
_____	_____	
_____	_____	
_____	_____	
2. Teaching College Courses (Titles)		
_____	_____	
_____	_____	
_____	_____	
3. Attending Workshops (Titles)		
_____	_____	
_____	_____	
_____	_____	
4. Presenting Workshops (Titles)		
_____	_____	
_____	_____	
_____	_____	
5. Institutes (Titles)		
_____	_____	
_____	_____	
6. In-service Courses (Titles)		
_____	_____	
_____	_____	
_____	_____	
7. Committee Work (Titles)		
_____	_____	
_____	_____	
_____	_____	

**Documentation MUST be included.**

8. Grant Writing (Titles)

Dates


9. Independent Research or Professional Study (Titles)


10. Publishing (Titles)


11. Support Team Meetings


12. Student Teachers


13. Interns


14. Pre-Professionals


15. Building Mentor Program


16. Other


**Documentation MUST be included.**

**INDEPENDENT OR PROFESSIONAL STUDY GROUP APPROVAL FORM**

**Name** \_\_\_\_\_ **School** \_\_\_\_\_

**Grade Level** \_\_\_\_\_ **Date** \_\_\_\_\_

**Goal:** \_\_\_\_\_

**Objectives: (Minimum of three)**

- 1.
- 2.
- 3.

**Nature of Research or Study**

**(Write a paragraph detailing the method you will employ to accomplish these objectives.)**

**Anticipated time involved** \_\_\_\_\_ **Actual time involved** \_\_\_\_\_

**Plan reviewed by the Certification Governance Committee** \_\_\_\_\_ **Date** \_\_\_\_\_

**Plan Approved** \_\_\_\_\_ **Disapproved** \_\_\_\_\_ **Date** \_\_\_\_\_

**Final Approval** \_\_\_\_\_ **Disapproval** \_\_\_\_\_ **Date** \_\_\_\_\_

**Comments:**

**Certification Governance Committee Chairperson Signature** \_\_\_\_\_

**SAMPLE**

**WINDHAM SCHOOL DEPARTMENT**

**CERTIFICATION POINT SYSTEM CERTIFICATE OF COMPLETION**

This certifies that \_\_\_\_\_  
(last name) (first name) (middle initial)

Grade Level and Building \_\_\_\_\_

has satisfactorily completed the activity listed below.

ACTIVITY \_\_\_\_\_

NUMBER OF CONTACT HOURS \_\_\_\_\_

BEGINNING DATE \_\_\_\_\_

ENDING DATE \_\_\_\_\_

\_\_\_\_\_  
Validating Signature

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Certification Governance Committee Chairperson Signature

\_\_\_\_\_  
Date

**You have been provided with two copies of this certificate. Please retain one copy for your portfolio. The other copy should be submitted at the time you apply for renewal of your teaching certificate.**

## PORTFOLIO

A Portfolio will be developed by the candidate applying for Master Teacher Certification. It is also recommended that all teachers and educational specialists develop such a Portfolio. This Portfolio will contain any information that could show the candidate's effectiveness in teaching. The Portfolio will consist of any or all of the following:

1. Evidence of Growth
  - a. Graduate Courses
  - b. Professional Workshops
  - c. Institutes
  - d. Independent Research
  - e. In-Service
  - f. Curriculum Development
  - g. Teaching others
  - h. School/grade level goals
  
2. Three written personal communications documenting skills or qualities of the applicant
  
3. Feedback on teaching effectiveness from any of the following:
  - a. administration
  - b. peers
  - c. parents
  - d. students
  - e. other
  
4. Past or present Honors and Awards
  
5. Evidence of curriculum development
  
6. Evidence of educational Chairpersonship
  
7. Evidence of extra involvement with students

**This Portfolio will be presented as part of the Master Teacher interview process with the Certification Governance Committee.**

**MASTER TEACHER CERTIFICATION  
RECERTIFICATION APPLICATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ Building \_\_\_\_\_

Please answer the following questions and be as specific as possible. Use the back of the application or add materials as needed.

Level of Certification Requested \_\_\_\_\_

Present Certification(s) \_\_\_\_\_ Expiration Date(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<u>Degree(s) Earned</u>	<u>Date</u>	<u>Institution</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Credits Beyond Present Degree \_\_\_\_\_

Educational Experience (number of years, school district(s), grade level(s), subject area(s), etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence of Educational Chairpersonship Experiences (i.e., involvement in curriculum development, staff development, professional organizations, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## CLINICAL SUPERVISION

### Definition

Clinical Supervision is a systematic, rational, sequential, analytic process. It emphasizes cooperation between the teacher and the support team member(s) and mentor to plan objectives, gather and analyze data, and review the teacher's classroom performance.

### Goal

Clinical Supervision aims to help the teacher capitalize on strengths, identifies areas for growth, develop individual and teaching styles using best practices.

### Stages

The five stages of Clinical Supervision used by the Support Team Member or Mentor are:

1. Pre-observation Conference
2. Observation
3. Analysis of Observation Data
4. Post-observation Conference
5. Post-conference Analysis

**SUPPORT TEAM  
MENTOR NOTIFICATION FORM**

Date \_\_\_\_\_

Dear \_\_\_\_\_,

\_\_\_\_\_ has chosen you to be part of \_\_\_\_\_

Support Team. The Certification Governance Committee hopes that you will be willing to serve in this capacity during \_\_\_\_\_'s recertification period.

Please complete the form below and return it to the Certification Governance Committee within the next seven (7) days.

If you are a mentor, please keep the Record of Support Team or Mentor Activities sheet (**Appendix B-3**) for documentation and submit it to the Certification Governance Committee upon completion of the candidate's support.

\*\*\*\*\*

Candidate \_\_\_\_\_ Support Team Member \_\_\_\_\_

Complete and return to the Certification Governance Committee Chairperson at the Central Office.

\_\_\_\_\_ **YES**, I would like to be part of \_\_\_\_\_'s Support Team.

\_\_\_\_\_ **NO**, I would not like to be part of \_\_\_\_\_, 's Support Team.

**If no, reasons (optional):**

**EVALUATING ADMINISTRATOR  
TEACHER SUPPORT TEAM APPROVAL FORM**

**Candidate Name** \_\_\_\_\_ **School** \_\_\_\_\_  
(please print)

This is to document that it has been mutually agreed that I, as a candidate for recertification, have agreed to have my evaluating administrator serve on my support team.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

This is to document that it has been mutually agreed that I, even though serving as the candidate's evaluating administrator, am willing to be part of the support team.

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**FAST-TRACKING APPROVAL FORM**

This is to document that the Certification Governance Committee at its \_\_\_\_\_  
meeting voted to approve the Fast-Tracking of \_\_\_\_\_  
for the following reason(s):

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Certification Governance Committee Chairperson's Signature \_\_\_\_\_ Date \_\_\_\_\_

Dear Master Teacher Candidate,

The Certification Governance Committee has reviewed your completed TAP. As Windham’s Certification Plan requires, an oral review is needed before a recommendation can be forwarded to the Superintendent and the Commissioner of Education. This oral review is to provide the Certification Governance Committee with a better understanding of your TAP and to discuss your impressions of the Support System process and how it can be improved.

This discussion will last for about forty-five minutes and a substitute will be provided for your class. The date, time and location are listed below.

Sincerely,

Certification Governance Committee Chairperson

**Oral Review**

**Date** \_\_\_\_\_

**Time** \_\_\_\_\_

**Location** \_\_\_\_\_

