

## XI. Certification

Several chapters specify the certification requirements for teachers and educational specialists.

The full document may be found at:

<http://www.maine.gov/sos/cec/rules/05/chaps05.htm>.

### Chapter 13

This chapter establishes qualifying examination requirements for teachers, educational specialists, and administrators seeking initial certification in Maine. There are four types of initial certificates: conditional, provisional, targeted need and transitional endorsement.

Applicants for provisional teacher certification must attain minimum qualifying scores on the Pre-Professional Skills Test (PPST) also known as PRAXIS I in the basic skill areas of reading, writing, and mathematics, on the appropriate content area PRAXIS II exam, and on the appropriate Principles of Learning and Teaching (PLT) exam.

Applicants seeking initial administrator certification have the option of completing the School Leader Licensure Assessment or the School Superintendent Assessment in lieu of coursework to meet some competency requirements in accordance with Chapter 115 Part II.

### Chapter 115: Parts I and II

Part I contains the requirements for *certification, authorization, and approval of educational personnel* who serve in the public and in certain approved private schools of the State of Maine.

Part I, section 10 also contains the *responsibilities and specific requirements for authorization as an Education Technician I, II or III*. These are:

#### *A. Educational Technician I*

1. Permitted Responsibilities
  - (a) Review and reinforce learning previously introduced by the classroom teacher or appropriate content specialist, or assist in drill or practice activities;
  - (b) Perform non-instructional, non-evaluative functions;
  - (c) Assist in the preparation of instructional materials; and
  - (d) Provide classroom management functions.
2. Required Supervision
  - (a) Be assigned instructional duties that are directly supervised by the classroom teacher or appropriate content specialist in the classroom; or
  - (b) Serve under general administrative supervision when performing non-instructional student-related duties.

### ***B. Educational Technician II***

1. Permitted Responsibilities
  - (a) Perform all of the duties of an Educational Technician I; and
  - (b) Introduce new learning preplanned in collaboration with the classroom teacher or appropriate content specialist.
2. Required Supervision
  - (a) Meet with the classroom/program teacher or appropriate content specialist and receive direction on a regular basis, whenever possible on a daily basis;
  - (b) Perform short-term instruction in small groups under the direct supervision of the teacher or appropriate content specialist in the classroom; or
  - (c) Conduct one-on-one or small group instruction with indirect supervision.

### ***C. Educational Technician III***

1. Permitted Responsibilities
  - (a) Perform all of the duties of an Educational Technician I or II;
  - (b) Introduce new learning preplanned in consultation with the classroom teacher or appropriate content specialist; and
  - (c) Supervise small groups of students in community-based programs.
2. Required Supervision
  - (a) Meet with the classroom/program teacher or appropriate content area specialist and receive direction, whenever possible on a twice weekly basis; or
  - (b) Perform short-term instruction in small classes or in community-based programs with indirect supervision.

## 1.2 Eligibility

### A. General Eligibility

Individuals authorized by the Department of Education must meet the following general qualifications:

1. Be of good moral character;
2. Be at least 18 years of age;
3. Submit an application in accordance with Section 3.1 of this rule;
4. Meet the preparation requirements for the authorization sought from this Section; and
5. Satisfactorily complete a Criminal History Records Check in accordance with Section 3.2 of this rule.

### B. Specific Eligibility Requirements

1. Educational Technician I: hold a high school diploma or GED.

2. Educational Technician II: document a minimum of 60 credits of approved study in an educationally related field; or, for career and technical education authorization, document a minimum of two years of paid applied employment within the field of assignment.
3. Educational Technician III: document a minimum of 90 credits of approved study in an educationally related field; or, for career and technical education authorization, document a minimum of three years of paid applied employment within the field of assignment.
4. Eligibility Exception for Educational Technician II and III

Individuals who were designated as an Educational Technician II or III at the time of the transition to the system of authorization of educational technicians without meeting the minimum preparation requirements, may continue to hold this authorization under the following conditions:

- (a) The individual continues to be employed in the same school administrative unit or approved private school;
- (b) The individual has no interruption in service, excluding normal school vacations and paid leave; and
- (c) The position held is not subject to additional federal requirements.

1.3 Term: Educational technician authorization shall be for a five-year term.

- A. All authorizations shall be valid as of the date the application package is determined by the Department to be complete, and shall expire February 1 of the year of expiration.

**Please examine the above requirements and responsibilities with regards to your own position to ensure that your certification level reflects your responsibilities and supervision requirements.**

Part II contains the specific *coursework and pathways for certification as a School Library Media Specialist*. These are:

#### 1.12 Certificate 071: *Library Media Specialist*

- A. Function: This certificate allows the holder to serve as a library media specialist kindergarten through grade 12.
- B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 1.11.B.4, below, and Part I Section 5.4 of this rule.

##### 1. Certificate Eligibility Pathway 1

- (a) Graduated from a Maine program approved for school library science, together with a formal recommendation from the preparing institution;
- (b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

- (c) Completed an approved course for “Teaching Exceptional Students in the Regular Classroom”; and
  - (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 013.
2. Certificate Eligibility Pathway 2
- (a) Earned a bachelor’s degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
  - (b) Completed a minimum of 36 semester hours of graduate study in library science coursework;
  - (c) Completed an approved course for “Teaching Exceptional Students in the Regular Classroom”;
  - (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 013; and
  - (e) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 013, or successful completion of an alternative professional studies program.
3. Certificate Eligibility Pathway 3
- (a) Earned a bachelor’s degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
  - (b) Holds a valid Maine provisional or professional teaching certificate;
  - (c) Completed a minimum of 36 semester hours of graduate study in library science coursework;
  - (d) Completed an approved course for “Teaching Exceptional Students in the Regular Classroom”; and
  - (e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 013.
4. Eligibility for a conditional certificate shall be established by one of two pathways:
- (a) Conditional Pathway 1
    - i. Earned a bachelor’s degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and
    - ii. Completed a minimum of 36 semester hours of graduate study in library science coursework.
  - (b) Conditional Pathway 2
    - i. Earned a bachelor’s degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;
    - ii. Holds a valid Maine provisional or professional teaching certificate; and
    - iii. Completed a minimum of six semester hours of graduate study in library science coursework.



This rule establishes the requirements for local support systems required to operate as part of the certification process for teachers, educational specialists (Library Media Specialists seeking 071 Certification) and, possibly, educational technicians (support staff), if the school system so designates. The rule requires each school system to establish a Professional Learning Community Support System (PLCSS) to assist educators in the certification process.

provide candidates for certification with guidance, develop budget recommendations, identify resources, training and support necessary to achieve the required certification within the context of professional learning communities.

- (a) The PLCSS shall be responsible for the induction of all new educators.
- (b) The PLCSS shall inform all educators employed of their certification responsibilities and provide each with a copy of the PLCSS procedures and forms.
- (c) The PLCSS shall supervise the development and submission of Initial Professional Certification Action Plans and/or portfolios for new educators and for master teacher candidates, the development of renewal plans for teachers and educational specialists, and the assignment of mentors to new teachers and new educational specialists.
- (d) Provide a process for approving authorization renewal plans for educational technicians (if included in PLCSS Plan);
- (e) The PLCSS shall collaborate with other committees, organizations, and individuals to the extent necessary to provide support services for certification and authorization according to a professional learning community model.

For all pertinent rules chapter for the Maine Department of Education, go to <http://www.maine.gov/sos/cec/rules/05/chaps05.htm>.

### Recertification

Professional certification as School Library Media Specialist must be renewed every five (5) years. The renewal requirements are six (6) college credits or the equivalent Professional Development Credits (PDC) prior to the expiration of the current certificate.

There are several avenues by which to achieve these credits. College classes may be taken to fulfill this requirement. Workshops may be attended. Mini-courses may be attended. Some districts may award re-certification credits for courses/workshops you teach/lead. Many districts award re-certification credits for membership on a NEASC visiting team. Some districts award recertification credits for serving on professional committees.

Each school district has its own policy regarding course work, workshops, etc., and how and what they are willing to contribute financially toward further professional development. The recertification credits also must be approved by the local recertification support system that will determine the parameters for them. Check with your local recertification committee before registering for activities awarding contact hours or CEUs to be sure these will apply towards your certificate renewal.

The following chart may be useful in determining re-certification credits.

1 re-certification credit	1 PDC
1 contact hour	.1 CEU
10 contact hours	1 CEU
1.5 CEUs	1 PDC
1 College credit	1 PDC
15 approved contact hours	1 PDC
4.5 CEUs	3 PDC
3 college credit hours	3 PDC or 45 contact hrs.
6 college credit hours	6 PDC or 90 contact hours

## Job Descriptions (samples)



### Maine Association of School Libraries

### Library Media Specialist Job Description

*Revised May 5, 2008*

The library media specialist ensures that students and staff are effective users of ideas and information. This job description outlines the essential functions of an efficient, successful library media specialist and provides a model for growth and exemplary service.

**The three key roles of the library media specialist are:**

- 1. information specialist,**
- 2. teacher and instructional partner**
- 3. leader, planner and manager**

#### Information Specialist

***A. Guides learners through the information literacy process of identifying, locating, interpreting, utilizing and communicating information.***

1. Engages students and staff in defining information needs.
2. Assists learners in selecting appropriate resources.
3. Assists learners in accessing and evaluating intellectual content.
4. Supports the use and presentation of information and new knowledge.
5. Encourages reflection on and evaluation of the information literacy process.

***B. Plans, selects and organizes a collection of resources guided by a collection development plan.***

1. Follows a collection development plan to ensure a balanced, reputable and comprehensive collection of materials.
2. Selects materials to meet the needs of students, staff and curriculum.
3. Reads current literature, professional journals and other resources for selection.
4. Maintains an efficient system of classifying, cataloging, and circulating all library materials to ensure equity of access.
5. Develops and regularly revises a written selection policy to be approved by the school board.

6. Plans and maintains a relevant professional library to promote the professional development of the faculty, administration and staff; supports the continuing educational research of faculty and administrators.
  7. Evaluates the collection through inventory, removes obsolete and worn materials and updates resources.
  8. Facilitates access to resources beyond the school library.
- C. Enables learners to access relevant information in a variety of formats using 21<sup>st</sup> century information, communication and technology (ICT) skills.**
1. Assesses and promotes effective use of technology for teaching and learning.
  2. Arranges for flexible scheduling of facilities, staff time and collections to meet the needs of individuals, small groups and large groups for research, browsing, recreational reading, viewing, or listening at the point of need.
  3. Maintains awareness of evolving technology to anticipate the needs of the educational community.
- D. Participates in district, building, department and grade-level curriculum design and assessment development to support content area standards.**
1. Incorporates the information literacy process into all content areas.
  2. Assists teachers in identifying and accessing materials to support content area instruction as well as professional growth.
  3. Assists in developing classroom assessment, school-wide rubrics, and the district local assessment system.

### **Teacher and Instructional Partner**

- A. *Instructs and assesses students in mastering Learning Results content standards by collaborating with other educators to integrate information literacy and the reading process across the curriculum.***
1. Collaborates with other teachers, specialists and educators to provide group and individual instruction.
  2. Participates in district, building, department and grade-level curriculum instruction and assessment.
  3. Instructs learners in the use of the library resources.
  4. Assists staff and students in creating instructional media.
- B. *Encourages the school community to read for personal enrichment and academic achievement.***
1. Promotes use of the library media center resources through displays and published communications.
  2. Creates reading experiences for students in groups and as individuals.
  3. Recommends reading materials to students and staff.



***C. Guides learners to extend information literacy to lifelong learning.***

1. Teaches learners to formulate information problems using a variety of questioning skills.
2. Teaches learners to be effective users of information resources.
3. Teaches learners to comprehend and interpret information.
4. Teaches learners to utilize and communicate information.
5. Teaches learners to evaluate the process and the result, (i.e. how well the solution resolved an information problem and if the steps taken were appropriate and efficient).
6. Fosters positive attitudes toward libraries and information literacy.

***D. Instructs learners in the use of appropriate technology to meet information needs.***

1. Informs learners about various technologies available to meet information needs.
2. Teaches strategies for selecting appropriate technology
3. Teaches learners how to use available technology for information access and retrieval.
4. Teaches learners how to use available technology for production and dissemination of information.

***E. Educates the school community in the ethical and appropriate use of information.***

1. Informs the school community about the principles of intellectual freedom.
2. Instructs users in the rights and responsibilities relating to intellectual property (i.e. copyright, confidentiality/privacy, plagiarism).

**Leader, Planner and Manager**

***A. Plans, implements, and evaluates the school library media program to be consistent with the school's mission and expectations for student learning.***

1. Participates in the development of policies to ensure efficient operation and optimal service, appropriate use of resources, intellectual freedom, and academic integrity.
2. Directs, organizes, and supervises the operation and services of the school library program.
3. Develops annual and long-range plans for the school library program.
4. Integrates curriculum needs into the library goals and objectives.
5. Collects and analyzes data for planning and program evaluation.
6. Participates in the coordination of library programs in the school administrative unit.

***B. Participates in planning for the allocation of resources and services.***

1. Develops a financial plan for the school library to provide equal opportunity for all students to achieve school expectations.
2. Prepares and seeks approval for annual school library budget.
3. Maintains awareness of grants and supplementary funding opportunities.

4. Develops and reviews annually the library and instructional materials section of the Comprehensive Education Plan.

***C. Trains and supervises library support staff, student aides, and volunteers.***

1. Participates in the recruiting and hiring of other professional, paraprofessional, clerical, student and volunteer library workers.
2. Trains library workers in school library procedures and services to assist in supporting all learners.
3. Participates in the supervision and evaluation of school library workers.

***D. Assumes a leadership role in creating a dynamic educational climate for students and staff.***

1. Works with administrators and other appropriate personnel to develop long-range goals and objectives for the school administrative unit.
2. Develops and continually updates professional expertise.
3. Networks with other professionals through participation in local, state and national organizations.
4. Provides staff development opportunities for school personnel.
5. Oversees the library programs within the school administrative unit where there are no certified library media specialists.

***E. Advocates for an effective school library program.***

1. Communicates the mission and goals of the school library program to the students, staff, administration, parents and community.
2. Initiates and maintains contact with administrators and other teachers about the library resources and programming.
3. Maintains cooperative relationships with local public and academic libraries and other community organizations.
4. Promotes library services to the wider school community.



**Library Support Staff**

*Revised August, 2008*

This description will be updated to match the Library Media Specialist Job Description which is being revised to align with the new Maine Learning Results: Parameters for Essential Instruction (PEIs).

Maine Association of School Libraries, August, 2008

**I. Supporting the leader, planner and manager role of the LMS**

	<i><b>Examples</b></i>
1. Follows the LMS direction to maintain a unified library media program centered on student needs and the instructional goals of the school.	
2. Collects student and staff suggestions for improvement of the program.	<i>Collect surveys from students and staff.</i>
3. Maintains the library facility as a clean, pleasant, well-organized environment.	<i>Photos of facility</i>
4. Keeps the statistics and accounts up-to-date for purchase orders, budgeting, grant writing, fund raising needs, and yearly reports.	<i>Copies of prepared statistics and account sheets</i>
5. Meets regularly with the LMS for planning and direction.	<i>Copies of meeting minutes, yearly action plan.</i>
6. Monitors the appropriate use of the library facility.	<i>Journal entries about handling problems, checklist of daily usage.</i>
7. Prepares library public relations materials. (Press release, press articles, library newsletters, brochures, bulletin board, bookmarks, WebPages, etc.)	<i>Portfolio with examples.</i>
8. Alerts the LMS to perceived changes in curriculum that would affect the library program.	<i>Documentation of conversations with LMS.</i>
9. Provides suggestions to the LMS for long range goals.	<i>List of needs or journal entry of conversations about needs.</i>
10. Presents the library in a positive role during teacher's meetings, answering the phone, talking with students, and handling complaints	<i>Journal entries of conversations</i>

11. Participates in recruiting and training of the student and volunteer staff.	<i>List of students and volunteer staff, examples of training procedures, schedule of student and volunteer works times.</i>
12. Attends meetings, workshops and conferences to continually update the expertise necessary to function effectively in the Media Assistant role. Reviews professional journals.	<i>Handouts received brochures about workshops attended, certificates awards, records of journal articles read.</i>
13. Networks with other professionals and support staff through participation in local, state, and national organizations.	<i>Copies of membership cards, schedules of meetings attended.</i>

## II. Supporting the Teacher role of the LMS

1. Learns and uses the information skills process.	<i>Journaling about the process use, copy of lesson plans, assessment.</i>
2. Assists the LMS in teaching the effective use of information – individually, in student groups or classes, after-school programs, or staff in-service.	<i>Journaling, observations of LMS lessons, conversations with LMS about assistance given.</i>
3. Assists in promoting reading by running book fairs and related book promotion events, doing book talks, reading to students, preparing book reviews, and assisting staff and students in choosing reading materials.	<i>Photos of book fairs and events, copies of promotions done, examples of book suggestions followed.</i>
4. Supports students and staff in the appropriate use of technology to meet their information needs.	<i>Journaling conversations with students and staff, observations by LMS, student and staff surveys about library helpfulness.</i>
5. Maintains information and answers questions about copyright, confidentiality, privacy, and intellectual freedom.	<i>Photocopy of copyright laws and school policies.</i>
6. Assists LMS in staff development opportunities for producing media and other technologies.	<i>Workshop scheduled PowerPoint, presentations, staff evaluations.</i>
7. Assists LMS in designing curriculum and assessment.	<i>List of suggestions given to LMS</i>
8. Provides resources for LMS and teacher instructional units.	<i>List of resources checkouts for LMS</i>
9. Alerts LMS to professional materials and opportunities available from outside the school.	<i>Lists of materials and opportunities found and shared with LMS.</i>

<p>10. Assists the LMS in assessing use of the research process by students and staff.</p>	<p><i>Journaling the assistance given, observation by LMS of assistance.</i></p>
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### III Supporting the Information Specialist role of the LMS

<p>1. Prepares orders for new materials and equipment.</p> <ul style="list-style-type: none"> <li>▪ Prepares new materials and equipment for use.</li> <li>▪ Maintains organization of materials, with appropriate re-shelving and regular shelf reading.</li> <li>▪ Identifies materials and equipment in need of repair, performs repairs as needed.</li> <li>▪ Provides for deletion and removal of weeded materials and equipment.</li> </ul>	<p><i>Example of PO, photo of book before and after processing, library floor plan, photo of shelves, schedule of regular shelf-reading, photo of book before and after mending, checklist of weeding process.</i></p>
<p>2. Scans new materials and alerts staff or students to needed information.</p>	<p><i>Photos of new materials displays, copy of announcements.</i></p>
<p>3. Sorts and files the mail</p>	<p><i>Procedure for handling the mail.</i></p>
<p>4. Assist LMS on library related Field Trips.</p>	<p><i>Journaling the trip events, copies of information given to students about trip.</i></p>
<p>5. Checks out &amp; in materials, following library procedures. Tracks overdue materials.</p>	<p><i>Description of circulation procedures, example of overdue notices.</i></p>
<p>6. Maintains an accurate automated retrieval system.</p>	<p><i>Sample of material entry and catalog search, observation of time spent on task.</i></p>
<p>7. Secures information from sources outside of the library when needed, such as ILL, television shows, organizations, etc.</p>	<p><i>Example if ILL form, total ILLs for the year, list of outside contacts suggested or made.</i></p>
<p>8. Assists all users in identifying, locating and interpreting information.</p>	<p><i>Conversations of assistance given, photocopies of materials shared.</i></p>
<p>9. Maintains a posted schedule of library facility usage.</p>	<p><i>Copy of schedule.</i></p>
<p>10. Monitors computers for effective use.</p>	<p><i>Checklist of who is using computers for what.</i></p>
<p>11. Assists the LMS in managing regular inventories of the materials.</p>	<p><i>Schedule of inventories, checklist of inventory process.</i></p>

**Useful websites:**

For a matrix chart of Maine educational certification codes and groupings, visit  
[http://www.maine.gov/education/data/eps/fy09/medms\\_staff200809.pdf](http://www.maine.gov/education/data/eps/fy09/medms_staff200809.pdf)

<http://librarysupportstaff.com/> Not just for support staff! Hints for all staff members.