

# Initial Professional Certification Action Plan - RSU #54/MSAD #54

yr. 1

Name: [REDACTED] Date: 12/06/10 School: Bloomfield Teaching Assignment: Grade 3  
 Degree: Early Childhood Education Years of Experience: 0 (year one) Type of Current Certificate: Pre-K (081) professional and K-3 (029) provisional Date Certificate Expires: (081) 07/01/15 (029) 07/01/12 Mentor: [REDACTED]

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
| 1. Subject Knowledge                | 4. Instructional Planning   | 7. Assessment Strategies           |
| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
Standard 6 Performance Indicators: b,c,e,f  Standard 3 Performance Indicators: c,d,e,f	Research, study, and apply successful classroom management strategies.  Differentiate management strategies to support students with special needs.	Research and compare different classroom management strategies and programs including responsive classrooms.  Observe teachers and document reflections of observations  Research and implement inclusion resources.  Research and design lessons and activities that foster empathy and cooperation.	Responsive classrooms resources and resources for other classroom management programs and strategies  Behavior plans  Work boards  Positive reinforcement materials  Cooperative activities	Formal observations and evaluations  Progress reports  Coaching supports  A supportive classroom environment  Student Success	Field Experience to be completed by May 2011
Standard 10 Performance Indicators: b,c,f,g,h	By engaging in coursework for my graduate program, MLP, and EEL 532, I aim to translate theory into best practice in my classroom.	Wheelock College MS in Care and Education in Early Childhood Settings with a focus on Leadership and Policy  MLP professional development  EEL 532 (the instructor is my mentor☺)  Coaching	Texts and resources for different courses  Applicable research (see attached Field Experience Research Proposal)  District curriculum  Book room for literacy resources	Successful completion of courses and graduate program  Mentor/Coach evaluations (my mentor is also my coach☺)  Administrative observations  Reflective projects	Graduation for Graduate Program July 2011  EEL 532 completion May 2011

Teacher's Signature

12/8/10  
Date

Mentor Signature

12/5/10  
Date

**Important Dates:**

- PCAP is due by December of 1<sup>st</sup> year.
- Completed PCAP is due May of 2<sup>nd</sup> year.

(FOR CSC CHAIRPERSON USE ONLY)

JVE  
Initial Plan Approved

1/13/11  
Date

Completion Approved

Date

# Initial Professional Certification Action Plan - RSU #54/MSAD #54

year 1

Name: \_\_\_\_\_ Date: 12-13-10 School: SAHS Teaching Assignment: High School Math  
 Degree: BA w/ Teaching certificate Years of Experience: 6 Type of Current Certificate: Professional  
 Date Certificate Expires: \_\_\_\_\_ Mentor: \_\_\_\_\_

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
| 1. Subject Knowledge                | 4. Instructional Planning   | 7. Assessment Strategies           |
| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
1-b 3-f	To adjust lessons and homework from textbook to fit the needs of the students	Familiarize self with textbook Familiarize self with goals	Text resource material Peer teacher resource binder Internet sites	Lesson plans Mentor observation notes	
1-e 2-b 4-e,b 5-b,c	To make motivating lessons that reach across the curriculum including literacy and address the power standards	Complete Literacy course offered by the district Work on developing power standards in department Observing other curriculum areas	Literacy textbook, handouts, and curriculum Maine Common Core document Other staff in the building	Lesson plans Power Standard document Log of observations	

\_\_\_\_\_  
Teacher Signature      12/13/10  
Date

\_\_\_\_\_  
Mentor Signature      12-13-10  
Date

**Important Dates:**

- PCAP is due by December of 1<sup>st</sup> year.
- Completed PCAP is due May of 2<sup>nd</sup>

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Initial Plan Approved      1/13/11  
Date

\_\_\_\_\_  
Completion Approved      \_\_\_\_\_  
Date

**Initial Professional Certification Action Plan - RSU #54/MSAD #54**

Year 1

Name: [Redacted] Date: 12/17/10 School: MCSS Teaching Assignment: 5th  
 Degree: Bachelor Years of Experience: 0 Type of Current Certificate: Provisional Elementary 020  
 Date Certificate Expires: 2015 Mentor: [Redacted]

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
| 1. Subject Knowledge                | 4. Instructional Planning   | 7. Assessment Strategies           |
| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
Standard 3 b, c, and e.	Better integrate the available systems to best promote reading improvement in special needs students.	Use interventions through RTI materials and ATMSWEB to determine the best approaches to improving reading scores.	Special education staff, ATMSWEB, RTI interventions, and F3P materials.		April 11th
Standard 4. a, b, and c.	Improve implementation of readers workshop by aligning to the Fountas and Pinnell system.	Use literacy specialist, attend MLP class, match lesson plans to the F3P book and materials.	Guiding Readers and Writers by Irene Fountas and Gay Sa Pinnell		April 11th

[Redacted] 12/20  
 Teacher Signature Date  
[Redacted] 12-21-10  
 Mentor Signature Date

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 • Completed PCAP is due May of 2<sup>nd</sup>

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JWS 4/13/11  
 Initial Plan Approved Date  
 Completion Approved Date

**Initial Professional Certificatic Action Plan - RSU #54/MSAD #54**

Name: [Redacted] Date: 11/22/10 School: SAHS MSAD #54 Teaching Assignment: F/T Spanish  
 Degree: BA Spanish Years of Experience: 10 Type of Current Certificate: Targeted Needs Teacher  
 Date Certificate Expires: \_\_\_\_\_ Mentor: [Redacted]

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
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| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
1, 2, 3, 4, 5, 6, 8,	- Asking a story from the class	- Observe others in Dept. - Do more reading - Keep practicing	- Co-workers - Articles online, books, co-workers experience.	- being observed - mentor/mentee meetings	
4, 5, 7, 8, 9, 10	- Get certified	- course @ St. Joe's online - sign up for Praxis II	- online	- Pass the course - Pass last part of Praxis	

Teacher Signature

11/22/10

Date

Mentor Signature

11/22/10

Date

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1/13/11

Date

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Date

## Initial Professional Certification Action Plan - RSU #54/MSAD #54

Name: \_\_\_\_\_ Date: 12/9/10 School: Bloomfield Elementary Teaching Assignment: Grade 4  
 Degree: BS: Elementary Education Years of Experience: First Year Type of Current Certificate: Provisional  
 Date Certificate Expires: \_\_\_\_\_ Mentor: \_\_\_\_\_

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
| 1. Subject Knowledge                | 4. Instructional Planning   | 7. Engaging Students & Communities |
| 2. Discipline Integration           | 5. Instructional Strategies | 8. Assessment Strategies           |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
1: a, b, d, e, f 5: a, c, f 10: a, b, f, g, i	<u>Staying current with modern and best practices in literacy.</u>	<ul style="list-style-type: none"> <li>Implementation of strategies learned in MLP class and book study: <i>Lucy Calkins Writing Workshop model, Reading workshop components, Fountas and Pinnell Word study program.</i></li> </ul>	<ul style="list-style-type: none"> <li>MLP Course</li> <li>Professional Development Book Study</li> <li>Literacy Coaches</li> <li>Mentor observation notes</li> <li>Working with colleagues that have completed MLP course.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and completion of MLP course.</li> <li>Coach and mentor observation notes.</li> <li>Student progress on formal and informal assessments.</li> </ul>	9/10-5/11  Weekly Notes.  Weekly and Trimester assessments.
3: a, b, d, e, f 5: a, c, d, e, f 8: a, b, f, g	<u>Research, Learn, and Implement effective RTI Interventions</u>	<ul style="list-style-type: none"> <li>Daily interventions: More frequent small group reading instruction, Extended time for work completion, Fluency cards.</li> <li>RTI meetings every six weeks.</li> <li>Weekly progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with special education teacher, guidance counselor, and parents.</li> <li>RTI committee staff members: Monthly full-staff meetings, Every six weeks small group meetings.</li> <li>Aimsweb program.</li> <li>Fountas and Pinnell benchmark books.</li> </ul>	<ul style="list-style-type: none"> <li>Aimsweb Data.</li> <li>Fountas and Pinnell Benchmark data.</li> <li>RTI Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Two times per year</li> <li>Every six weeks.</li> </ul>

Teacher Signature \_\_\_\_\_

12/10/10  
Date

Mentor Signature \_\_\_\_\_

12/10/10  
Date

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- Completed PCAP is due May of 2<sup>nd</sup>

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Initial Plan Approved

1/13/11  
Date

Completion Approved

Date

11/15/2010

**Initial Professional Certification Action Plan - RSU #54/MSAD #54**

Name: [Redacted] Date: 11/12/10 School: North Elementary Teaching Assignment: Developmental K  
 Degree: \_\_\_\_\_ Years of Experience: \_\_\_\_\_ Type of Current Certificate: Provisional  
 Date Certificate Expires: 7/11 Mentor: [Redacted]

**Key words of Maine's Initial Teacher Certification Standards:**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
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| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
|                                     |                             | 10. Professional Development       |

Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
3 a,b,c,d,e, f,g,h 4 a,b,c,d,e 5 a,b,c,d, e,f,g 3a,b,c,d,e,f,h,i	Learn and Implement the Kindergarten Curriculum. Mainly focusing on literacy and math.	- integrating learning through play - Fountas and Pinnell Phonics Lessons - Scott Foresman Math Series	- Guided Reading by Fountas and Pinnell - Phonics Lessons by Fountas and Pinnell - Literacy and the Young Learner By Susan Bennett-Armistead - Scott Foresman Assessments	- mentor observation notes - Fountas & Pinnell assessment kits. - student assessments	
6, a,b,c,d,e,f 3, a,b,c,d,e,f g,h,i	Develop effective Behavior management Strategies	- Positive reinforcement - Role model appropriate behaviors - use visual schedule - morning meeting components - (greeting, message, activity)	The Classroom & Communication skills program. By Megan Ahlers, M.S. Colleen Hannigan Zillich, M.S. - Responsive Classroom	Behavior Documentation - mentor observation notes	

Teacher Signature \_\_\_\_\_

11/12/10  
Date

Mentor Signature \_\_\_\_\_

11/12/10  
Date

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Initial Plans Approved

1/13/11  
Date

Completion Approved \_\_\_\_\_

\_\_\_\_\_ Date

# Initial Professional Certification Action Plan - RSU #54/MSAD #54

Name: [Redacted] Date: 12/11 School: Mill Pond Etc Teaching Assignment: [Redacted]  
 Degree: \_\_\_\_\_ Years of Experience: 1 Type of Current Certificate: 1a  
 Date Certificate Expires: \_\_\_\_\_ Mentor: [Redacted]

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- |                                     |                             |                                    |
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| 2. Discipline Integration           | 5. Instructional Strategies | 8. Engaging Students & Communities |
| 3. Diversity of Student Development | 6. Supportive Environment   | 9. Ethical Responsibilities        |
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Standards/ Performance Indicators	Goals	Activities/Strategies	Resources	Evaluative Evidence	Date Completed
6 7 11	Maintain a classroom environment that encourages positive behavior in the students.	- Behavior Contracts - Visual classroom schedule - Clear Expectations and consequences	- M-W-S - Team Work Team - Workshop	- Completed Behavior Contracts	
1 2 3 4	To plan and implement reading lessons in the classroom which focus students' improvement in the subject.	- Become aware of different reading programs - Individualized Student Programs - Learn how to DRA	- M-W-S - Classroom Teachers - Reading BD - Book Room - Updated DRAs - Lesson 111	- Individual student Reading portfolios - Updated DRAs	

Teacher Signature: [Redacted]

Date: 12-8-11

Mentor Signature: [Redacted]

Date: 12/13/11

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- Completed PCAP is due May of 2<sup>nd</sup>

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1/13/11