



Regional School Unit 34

Alton, Bradley, and Old Town

Jon Doty, Ed.D.

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February 24th, 2026

Re: LD 2175 (Chapter 115 revisions)

Dear Senator Rafferty, Representative Murphy, and members of the ECA Committee,

Thank you for your service to our state. I write in enthusiastic support of LD 2175 (revisions to Chapter 115). I bring the perspective of 26 years with varied service as a teacher, teacher-leader, member of the certification support system, district administrator, graduate student earning three advanced degrees in education, and advisory committee member for multiple post-secondary education programs. I and my district are deeply engaged in educator development, through our innovative “earn while you learn” *Educator Accelerator* program, through hosting pre-service educators at stages in their development from four local post-secondary institutions, through teaching coursework as adjunct faculty, through engagement with Maine Teacher Residency, and through working with other sites to develop the Maine Teacher Apprenticeship program. All this to say: I care deeply about preparing educators well.

While the new Chapter 115 will positively address other needs, such as the certification necessary to enable the CDS transition, a new sensible option for middle school certification, and a new technology/engineering certificate, I am particularly excited about the new portfolio pathway toward conditional and then full certification. I frequently meet new potential educators and advise them on certification possibilities. Many potential career-changers walk away after that conversation. They are not resistant to learning, but know their needs are different than a novice undergrad, and often don't want to take numerous courses that seem designed for a different stage of life. Most aren't in a position to pause income while they pursue an intensive graduate program in education, so these biologists, anthropologists, wildlife ecologists, journalists, and economists that I meet stay out of professional education. Those who persist in entering the field typically take many courses in their three conditional years, some of which are a good fit for their needs and some of which “check the box” - using scarce time and energy that could be better used in other professional learning. Through the portfolio process, we will be able to use a combination of coursework and high-quality professional learning techniques to meet those professionals where they are and give them what they need to become an effective teacher.

Every student deserves to make continuous progress in school.

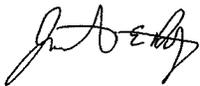
Similarly, many times in my career I have guided colleagues through certification journeys when they wish to expand on their endorsement areas. Some of the coursework requirements are often a great fit, but others often are not, and different high-quality professional development such as working with a skilled instructional coach or independent book studies would be a better fit for some of their needs. As an example, when I guide experienced Kindergarten teachers in earning Pre-K endorsement, part of the coursework journey frankly seems silly to each of us involved.

Chapter 115 lays out minimum requirements to serve in educational roles. These are important to maintain a level of preparation necessary to serve our students, but as currently constructed Chapter 115's requirements focus more on the *how* of meeting rigorous standards (credit hours), than on the outcomes themselves. An unintended consequence is that busy professionals often tend to choose online asynchronous out-of-state coursework to "check the box." My district sent \$15K out of state on such courses in one recent fiscal year. Just as we create multiple pathways for students to reach high standards, it is appropriate to create multiple pathways for adults to meet rigorous standards and serve students. These new multiple pathways will enable school districts and Career and Technical Education to draw career-changing adults into our field, and help experienced educators carefully expand into new roles.

I attach to this letter one example of what a portfolio process might look like. My region is engaging in preliminary conversation as to how we may approach this as a regional partnership rather than district-by-district, which would enable us to support each other in maintaining the intended combination of high standards and flexibility. Furthermore, a partnership approach would enable us to address needs such as capacity in small rural districts, when an educator transfers from one district to another, and cooperative professional development.

I greatly appreciate C&HE committee chair Keller's and the entire State Board of Education's diligence in soliciting and genuinely hearing input from a variety of perspectives in the process of developing the new Chapter 115, and I appreciate the sincerity with which you and your fellow legislators take this next step in the process. I encourage you to advance LD 2175.

Thank you,

A handwritten signature in black ink, appearing to read "Jon Doty". The signature is fluid and cursive, with a large initial "J" and "D".

Jon Doty

Every student deserves to make continuous progress in school.

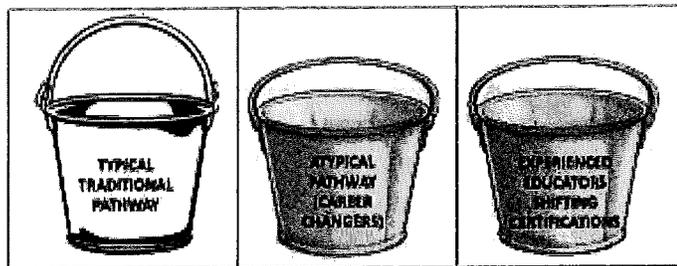
Introduction

This is an illustration of how a district or consortium may propose to implement the new portfolio route proposed in Chapter 115 (excerpt below). In any pathway, all of the "General Eligibility" requirements are intact (e.g., Bachelor's Degree, good moral character, 18+ years of age).

Proposed CH. 115, Pt. 1, Section 6, 2.B.5: Successful completion of a portfolio, developed on a case-by-case basis by the hiring superintendent and verified by the Department, that includes high quality professional development, professional courses, on-the-job experience, and extensive mentoring. Portfolios may include professional testing specific to a certificate or endorsement.

- *The district's, region's or consortium's process for developing such portfolios must be approved in advance by the State Board of Education, resulting in preparation at least equivalent to a novice teacher's preparation through a traditional program.*
- *Upon affirmation by the superintendent and verification by the Department that an individual's portfolio plan follows the approved process, a conditional certificate and endorsement(s) will be issued, not to exceed three years.*
- *Upon affirmation by the superintendent and verification by the Department that an individual's portfolio plan has been completed, the Department will issue professional certification and endorsement(s).*
- *Approved district, region, or consortium processes under this section will automatically expire on September 1, 2036 at which time the State Board of Education shall determine if this pathway is needed any longer. Certificates and endorsements issued under this pathway remain valid and fully renewable as with any other professional certification and endorsements.*

The intent is limited, focused on the two highlighted "buckets." Even within those buckets many folks will be better served by things such as Master's Programs or traditional coursework. For candidates or potential candidates for whom traditional pathways aren't a good fit, this pathway will create a way for them to thoroughly prepare and to effectively serve students.



Thought-Provoking Scenarios

1. Are the needs of students, staff, and taxpayers well-served when an experienced Kindergarten teacher needs to take a large number of courses to shift to teaching Pre-K, or would alternative preparation / documentation serve well?
2. Are the needs of students, staff, and taxpayers well-served when a teacher who succeeded in college calculus, statistics, advanced statistics, computer science, and quantitative data analysis needs to take a number of additional courses labeled MAT in order to teach Algebra II, or would alternative preparation / documentation serve well?

3. Are the needs of students, staff, and taxpayers well-served when someone successfully “checked the boxes” for certification by taking three unique courses from different institutions, but in hindsight said “they all seemed like basically the same course”?
4. For a teacher shifting grade spans, are the needs of students, staff, and taxpayers better served by taking an asynchronous online methods course at the undergraduate level, or through a book study and doing focused work with a trained coach in that area?

In these scenarios and more, we propose that an alternative route can make better use of time and resources, resulting in preparation at least as good as that of a novice teacher through a traditional pathway.

The intent of a traditional teacher preparatory pathway is for an individual to attain skills/competencies over time through meaningful study, coursework, and experience. The goal of an alternative pathway is to hold true to the needed knowledge / skills / dispositions while honoring attainment through a combination of coursework and experiences (e.g., mentorships, guided professional development, on-the-job training).

Portfolio Pathway FAQ

- Would this result in loss of revenue for Maine post-secondary institutions? *Likely No. Pathways are intended to expand opportunities for people to enter the field of education, thereby increasing numbers of individuals who, through partnerships, will enroll in post-secondary educational focused coursework. Additionally, those individuals seeking alternative certification now frequently find asynchronous / low-cost online options that can work with the person’s schedule. Further, it is not the purpose of certification rules to generate revenue; the purpose is to assure sufficient preparation to begin in the field.*
- Is “double-dipping” allowed? E.g., can an effort be used to address multiple requirements? *Absolutely - the intent is to yield and verify preparation in each of the required areas. If an effort leads to preparation in multiple areas, wonderful! This approach acknowledges experience, skill, and competency attainment which we absolutely know is best for kids and schools.*
- Can tests (e.g., PRAXIS) be used as part of the portfolio? *Absolutely - strong performance on a carefully designed assessment could be evidence of teacher readiness and therefore provides another option as part of an educational pathway.*
- How does this fit with the Maine Teacher Apprenticeship program? *Enabling the use of a portfolio review may well help to recognize the value of “OJT” (On-the-Job Training).*
- Are Pathways rigorous? *Absolutely. This approach to pathways is built upon the Performance Indicators, Essential Knowledge, and Critical dispositions in Ch. 114, and would include both a rigorous review as well as continued ongoing support, PD and guidance for individuals regardless of their certification.*
- How does this fit with the way educators are currently certified? *The establishment of meaningful pathways is built upon the current existing portfolio process; by shifting the responsibility to the districts for analysis, review, support, and sign-off prior to submission to DOE, this pathway process will be far more centered on the true needs of both the individuals looking to become certified as well as the districts who need quality highly skilled educators.*

Illustration

The following is a draft template to demonstrate how a portfolio process COULD work. We have created a fictitious multi-district consortium to demonstrate how this work could be done regionally. We have also assumed that the teacher we are working with in this process is a 9-year veteran teacher of grade 1 who has been working under a 020 certificate in schools, but would like to move to teach Pre K. This move would require her to earn an 029 endorsement.

As part of her original 020 endorsement we are assuming that the teacher has already taken the required special exceptionalities course, the required diversity course, etc. and has completed their student teaching experience. They would have also completed the required 6 semester hours in english, math, science and social studies.

The specific coursework required then under Part II, pathway 2 would be those dealing specifically with the "young child" experience.

Please follow us along in this teacher's fictional journey towards earning this additional certificate via the new portfolio process.

APPLICATION UNDER ALTERNATIVE CERTIFICATION PATHWAY

(Local Level Portfolio Review)

The core purpose of this portfolio is to show overall preparation likely to result in performance at least equivalent to that of a certified novice educator with traditional initial preparation.

This application is submitted under the process approved **12/31/2026** for **Example Consortium**.

Name of Candidate: **Jane Doe**

MEIS Number of Candidate: **123456**

Overall Circumstance:

- "Career-Changer" entering the field of public education
- Experienced Educator (8+ years) extending their certification/endorsement areas
- Other (describe):

Certification / Endorsement Sought: **029 Early Elementary Teacher**

Certifications / Endorsements Currently Held: **020 General Elementary**

Current Status

(attach to this application evidence of the careful review identifying completions / gaps, and documentation of those things used to fully/partially meet the gap through a portfolio process)

Bachelor's Degree: University of Maine, Elementary Education, 2014

x The candidate meets all Ch. 115 "General Eligibility" requirements.

Category A (The Learner and Learning), which includes Standard 1 (Learner Development), Standard 2 (Learning Differences), and Standard 3 (Learning Environment)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
No Gap: An approved course in teaching students with exceptionalities in the regular classroom	Through its review process the team has determined this gap has been fully addressed by prior coursework
No Gap: Three semester hours in human development, educational psychology, developmental psychology, child development, or equivalent.	Through its review process the team has determined this gap has been fully addressed by prior coursework.

Category B (Content), which includes Standard 4 (Content Knowledge), and Standard 5 (Application of Content)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
No Gap: six semester hours in English, mathematics, science, and social studies or social sciences	Through its review process the team has determined this gap has been fully addressed by previous coursework
No Gap: three semester hours in Children's Literature	Through its review process the team has determined this gap has been fully addressed by prior coursework
No Gap: Basic skills text in reading, writing, and mathematics	Through its review process the team has determined this gap has been fully addressed by at least 3.0 GPA in coursework for the 020 certification.

Category C (Instructional Practice), which includes Standard 6 (Assessment), Standard 7 (Planning for Instruction), and Standard 8 (Instructional Strategies)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
Three semester hours in early literacy / teaching of reading	Through its review process the team has determined this gap has been <u>partially</u> addressed by prior coursework (nine semester hours in elementary literacy methods, of which at least three semester hours are in elementary reading methods. <u>Action plan:</u> Mrs. Doe will conduct a book study using <u>Building Reading Skills for Early Learners</u> (Dewey et al,

	2021) and consult with the district's literacy coach throughout the book study.
Three semester hours in mathematics for the young child, three semester hours in science for the young child, three semester hours in social studies for the young child.	Through the review process the team has determined this gap has been partially addressed by prior coursework. <u>Action plan:</u> Mrs. Doe will conduct a book study using <u>STEM Methods for Pre-Kindergarten</u> (Smith et al, 2019) and <u>Civic Education for Early Learners</u> (Hamilton, 2023). Mrs. Doe will submit her notes as documentation of completion.
No Gap: Three semester hours in diversity-centered content related to today's schools.	Through its review process the team has determined this gap has been fully addressed by prior coursework.
No Gap: Minimum 15 weeks student teaching	Through its review process the team has determined this gap has been fully addressed when earning 020 certification.
An additional six semester hours in early childhood education.	<u>Action plan:</u> Mrs. Doe will successfully complete the course "Outdoor Education for Early Learners" (3 credits, USM) and "Special Education for Early Learners" (3 credits, UMaine).

Category D (Professional Responsibility), which includes Standard 9 (Professional Learning and Ethical Practice), Standard 10 (Leadership and Collaboration), and Standard 11 (Technology)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
No gaps noted	

Other relevant information: Mrs. Doe is an experienced (9-year) primary grades teacher. Mrs. Doe, the Pre-K administration, and the Literacy Coach are enthusiastic about her potential as a Pre-K teacher.

Signatures Endorsing the Review and Plan

Teacher/Candidate: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Local District Review Team: _____ Date: _____

Sent to DOE Certification Office on (date): _____

DOE Certification Office verification that the approved process has been followed, and conditional certification awarded: _____ Date: _____

Documentation of Any Plan Modifications:

Signatures Verifying Completion of the Plan

Teacher/Candidate: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Local District Review Team: _____ Date: _____

Sent to DOE Certification Office on (date): _____

The candidate and district shall maintain backup information to support this portfolio for three years following award of the full certificate.

References

Chapter 114

Chapter 115 Pt. I & Pt. II

RSU ____'s approved plan

Possible State Board Process Review/Approval
(see linked document)

Example Initiating the Process

To: Maine State Board of Education

Re: Consortium Application to Begin a Portfolio Process

Date: _____

Dear SBE Chair Smith and C&HE Committee Chair Jones,

We appreciate your work, among other educational issues, in reviewing and approving portfolio processes for teacher certification, as outlined in Chapter 115, Parts 1 and 2. We hereby apply to begin this process for a consortium of school districts, including: _____. We describe the process here, including the documentation and forms used, and examples of circumstances where the process would be applied.

We are eager to use this process to welcome new, well-prepared educators to our districts and appreciate your review.

Sincerely,

[Signatures of the Lead Contacts]

PURPOSE AND GUIDING PRINCIPLES

This consortium of Maine Public School Districts assembles to enable and guide educators who wish to obtain professional teacher certification through a portfolio process, under Chapter 115, Parts 1 and 2. The consortium seeks to do so in a way that:

1. Results in teachers at least as prepared as traditionally certified novice educators
2. Recognizes a variety of methods of preparation
3. Is time- and resource-efficient for the candidates, for the school district, for the consortium, for the Maine DOE Certification Office, and the Maine State Board of Education

This consortium is primarily focused on enabling portfolios for “career-changers” entering the field of education, and for experienced educators seeking to expand their certification areas. This consortium is not focused on traditional new teacher preparation for those without significant background experience. This consortium recognizes that other alternative preparation avenues exist, e.g., Masters Programs, Maine Teacher Apprenticeship, and Maine Teacher Residency, and that the Consortium will work with candidates and those efforts to determine the path forward for a candidate that will best fit their circumstances.

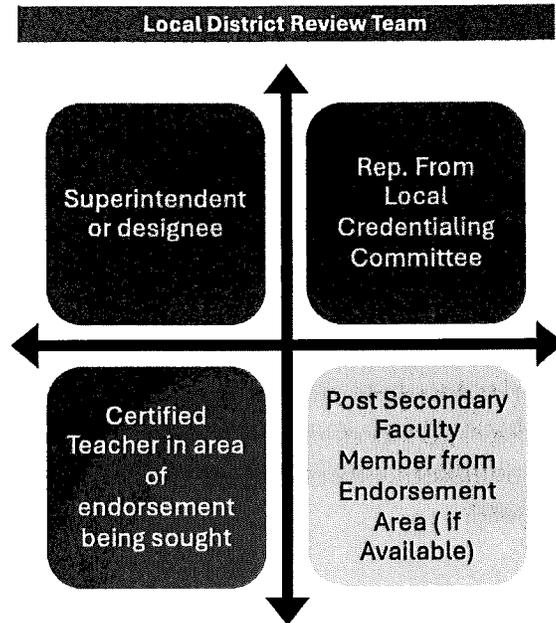
CONSORTIUM GOVERNANCE

The consortium is governed by a board of directors comprised of the Superintendents or their designee of each member SAU.

CONSORTIUM MEMBERSHIP

1. At the time of this application, the members in this consortium are: _____
2. The Consortium will maintain a list of all members, and will notify the Maine State Board of Education and the Maine DOE Certification Office of any changes in membership.
3. Members may withdraw from the consortium at their local discretion.
4. Maine Public School Districts may request to join the consortium, provided they commit to faithfully and diligently following the approved process.
 - a. Approval of such membership requests will be determined by majority vote of the Consortium.
5. Removal of membership
 - a. The Consortium may remove members by $\frac{2}{3}$ vote
 - b. Reasons for such removal include not faithfully or diligently following the approved process, or other actions that sully the reputation of the Consortium and inhibit or likely inhibit the ability of the Consortium and its members to fulfill its purpose. For example, if a member repeatedly undertakes incomplete or sloppy applications that prove time-consuming for those involved to review, the Consortium may seek removal.

LOCAL DISTRICT REVIEW TEAM



Note: This is the minimal make-up of the local district review team. Additional members may be added based on specific needs. Expertise / Qualifications:

- The **superintendent** or their designee will be familiar with staffing needs for the district. They will also be familiar with the skills required to be a highly effective teacher across the grade levels and content areas in programs that they oversee. The superintendent is invested in the success of all staff because research is clear that student achievement is directly tied to the performance of teachers.
- The **Representative from the Local Credentialing Committee** will be familiar with the processes required by the MDOE to achieve full certification, including the portfolio process. They will be employed by the SAU within which a candidate is seeking conditional endorsement and then professional endorsement so as they are familiar with the staff member working through the process and can communicate effectively with the candidate, helping to guide them each step of the way.
- **Certified Teacher** in the area of endorsement being sought - this individual knows what it takes to be an excellent teacher in this endorsement area and can ensure that appropriate skills are demonstrated by the candidate before full certification is granted.
- **Post Secondary Faculty Member** - This individual would be familiar with the endorsement area the candidate is seeking approval for and would be a liaison between the candidate and the local university in case there are specific courses that are needed, or if there are questions about what minimum requirements need to be met in order to achieve appropriate credit for work. This is listed "as available" because the faculty member would serve as a volunteer on this committee, without payment, and to prevent unnecessary delays if a willing volunteer cannot be found.

CONFLICT OF INTEREST

Consortium members commit to avoiding actual or apparent conflicts of interest. This includes but is not limited to those involved in developing, enacting, and evaluating the portfolio plan. As an example, the spouse of a candidate for endorsement will not serve on the team reviewing that person's portfolio.

If a conflict of interest is present, the review team member must disclose the conflict and remove themselves from the team. The superintendent will then replace the team member with a similarly qualified participant from the same stakeholder group.

The consortium does not believe that an employer (e.g., Superintendent, Principal) has a conflict of interest in being part of the team developing, enacting, or evaluating a portfolio plan. While there is an interest in obtaining endorsed employees, potential conflict is offset by the interest in having quality, well-prepared teachers for the school in order to ensure maximum student achievement and success.

COSTS

At the time of this application, the Consortium is composed of members who pay no fee to join, and the efforts of those governing the Consortium are in-kind contributions of their time and efforts. Should the efforts of the Consortium grow sufficiently time-consuming that this model is not sustainable, the Consortium reserves the authority to, through its governance process, determine appropriate and reasonable fees to be collected from its members via, e.g., annual fees or a per-application fee. If the cost model changes, the Consortium will notify the Maine State Board of Education and the Maine DOE Certification Office.

REVISIONS

Substantive revisions of this process need to be proposed to and approved by the Certification and Higher Education Committee of the Maine State Board of Education. Modest revisions that do not affect the substance of the process, such as adjustments to forms, may be done by the Consortium with notification to the Maine State Board of Education Certification and Higher Education Committee and to the Maine Department of Education Certification Office.

PROCESS SUMMARY

- Step 1:** Individual Assessment: A candidate and their local school district review team.
- Step 2:** Plan development based on assessment to include specific action steps, timelines, needed supports, and evidence of completion.
- Step 3:** Pathway Review Team Meeting / Approval
- Step 4:** Initial DOE Approval
- Step 5:** Plan Implementation

Step 6: Team Review / Final Approval

Step 7: DOE Final Approval

SOURCES OF PORTFOLIO EVIDENCE

Evidence that a candidate may bring in through the portfolio process includes:

1. Coursework
2. Assessment (e.g., PRAXIS, GRE)
3. Evaluation of Standards Performance (this may include, e.g., significant evidence from prior work or volunteer activities)
4. Work Products (e.g., publications, presentations, projects, unit development, etc.)
5. Other certifications of learning (e.g., contact hours, CEUs)

PROCESS DETAILS

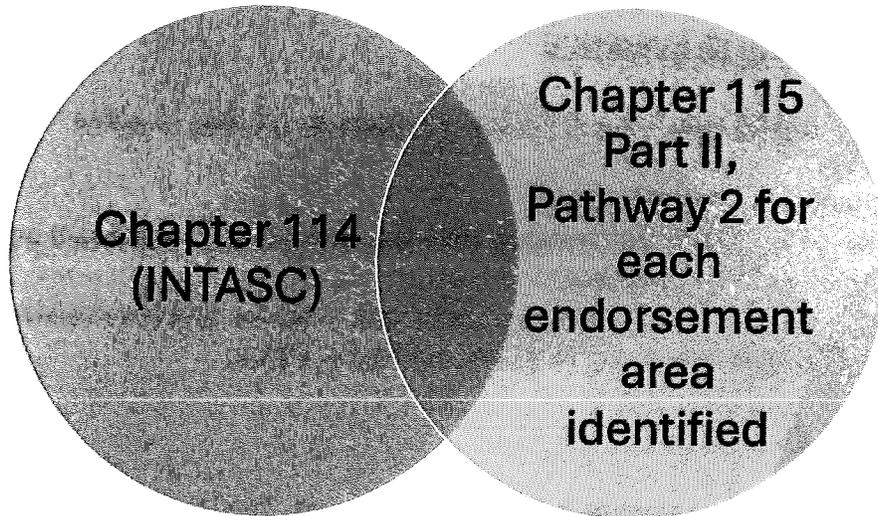
Step 1 & 2 - Individual Assessment & Plan Development: The local review team, often through a specific mentor, works with the candidate to assess where they are in their progression and what a pathway might look like for them. They assess the sources of evidence described below to determine what is needed and a potential path to certification.

- a) Do they met all the "General Eligibility" requirements in Ch. 115?
- b) Review INTASC Standards Outlined in Chapter 114 - what skills have they already demonstrated? What skills need to be demonstrated?
- c) Go to Ch. 115 Parts I and II - what do they have/need?
- d) Of the things that haven't been done through traditional routes in Chapter 115 - are there things demonstrated already through other sources of evidence?
- e) Of those gaps (for completion of Chapter 115), how are you going to address and then demonstrate you have met those gaps (skills, standards, local PD, courses)?

Note that when completing the summary sheet required via this process, the candidate will be asked to identify "gaps" in specific Chapter 114 (INTASC) skills so that they may be measured through specific activities to demonstrate skill attainment. These activities could include taking specific coursework or participating in specific professional development that is outlined in Chapter 115 Part II, pathway 2 lists.

It is important that the candidate demonstrate achievement of specific skills outlined in both Chapter 114 INTASC standards and those skills that may be outlined in the specific pathway 2 language found in Chapter 115 part 2.

Gap Analysis Core Documents



Step 3 - Team Meeting: A meeting of the candidate and the local district review team would be called. This team would review the plan, request revisions as needed, and work to reach consensus on the plan before voting to support it.

Step 4 - DOE Submission and Initial Approval: The local district review team and candidate will finalize the plan summary and sign off on the document; a district representative will submit the completed plan to DOE for approval. DOE will verify that the process was followed and documented, and approve the plan, granting a 3-year conditional certification.

Step 5 - Plan Implementation: The candidate's pathway would likely include a combination of coursework, approved work experience, and meaningful professional development. The candidate would receive an assigned pathway mentor to support the candidate through their pathway, checking in with the local district review team as needed. The candidate would meet regularly with their pathway mentor and have annual meetings with the local district review team. In addition to the local review team, traditional district supports would also exist for candidates going through the pathway process (certification mentor, coaching, etc.). If any modest modifications are warranted to the plan, such as replacing a dedicated professional reading/coaching cycle with a formal course or vice versa, the local district review team is empowered to make and document those modifications. If any substantive modifications are warranted, the local district review team shall develop and submit a new plan document to the DOE.

Step 6 - 2nd Team Meeting: The local district review team will meet with the candidate and mentor to record the completion and sign off on the certification pathway. The local district review team will review the completed plan. If there are items to be addressed, the district staff

person and mentor will work with the candidate to address those items. Completed plans that are approved by the team will move on to DOE for final approval.

Step 7 - DOE Final Approval: The notice of plan completion would be sent to DOE for final confirmation that the process was followed. The DOE issues professional certification / endorsement.

APPLICATION UNDER ALTERNATIVE CERTIFICATION PATHWAY
(Local Level Portfolio Review)

The core purpose of this portfolio is to show overall preparation likely to result in performance at least equivalent to that of a certified novice educator with traditional initial preparation.

This application is submitted under the process approved [DATE] for [NAME OF DISTRICT OR PARTNERSHIP].

Name of Candidate:

MEIS Number of Candidate:

Overall Circumstance:

- "Career-Changer" entering the field of public education
- Experienced Educator (8+ years) extending their certification/endorsement areas
- Other (describe):

Certification / Endorsement Sought:

Certifications / Endorsements Currently Held:

Current Status

(attach to this application evidence of the careful review identifying completions / gaps, and documentation of those things used to fully/partially meet the gap through a portfolio process)

Bachelor's Degree: _____

The candidate meets all Ch. 115 "General Eligibility" requirements.

Category A (The Learner and Learning), which includes Standard 1 (Learner Development), Standard 2 (Learning Differences), and Standard 3 (Learning Environment)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
	Through its review process the team has determined this gap has been fully addressed by....
	Through its review process the team has determined this gap has been fully addressed by....
	Through the review process the team has determined this gap has been partially addressed by.... Action plan....

Category B (Content), which includes Standard 4 (Content Knowledge), and Standard 5 (Application of Content)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans

	Through its review process the team has determined this gap has been fully addressed by....
	Through its review process the team has determined this gap has been fully addressed by....
	Through the review process the team has determined this gap has been partially addressed by.... Action plan....

Category C (Instructional Practice), which includes Standard 6 (Assessment), Standard 7 (Planning for Instruction), and Standard 8 (Instructional Strategies)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
	Through its review process the team has determined this gap has been fully addressed by....
	Through its review process the team has determined this gap has been fully addressed by....
	Through the review process the team has determined this gap has been partially addressed by.... Action plan....

Category D (Professional Responsibility), which includes Standard 9 (Professional Learning and Ethical Practice), Standard 10 (Leadership and Collaboration), and Standard 11 (Technology)

Gap Between Current Status and Full Certification	Portfolio Evidence and Action Plans
	Through its review process the team has determined this gap has been fully addressed by....
	Through its review process the team has determined this gap has been fully addressed by....
	Through the review process the team has determined this gap has been partially addressed by.... Action plan....

Other relevant information:

Signatures Endorsing the Review and Plan

Teacher/Candidate: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Local District Review Team: _____ Date: _____

Sent to DOE Certification Office on (date): _____

DOE Certification Office verification that the approved process has been followed, and conditional certification awarded: _____ Date: _____

Documentation of Any Plan Modifications

Signatures Verifying Completion of the Plan

Teacher/Candidate: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Local District Review Team: _____ Date: _____

Sent to DOE Certification Office on (date): _____

The candidate and district shall maintain backup information to support this portfolio for three years following award of the full certificate.

References

Chapter 114

Chapter 115 Pt. I & Pt. II

RSU ___'s approved plan