State Policy Review: New Educator Induction

Maine

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

State policy requires all new teachers to engage in an action-planning process within the structure of a state-approved, local “support system” during their first two years in the profession. The support system is required to include assistance from a “master teacher,” as well as support from “administrators, personnel from the Department of Education or institutions of higher education and other outside consultants as the commissioner may approve.” [20-A MRSA 13015(3)]

The state does not require all new school administrators to receive induction support.

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy establishes minimum criteria for master teachers who assist early-career teachers within a local support system. These include: holding a professional teaching certificate, demonstrating “exemplary professional skills in classroom instruction,” and having obtained “the support system’s positive recommendation based on the contents of a teacher action plan.” [20-A MRSA 13014]

State policy also establishes minimum criteria for mentor selection. Mentor qualifications include at least three years of experience as an educator and a professional teaching certificate. In addition, the state suggests that superintendents become involved in the selection process by seeking recommendations from others in the school community and approving PLCSS recommendations. [Maine Department of Education (MDE) Regulation 118]

State policy does not currently include any requirements about mentor training, assignment and caseload. However, the state’s Guide to New Educator Induction suggests several criteria to promote best practices in matching mentors with new teachers, including “grade level, content, location, and compatibility of individual style.”

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not establish specific mentoring time requirements. However, the state’s Guide to New Educator Induction recommends that mentors and new teachers meet weekly, with time available for observing classroom practice.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy requires all early-career teachers to engage in an action-planning process within the structure of a state-approved, local “support system” during their first two years in the profession. The support system must include assistance from a “master teacher” and must: (A) provide strong support services for developing good teaching and classroom management skills to teachers with provisional certificates; (B) Provide assistance and review to all individuals who are candidates for a higher level certificate or who are teaching under a waiver of the requirement to be certified; and (C) Assist all teachers in becoming better teachers. [20-A MRSA 13015(3)]

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state has developed a Guide to New Educator Induction that includes program standards, indicators and rubrics to strengthen local induction programs. The focus of the guide is to support programs to self-assess and improve their program quality over time. It articulates six standards: (1) Supporting policies and procedures for a district induction program; (2) School district shareholders form a team that designs an induction program; (3) Mentor educators are selected based on well-defined selection criteria and process, and are matched with beginning educators following a prescribed procedure; (4) Procedures for mentors are established; (5) Professional development/s support is provided throughout the year; and (6) An evaluation of the induction program is conducted.
6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

Maine does not provide dedicated funding to support local induction programs.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State policy requires all early-career teachers to engage in an action-planning process within the structure of a state-approved, local “support system” during their first two years in the profession. To obtain professional certification, new teachers must develop an Initial Professional Certification Action Plan through this support system. The teacher action plan describes the specific skills that must be developed and improved by the teacher, as well as any other requirements, which may include additional professional graduate and advanced study. A teacher action plan must contain the basis for the positive or negative recommendation of a support system as to whether a teacher should be granted a professional teacher certificate. [20-A MRSA 13015(3)]

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

There is no formal state oversight of local educator induction programs or support systems. Induction Standards outlined in the Guide to New Educator Induction suggest “an annual evaluation of the district induction program based on the induction standards and indicators.”

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

Links

Maine Revised Statutes, Title 20A, Chapter 502: Certification of Educational Personnel: http://www.mainelegislature.org/legis/statutes/20-a/title20-Ach502sec0.html


The Maine Department of Education did not respond to our request to review this state summary.

This information is accurate as of January 2016.